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FINAL REPORT

PROCESS AND OUTCOME EVALUATION OF THE G.R.E.A.T. PROGRAM
(Award No. 2006-JV-FX-0011)

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ABSTRACT:

PROCESS AND OUTCOME EVALUATION OF THE G.R.E.A.T. PROGRAM

In 2006, the University of Missouri-St. Louis was awarded a grant from the National Institute of Justice to determine what effect, if any, the G.R.E.A.T. (Gang Resistance Education and Training) program had on students. G.R.E.A.T., which is a 13-lesson general prevention program taught by uniformed law enforcement officers to middle school students, has three stated goals: 1) to reduce gang membership, 2) to reduce delinquency, especially violent offending, and 3) to improve students' attitudes toward the police.

The process evaluation consisted of multiple methods to assess program fidelity: 1) observations of G.R.E.A.T. Officer Trainings, 2) surveys and interviews of G.R.E.A.T.-trained officers and supervisors, 3) surveys of school personnel, and 4) "on-site," direct observations of officers delivering the G.R.E.A.T. program in the study sites. Results illustrate a high level of program fidelity, providing greater confidence in any subsequent outcome results.

To assess program effectiveness, we conducted a randomized control trial involving 3,820 students nested in 195 classrooms in 31 schools in 7 cities. Active parental consent was obtained for 78% (3,820 students) of the students enrolled (11 percent of parents declined and 11 percent failed to return consent forms). These students were surveyed six times (completion rates were: 98%, 95%, 87%, 83%, 75%, and 72%).in the course of five years thereby allowing assessment of both short- and long-term program effects. Approximately half of the G.R.E.A.T. grade-level classrooms within each school were randomly assigned to experimental or control groups, with102 classrooms (2,051 students) assigned to receive G.R.E.A.T. and 93 classrooms (1,769 students) assigned to the control condition.

Results from analyses of data one-year post-program delivery were quite favorable; we found statistically significant differences between the treatment (i.e., G.R.E.A.T.) and control students on 14 out of 33 attitudinal and behavioral outcomes. However, the question remained whether the program had long-term impacts that persisted into high school. To address this question, we continued to survey this group of students for three more years (most of the students were in 10th or 11th grade at the time of the last survey administration). The four-year post program analyses revealed results similar to the one-year post program effects, albeit with smaller effect sizes. Across four years post program 10 positive program effects were found, including lower odds of gang joining and more positive attitudes to police.

SUMMARY

Is G.R.E.A.T Effective? Results from the National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program[1]

Finn-Aage Esbensen, Dana Peterson, Terrance J. Taylor, D. Wayne Osgood, and Dena C. Carson

The Gang Resistance Education and Training (G.R.E.A.T.) program is a gang and delinquency prevention program delivered by law enforcement officers within a school setting. Developed as a local program in 1991 by Phoenix-area law enforcement agencies, the program quickly spread throughout the United States. The original G.R.E.A.T. program operated as a nine-lesson lecture-based curriculum taught primarily in middle-school settings. Results from an earlier National Evaluation of the G.R.E.A.T. program (1995-2001) found that the program had an effect on several mediating variables (factors commonly identified as risk factors) associated with gang membership and delinquency but found no differences between G.R.E.A.T. and non-G.R.E.A.T. youths in terms of these behaviors (i.e., gang membership and involvement in delinquent behavior).

Based in part on these findings, the G.R.E.A.T. program underwent a critical review that resulted in substantial program modifications. The revised curriculum (see Box A) consists of 13 lessons aimed at teaching youths the life-skills (e.g., communication and refusal skills, as well as conflict resolution and anger management techniques) thought necessary to prevent involvement in gang behavior and delinquency. The revised G.R.E.A.T. curriculum was piloted in 2001, with full-scale implementation occurring in 2003. Currently, the program is taught in middle schools across the country as well as in other countries. In school districts with school-resource officers, the G.R.E.A.T. program is generally taught by the SROs. In other jurisdictions, law enforcement

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[1] An earlier version of this summary was published in Cheryl L. Maxson, Arlen Egley, Jr., Jody Miller, and Malcolm W. Klein (eds.) (2013). *The Modern Gang Reader, 4th edition*. New York, NY: Oxford University Press.

officers deliver the program as part of their assignment in community relations divisions, while elsewhere officers teach the program on an overtime basis. Regardless of officers' assignments, all instructors must complete G.R.E.A.T. Officer Training and be certified prior to their assignment to teach in the local schools. This training (one week for officers with prior teaching experience and two weeks for others), in addition to introducing the officers to the program, includes sections on gang trends, issues associated with the transition from an emphasis on enforcement to one of prevention, middle school student developmental stages, and teaching and classroom management techniques. The program's three main goals are:

1. To help youths avoid gang membership.

2. To help youths avoid violence and criminal activity.

3. To help youths develop a positive relationship with law enforcement.

The National Evaluation of G.R.E.A.T.

In 2006, following a competitive peer review process, the National Institute of Justice awarded the University of Missouri-St. Louis funding to conduct the National Evaluation of the G.R.E.A.T. program. The evaluation consists of both process and outcome components that include student surveys, classroom observations in G.R.E.A.T. and non-G.R.E.A.T. classrooms, surveys of teachers, school administrators, and law enforcement officers, interviews with G.R.E.A.T. officers and G.R.E.A.T. supervisors, and observations of G.R.E.AT. Officer Training (G.O.T.). In this report we focus on findings of program effectiveness.

As will be detailed below, we surveyed students attending 31 public middle schools in seven cities across the country. Based upon student responses to multiple waves of questionnaires (pre-test, post-test, and annual follow-up surveys in each of the following four years), we are able to assess short- and long-term program effects. That is, we examine the extent

to which students receiving G.R.E.A.T. differ from non-G.R.E.A.T. students in terms of their delinquent activity and gang involvement. Additionally, we examine the extent to which risk factors addressed in the G.R.E.A.T. program also differentiate the G.R.E.A.T. students from the control group.

Study Design

To implement an outcome evaluation of a school-based program that is offered in settings across the United States, it is important to select a sample that will be representative of the diversity of settings in which the overall program operates. Cost and logistics must also be factored into design decisions. Our overall strategy was to include four to six schools in six different cities. By including multiple schools in a single city we reduce potential bias that could arise from including atypical schools. Having multiple cities in the evaluation allows for inclusion of geographically diverse areas, different sized cities and school districts, differential levels of gang activity, and a diversity of racial and ethnic groups. Within each participating school, classrooms were randomly assigned to receive G.R.E.A.T. or to be designated as a control classroom. While apprehension about the random assignment and subsequent exclusion of some classrooms from receiving G.R.E.A.T. was expressed by some principals and teachers, ultimately 31 schools agreed to the design specifics.[2]

Site Selection

During the summer of 2006, we selected seven cities for inclusion in the National Evaluation of G.R.E.A.T. Site selection was based on three main criteria: 1) existence of the

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[2] Two principals who were contacted declined their schools' participation. In one case, the principal had previously been a police gang investigator and, thus, "knew the program worked." In the other case, the principal would not agree to our study design (i.e., random assignment of classrooms). In a third school, while the principal agreed to participate, there was resistance to the evaluation design, and this school was ultimately dropped from the study. In each instance, other schools were selected to replace the non-participating schools.

G.R.E.A.T. program, 2) geographic and demographic diversity, and 3) evidence of gang activity. This site selection process was carried out in a series of steps. First, the research staff contacted the G.R.E.A.T. Regional Administrators[3] and Bureau of Justice Assistance[4] personnel to identify locales with established programs. Consideration was given to factors such as the length of time the program had been in operation, number of G.R.E.A.T.-trained officers, and the number of schools in which the program was offered. Second, once this list of more than 50 potential agencies was constructed, the research staff contacted representatives in these cities to obtain more information about the delivery of the G.R.E.A.T. program. Third, given the focus of the program, information about gang activity in these potential cities was obtained from the National Gang Center. Ultimately, we selected seven cities (varying in size, region, and level of gang activity) as our primary target sites. Given the difficulties associated with securing permission to conduct evaluations in many school districts, we were hopeful that six of these seven cities would cooperate.

Once these seven cities were identified, the research staff worked with the primary local law enforcement agency and the school district in each city to seek their cooperation. Much to our surprise, all seven districts agreed to participate. Rather than exclude one of the sites, we decided to expand our original design from six to seven cities. These participating cities are: Albuquerque, New Mexico; Chicago, Illinois; Greeley, Colorado; Nashville, Tennessee; Philadelphia, Pennsylvania; Portland, Oregon; and a Dallas-Fort Worth (DFW), Texas, area

[3] G.R.E.A.T. is a national program overseen by the G.R.E.A.T. National Policy Board (NPB). For administrative purposes, responsibilities for program oversight are held by (or ―given to‖) agencies operating in different geographic regions: Northeast, Midwest, Southeast, Southwest, and West. Additionally, two federal partners—the Bureau of Alcohol, Tobacco, Firearms, and Explosives (BATF) and the Federal Law Enforcement Training Center (FLETC)—are involved in program training and oversight.

[4] The Bureau of Justice Assistance (BJA) oversees the allocation of federal funds and grant compliance associated with the G.R.E.A.T. program.

location. With school district approval, we then identified potential schools for study participation and contacted the principals. Our intent in the selection of schools was to include schools that, taken as a whole, would be representative of the districts. Once initial agreement to participate was obtained from the school administrator, more detailed discussions/meetings were held between school personnel, G.R.E.A.T. officers, and the research team. Whenever possible, face-to-face meetings were held, but in some instances final arrangements were made via telephone. School and police personnel were informed of the purpose of the evaluation, issues related to the random assignment of classrooms to the treatment or control condition (i.e., receive G.R.E.A.T./not receive G.R.E.A.T.), procedures to obtain active parental consent for students in these classrooms, scheduling G.R.E.A.T. program delivery, and other logistical issues associated with the study design.

Implementation of G.R.E.A.T.

Prior to addressing program effectiveness, it is imperative to assess implementation fidelity; that is, is the program implemented as it is intended? In the G.R.E.A.T. Evaluation, we tackled this issue via four distinct approaches: 1) observation of G.R.E.A.T. Officer Training (GOT); 2) interviews and surveys of G.R.E.A.T. officers; 3) survey of school administrators and teachers; and 4) observation of classroom delivery. Based on our observation and assessment of 9 GOT sessions (mostly 2 week sessions), we concluded that the officers were well-trained during the training and that certified officers should, upon graduation, be prepared to teach the G.R.E.A.T. curriculum in their local schools. The interviews and surveys of officers provided additional insight into the quality of training as well as officer opinions about the program. Generally, officers felt well prepared to teach the program and they believed the lessons to be effective. Officers did provide some suggestions for program enhancements but, for the most

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part, were very positive about the program and their involvement in it. Teachers and administrators liked having officers in their schools and believed that the program was well-designed and well-implemented by the officers. As part of the process evaluation of the program, we observed 492 unique classroom program deliveries. Based on these observations, we were able to provide a fidelity score to each officer and each classroom. Of the 33 officers teaching G.R.E.A.T. in the participating schools, 27 were judged to implement the program with above average fidelity, 3 with below average fidelity, and 3 failed to deliver the program with sufficient rigor to expect the program to have any effect. Relying on these four process evaluation components led us to conclude that the G.R.E.A.T. program (at least in the schools participating in the evaluation) was implemented with a high degree of program fidelity and that any program effects detected could reasonably be a result of the program.

Effectiveness of G.R.E.A.T.

The evaluation design of this project can best be described as an experimental longitudinal panel design. That is, classrooms in each of the participating schools were randomly assigned to the treatment (i.e., G.R.E.A.T.) or control condition (i.e., no program exposure), and students in these classrooms were scheduled to complete six waves of questionnaires (pre- and post-tests followed by four annual surveys). Thus, the final sample of students would be followed through their school experiences from 6th or 7th grade through 10th or 11th grade. Importantly, all students in the selected classrooms were eligible to participate in the evaluation. A total of 4,905 students were enrolled in the 195 participating classrooms (102 G.R.E.A.T. and 93 control classes) in the 31 middle schools at the beginning of the data collection process.

Active parental consent procedures were implemented in all sites. We worked closely with the principals and classroom teachers during the consent process. Teachers distributed and

collected consent form packets. Each packet included a cover letter explaining the purpose of the evaluation as well as an informed consent form (explaining the risks and benefits of the students' participation) for parents/guardians to read, sign, and return to the teacher. When allowed by the districts, the research staff provided monetary compensation to the teachers directly for their assistance. In some instances, district regulations prohibited such compensation; in these cases, compensation was provided as a donation, made in honor of the teachers, to the school or district. Students were also given a small personal radio, calculator, or tote bag in exchange for returning a completed consent form. These rewards were provided to students regardless of whether the parent/guardian granted or withheld consent for the youth to participate in the study. Overall, 89.1 percent of youths (N=4,372) returned a completed consent form, with 77.9 percent of parents/guardians (N=3,820) allowing their child's participation.

Students completed pre-test surveys (prior to implementation of the G.R.E.A.T. program) with a completion rate of 98.3 percent and post-test surveys (shortly after completion of the G.R.E.A.T. program) with a completion rate of 94.6 percent. Students also completed annual follow-up surveys in each of the following four years, with completion rates of 87%, 83%, 75%, and 72%. These rates are quite impressive given the mobility of these students; we surveyed virtually all students still enrolled in schools within the original seven school districts, which meant we surveyed students in more than 200 different schools during each of the last two years of data collection. We obtained permission from principals at these schools to survey the transfer students – clearly, a time and labor intensive effort but one well worth achieving these high response rates.

Student Sample Characteristics

The sample is evenly split between males and females; most (55%) youths reside with both biological parents; and the majority (88%) was born in the United States. The sample is racially/ethnically diverse, with Hispanic youths (37%), White youths (27%), and African-American (18%) youths accounting for 81 percent of the sample. Approximately two-thirds of the youths (61%) were aged 11 or younger at the pre-test, representing the fact that 26 of the 31 schools delivered the G.R.E.A.T. program in 6th grade; three of the six Chicago schools and two of four schools in Albuquerque taught G.R.E.A.T. in 7th grade. Thus, the students in Chicago and Albuquerque were somewhat older than students in the other sites. Except in Chicago (in which Hispanics are over-represented and African Americans under-represented), the sample is similar to the demographic composition of the respective school districts.[5]

Outcome Results

To reiterate, the G.R.E.A.T. program has three primary goals: 1) to help youths avoid gang membership, 2) to help youths reduce their involvement in violence and criminal activity, and 3) to help youths develop a positive relationship with law enforcement. The curriculum consists of 13 lessons aimed at teaching youths the life-skills thought necessary to prevent involvement in gangs and delinquency. Among these skills are the following: empathy, risk-seeking, conflict resolution skills, resistance to peer pressure, and refusal skills. The G.R.E.A.T. program teaches lessons that directly address these particular skills. To assess program

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[5] This disproportionate representation in Chicago occurred despite efforts by the research team to recruit schools that would be representative overall of Chicago Public Schools. One of the five originally-selected schools, which was comprised of nearly 100 percent African American students, was unable to meet the requirements of the study and was dropped from the sample. Given time constraints (i.e., too late in the school year to select a comparable school and implement the program with fidelity), we were unable to replace the excluded school during 2006-2007. Thus, the resulting sample was largely Hispanic, while the district was largely African American. To increase representativeness of the sample, the decision was made to add two primarily African American schools to the evaluation in the 2007-2008 school year, even though this meant that these schools would be one year behind other schools in the evaluation.

effectiveness, we compare responses from students in the G.R.E.A.T. classes to the students in the control classrooms on 33 potential outcomes, including five behavioral outcomes (gang affiliation, general delinquency, and violent offending – the latter two measured as both frequency and variety indices) and 28 attitudinal measures, including two measures of attitudes to the police attitudes towards gangs. First, we utilize the pre-test and the one-year follow-up questionnaires; these results, therefore, represent short-term program effects. The student questionnaire contains a number of questions that tap program components, including measures of gang membership, self-reported delinquency, and attitudes toward the police. Additionally the survey includes questions that were drawn from a variety of empirical studies assessing key risk and protective factors associated with youth problem behaviors.

Given the research design (individuals are nested within classrooms and classrooms are nested within schools), hierarchical linear modeling techniques were used to assess program effectiveness. At one-year post treatment, we found statistically significant differences between the treatment (i.e., G.R.E.A.T.) and control students on 14 out of 33 attitudinal and behavioral outcomes. Specifically, the G.R.E.A.T. students compared to non-G.R.E.A.T. students reported:

- More positive attitudes about police (ES = .076)
- More positive attitudes about having police in classrooms (ES = .204)
- Less positive attitudes about gangs (ES = .114)
- More use of refusal skills (ES = .090)
- More resistance to peer pressure (ES = .079)
- Higher collective efficacy (ES = .125)
- Less use of hitting neutralizations (ES = .105)
- Fewer associations with delinquent peers (ES = .083)
- Less self-centeredness (ES = .054)
- Less anger (ES =. 057)

- Lower rates of gang membership (39% reduction in odds)

- Less use of lie neutralization (ES = .066; p < .10)

- More pro-social peers (ES = .051; p < .10)

- More pro-social involvement (ES = .047; p < .10)

These findings address two of the three main program goals: 1) to reduce gang affiliation and 2) to improve youths' relationships with law enforcement. Additionally, several program-specific skills-building objectives appear to be met, especially refusal skills. These results can be considered quite favorable and reflect sustained program effects, one year post-program. That is, students completing the G.R.E.A.T. program had lower rates of gang affiliation than did students in the control group. Additionally, the G.R.E.A.T. students reported a number of more pro-social attitudes, including more positive attitudes to the police, than did the control students. There were, however, no statistically significant differences between the two groups of students on self-reported delinquency.

These results reflect only short-term program effects. An important question remains: are these short-term program effects sustained across time? To address this question, we continued to survey this group of students for three more years (most of the students were in 10th or 11th grade at the time of the last survey administration). Remarkably (in light of the rather small program dosage of 13 lessons that averaged less than 40 minutes per lesson), the analyses revealed results similar to the one-year post program effects, albeit with smaller effect sizes. Across four years post program the following 10 positive program effects were found:

- More positive attitudes to police (ES = .058)

- More positive attitudes about police in classrooms (ES = .144)

- Less positive attitudes about gangs (ES = .094)

- More use of refusal skills (ES = .049)

- Higher collective efficacy (ES = .096)

- Less use of hitting neutralizations (ES = .079)

- Less anger (ES = .049)

- Lower rates of gang membership (24% reduction in odds)

- Higher levels of altruism (ES = .058)

- Less risk seeking (ES = .053)

These effects are all in the direction of beneficial program effects, but again, the effect sizes are modest (some would say small). Importantly, although the other comparisons between the two groups were not statistically significant, all indicated more pro-social attitudes and behaviors among the G.R.E.A.T. students.

Replication across study sites

One of the evaluation objectives was to assess the extent to which the program could be implemented in different locales and if the results were similar across the diverse settings. To address these issues, we replicated the analyses for each of the seven cities. The outcome analyses for both the short- and long-term follow-up periods produced similar results. Results in three of the cities (Albuquerque, the DFW area site, and Portland) were similar, albeit not identical, to the aggregate level results reported above. A few program effects were noted in Philadelphia but null findings were found in Greeley, Nashville, and Chicago. By four-years post-treatment, results in Albuquerque, Portland, and the Texas site resemble the aggregate results. Philadelphia experienced a few positive outcomes while Chicago and Greeley once again had null findings. At four years post-treatment, however, the G.R.E.A.T. students in Nashville reported five negative outcomes (more susceptibility to peer pressure, more commitment to negative peers, less school commitment, and greater neutralizations for lying and stealing). Overall, the site-specific results are quite robust with the four years post-treatment results quite

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similar to those found for one year post-treatment with the caveat that the one year post-treatment effect sizes, as is the case with the overall results, are somewhat larger.

Effectiveness by pre-existing risk

We also investigated the possibility that the program might have differential impact based on students' pre-existing risk for gang membership. To test for this, we used Wave 1 data to identify students at risk for gang membership. Specifically, we used sex, race/ethnicity, and 35 attitudinal and behavioral measures from wave 1 as predictors of ever being a gang member in wave 2 through 6. None of the treatment by risk interactions wass significant, but to test for the possibility that effects may change over time, we also examined risk by treatment by time interactions. A number of significant three way interactions emerged and the pattern is consistent; the three way interactions suggest that most of the beneficial impact is associated with the high risk students in the early waves and that the treatment/control difference for high-risk youth fades over time.

Summary

To recap, our multi-component evaluation found that the G.R.E.A.T. program is implemented as it is intended and has the intended program effects on youth gang membership and on a number of risk factors and social skills thought to be associated with gang membership. Results one year post-program showed a 39% reduction in odds of gang-joining among students who received the program compared to those who did not and an average of 24% reduction in odds of gang joining across the four years post-program. To learn more, please see the resources provided below.

For more information about the G.R.E.A.T. program: http://www.great-online.org/
For more information about the G.R.E.A.T.
Evaluation: http://www.umsl.edu/ccj/About%20The%20Department/great_evaluation.html.

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Box A: The G.R.E.A.T. Program

1. Welcome to G.R.E.A.T. – An introductory lesson designed to provide students with basic knowledge about the connection between gangs, violence, drug abuse, and crime

2. What's the Real Deal? – Designed to help students learn ways to analyze information sources and develop realistic beliefs about gangs and violence

3. It's About Us – A lesson to help students learn about their communities (e.g., family, school, residential area) and their responsibilities

4. Where Do We Go From Here? – Designed to help students learn ways of developing realistic and achievable goals

5. Decisions, Decisions, Decisions – A lesson to help students develop decision-making skills

6. Do You Hear What I Am Saying? – Designed to help students develop effective verbal and non-verbal communication skills

7. Walk in Someone Else's Shoes – A lesson to help students develop active listening and empathy skills, with a particular emphasis on understanding victims of crime and violence

8. Say It Like You Mean It – Designed to help students develop effective refusal skills

9. Getting Along Without Going Along – A lesson to reinforce and practice the refusal skills learned in Lesson 8

10. Keeping Your Cool – A lesson to help students understand signs of anger and ways to manage the emotion

11. Keeping It Together – Designed to help students use the anger-management skills learned in Lesson 10 and apply them to interpersonal situations where conflicts and violence are possible

12. Working It Out – A lesson to help students develop effective conflict resolution techniques

13. Looking Back – Designed to conclude the G.R.E.A.T. program with an emphasis on the importance of conflict resolution skills as a way to avoid gangs and violence; students also present their projects aimed at improving their schools

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PROCESSS EVALUATION

Multi-method strategy for assessing program fidelity: The national evaluation of the revised G.R.E.A.T. program[1]

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Multi-method strategy for assessing program fidelity: The national evaluation of the revised
G.R.E.A.T. program

Abstract

This study reports the results of the process evaluation component of the Process and Outcome

Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program. The process

evaluation consisted of multiple methods to assess program fidelity: 1) observations of

G.R.E.A.T. Officer Trainings, 2) surveys and interviews of G.R.E.A.T.-trained officers and

supervisors, 3) surveys of school personnel, and 4) "on-site," direct observations of officers

delivering the G.R.E.A.T. program in the study sites. Results illustrate a high level of program

fidelity, providing greater confidence in any subsequent outcome results.

The demands for implementation and dissemination of "evidence-based practices"—those which have been found to meet their primary goals through rigorous scientific scrutiny—have gained substantial momentum during the past decades. At the same time, there has been renewed emphasis on *prevention*, rather than reaction. Consequently, research focusing on "what works" has become an increasing priority in order to help develop, modify, and replicate successful programs and policies (see, for example, the efforts of Elliott and Mihalic 2004; Fagan and Mihalic 2003; McHugo et al. 2007; and Mihalic and Irwin 2003). The general public wants social problems "fixed," policy-makers are expected to "do something," and practitioners want to know that they are "making a difference," all the while being conscience of the "bottom-line" that "resources are limited." While these foci have permeated many settings, they have become increasingly important in school-based settings, where constraints posed by mandated curricula mean that limited time for prevention should be well-spent on programs with demonstrated efficacy (see Gottfredson 2001 for an excellent review of findings from evaluations of school-based prevention programs).

Program Fidelity: What is it and why is it important?

In the search for "what works," it is equally important to understand *how* and *why* certain interventions are more successful than others (Dusenbury et al. 2003). The issues of "how" and "why" of program success are typically determined through process evaluations. *Program fidelity*, or the degree to which program providers deliver the program as intended (Dusenbury et al. 2003), includes a number of dimensions, including *adherence*, *dose*, *quality*, *participant responsiveness*, and *program differentiation* (Dane and Schneider 1998). Dumas and colleagues succinctly stated (2001: 38): "In outcome research, an intervention can be said to satisfy fidelity requirements if it can be shown that each of its components is delivered in a

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comparable manner to all participants and is true to the theory and goals underlying the research."

Without evidence that a program has been implemented properly, it is difficult to determine whether a program "works," or meets its intended goals (Kovaleski et al. 1999; Rossi, Freeman, and Lipsey 1999). In fact, a substantial body of research indicates that lack of program *fidelity*—rather than failure of the program *design*—is one of the primary explanations for the failure of prevention programs (see Dusenbury et al. 2003 for an excellent review). Thus, outcome evaluations failing to take into account the degree of program fidelity may lead to a "Type III error," or erroneously concluding that outcomes indicating the degree of program success are due to the specific intervention under examination when, in fact, that is not the case (Basch et al. 1985; Dobson and Cook 1980). This is not a trivial issue, as meta-analyses have found that program effect sizes can vary substantially depending upon the degree of program fidelity (Durlak and DuPre 2008; Lipsey 2009).

In addition to providing greater confidence that outcome effectiveness results are truly related to the program, evaluations of program fidelity allow for two additional outcomes: 1) they help identify programs and program components that can be exported to and implemented in other locations and 2) the provide a greater understanding of potential barriers and remedies when programs are being implemented in different locales (Heller 1996; Melde, Esbensen, and Tusinski 2006; Teague, Bond, and Drake 1998). For example, recent work from the *Blueprints for Violence Prevention* (Elliott and Mihalic 2004; Fagan and Mihalic 2003; Mihalic and Irwin 2003) and the *National Implementing Evidence-Based Practices Project* (McHugo et al. 2007) have illustrated the difficulties of implementing and replicating even the most effective programs in multiple settings, which has the potential to "undermine public confidence in scientific claims

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that we have programs that work" (Elliott and Mihalic 2004: 52). Dissemination of well-executed process evaluation documentation, however, has the potential to ease the implementation process for program providers and allows for more public confidence that effective programs are available and possible to deliver. Indeed, finding methods to enhance implementation of evidence-based practices provides a "bridge" between research and practice (Fagan et al. 2008).

Current Study

Although program fidelity is recognized as being of critical importance and assessments are becoming more common, they remain rare. Even less common are fidelity studies that include multiple methodologies [e.g., combining surveys of program stakeholders with direct observation of critical program components provides necessary information about the program under review (Lillehoj, Griffin, and Spoth 2004; Melde et al. 2006)]. Dusenbury and colleagues (2003) provide a guide of areas that should be examined: 1) teacher (i.e., program provider) training, 2) program characteristics (e.g., as outlined in program manuals), 3) teacher (i.e., program provider) characteristics, and 4) organizational characteristics (e.g., support and cooperation of the host organization).

Drawing upon prior research on program fidelity, this study reports the results of the process evaluation component of the Process and Outcome Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program. To thoroughly assess fidelity of the G.R.E.A.T. program, we evaluate three primary areas where implementation may break-down: 1) officer preparedness and commitment to the program (i.e., program provider training), 2) support and involvement of educators, and 3) program delivery (i.e., officers' actual ability to deliver the program in the schools as designed). In order to assess these areas, data were collected from four

primary sources: 1) observations of G.R.E.A.T. Officer Trainings to assess the quality of the training that officers receive before being sent into classrooms, 2) surveys and interviews of G.R.E.A.T.-trained officers and supervisors to determine their own perceptions of preparedness and the level of commitment to delivering the program, 3) surveys of school personnel to evaluate officers' abilities as instructors and educators' involvement in the program, and 4) approximately 500 "on-site," direct observations of 33 different officers delivering the G.R.E.A.T. program in 31 schools in seven cities to determine the quality of program implementation.

We begin with an overview of the G.R.E.A.T. program and a description of the multiple methods used in this evaluation. Overall assessments of program fidelity in the areas of officer preparedness to teach and commitment to the program, educators' support and involvement, and quality of program delivery, as well as observed strengths and barriers, are discussed, drawing on findings of each component of the process evaluation. We conclude with a discussion of how findings from the current study help to inform both specific recommendations for the G.R.E.A.T. program stakeholders and the larger issues associated with program fidelity.

Overview of the G.R.E.A.T. Program

The Gang Resistance Education and Training (G.R.E.A.T.) program is a gang and delinquency prevention program delivered by law enforcement officers within a school setting. Thus, a number of stakeholders are involved, primarily 1) law enforcement agencies and their officers and 2) schools and their personnel and students. Developed as a local program in 1991 by Phoenix area law enforcement agencies, the program quickly spread throughout the United States (see Winfree, Peterson Lynskey, and Maupin 1999). The original G.R.E.A.T. program operated as a nine-lesson lecture-based curriculum taught primarily in middle-school settings.

While initial results from the 1995 cross-sectional study were promising (Esbensen and Osgood 1999), those from the more methodologically rigorous longitudinal, panel study of the program between 1995 – 1999 found a few delayed attitudinal program effects differentiating G.R.E.A.T. and non-G.R.E.A.T. youths, but no differences in terms of behavioral characteristics (i.e., gang membership and involvement in delinquent behavior) (Esbensen et al. 2001).

Based in part on these findings, the G.R.E.A.T. program underwent a critical review that resulted in substantial program modifications based upon effective evidence-based practices (see Esbensen et al. 2002 for a description of this process). The revised curriculum (see Appendix A) consists of 13 lessons aimed at teaching youth's evidence-based life-skills (e.g., communication and refusal skills, as well as conflict resolution and anger management techniques) necessary to prevent involvement in gang behavior and delinquency. The revised G.R.E.A.T. curriculum was piloted in January 2001 with full-scale implementation occurring the following year.

The program's two main goals are:

1. To help youths avoid gang membership, violence, and criminal activity.

2. To help youths develop a positive relationship with law enforcement.

The evaluation consists of a number of different components, including student surveys, classroom observations, surveys of teachers and law enforcement officers, interviews with G.R.E.A.T. officers and G.R.E.A.T. supervisors, and observations of G.R.E.AT. Officer Training (G.O.T.).

Site Selection

During the summer of 2006, efforts were made to identify cities for inclusion in the Process and Outcome Evaluation of G.R.E.A.T. Site selection was based upon three main

criteria: 1) existence of an established G.R.E.A.T. program, 2) geographic and demographic diversity, and 3) evidence of gang activity. Sites were selected with consideration to the following factors: the length of time the program had been in operation; the number of G.R.E.A.T.-trained officers; the number of schools in which the program was offered; and the components of the G.R.E.A.T. program implemented. Each potential city also had demonstrable youth gang activity according to the National Youth Gang Center (now the National Gang Center). Consideration was given to the representativeness of the selected sites in terms of both the program and the targeted audience. That is, program-related variables such as police department size and organizational structure may affect program delivery. Some G.R.E.A.T. programs, for instance, utilize School Resource Officers (SRO) to teach the program while others use the "Portland" model in which "street cops" teach the program on an overtime basis in schools on their beat. Other program-related characteristics that we considered include school size, length of program history at a site, and size and degree of program implementation. Site characteristics that were considered include population characteristics (i.e., race and ethnic composition, and population size), volume of youth crime and gang activity, and geographic location. Without consideration of such factors it would be difficult to address the extent to which the program is adaptable to different settings and audiences. Because G.R.E.A.T. is a universal prevention program, it was important that the evaluation address the extent to which G.R.E.A.T. is effective in diverse settings. Ultimately, seven cities varying in size, region, and level of gang activity were recruited into the study (Albuquerque, New Mexico; Chicago, Illinois; a location in the Dallas/Ft. Worth (DFW) area in Texas; Greeley, Colorado; Nashville, Tennessee; Philadelphia, Pennsylvania; and Portland, Oregon).

Once the cities were selected, the research staff worked with the primary local law enforcement agency and the school district in each city to secure their cooperation. Four or five schools in each city were selected with the goal of selecting schools that, taken as a whole, would be representative of the districts. School and police personnel were informed of the purpose of the evaluation, issues related to the random assignment of classrooms to the treatment condition (i.e., receive G.R.E.A.T./not receive G.R.E.A.T.), procedures to obtain active parental consent for students in these classrooms, scheduling the G.R.E.A.T. program delivery, and other logistical issues associated with the study design.

DATA AND METHODS

Observations of G.R.E.A.T. Officer Training (G.O.T.)

Prior studies have highlighted that good training for program providers increases the likelihood that programs will be implemented with fidelity (Dusenbury et al. 2003). To examine the training aspect of the G.R.E.A.T. program, we conducted observations of eight G.R.E.A.T. Officer Training (G.O.T.) sessions from June 2006 to August 2008. Each of the original five G.R.E.A.T. regions (i.e., Midwest, Northeast, Southeast, Southwest, and West) coordinated delivery of the standard (G.O.T) in its region. At least one training session was observed in each of the five G.R.E.A.T. regions in the event of site-specific variation in training. In total, two G.O.T.s were observed in the Midwest, one in the Northeast, one in the Southeast, two in the Southwest, and two in the West. G.O.T.s are available in two programs. The 40-hour (i.e., one week) training is available for officers with prior teaching experience and an 80-hour, two week, training is available for officers with no prior experience.[2] Both types of training are taught by

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[2] The longer program allows for officers with limited teaching histories to "teach back" lessons and receive feedback on their public speaking. It also provides a "transition" component that helps officers make the move from their law

the same staff.[3] Six observations of the 40-hour program were completed and two of the 80-hour

sessions.[4] Observers took detailed notes during each day of training and evaluated each G.O.T.

session on 1) coverage of the G.R.E.A.T. components, 2) styles and strategies for effective

classroom delivery, and 3) adherence to training guidelines.

Surveys and Interviews with G.R.E.A.T. Officers and Supervisors

Surveys were sent to all G.R.E.A.T.-trained officers (mean=24.8, range= 6 to 55) in six

of the seven cities participating in the evaluation. The seventh site, Chicago, had over 150

G.R.E.A.T.-trained officers, so surveys were sent to a random sample of 40% of these officers

(n=56). In total, 205 surveys were distributed and 137 were returned (66.8%). By city, the survey

response rate ranged from 37.5 percent in Chicago to 89.7 percent in Nashville. Survey packets

included an anonymous survey, a sealable postage-paid envelope, and a brief letter explaining

the G.R.E.A.T. evaluation and the purpose of the officer surveys. In addition to personal and

professional descriptive information, officers were asked for the reasons they became

G.R.E.A.T. officers, their opinion on the effectiveness of the program design and lessons, and

their experiences actually teaching the program. The survey sample was mostly male (75%) and

enforcement orientation to their new role as a prevention program provider (see Taylor, Esbensen, and Peterson,

2009 for more detail).

[3] All G.O.T.s are taught by police officers certified by the National Training Team to teach officers the curriculum.

Approximately 5-8 certified officers are present at each training session. They are assisted by a member of the

Institute for Intergovernmental Research (to provide technical assistance), a professional educator (to inform

teaching pedagogy), and a gang expert (to cover gang trends and characteristics).

[4] Observers included the Principal Investigator, the Co-Investigators, and graduate research assistants.

65.2 percent White (17.8% African American, 10.4% Hispanic, and 6.6% Other race/ethnicity) with an average of 16 years in law enforcement (*SD*=7.5).

In addition to the surveys, we conducted face-to-face or telephone interviews with the officers who taught the program in the 25 of the 31 schools participating in the evaluation (we were not permitted to interview Chicago Police Department personnel) and with five of the G.R.E.A.T. supervisors. The supervisor interview instrument included ten questions, asking them to describe the reasons for and extent of their agency's involvement in the G.R.E.A.T. program; where G.R.E.A.T. fits in the broader agency picture and mission; how officers are selected for G.R.E.A.T.; their role as supervisor and major challenges faced in that role; relationships with the schools; and the extent of the gang problem in the area and schools.

We interviewed 27 of the 33 officers delivering the program in the study setting. In addition to the four officers from Chicago to whom we were not granted access, one officer in Portland and one in Albuquerque could not be reached. Each interview lasted approximately 30 minutes and included 14 questions. Officers were asked to describe the reasons for and extent of their involvement in the G.R.E.A.T. program; where G.R.E.A.T. fits in the broader agency picture and mission; the major challenges of program delivery; the support they have received from their agency and the other related organizations (e.g., National Training Team); the resulting relationship with the schools; and the extent of the gang problem in the area and schools. Officers were also asked specifics about their program delivery, such as the lessons they consider to be the most effective, their recommendations for changes to the curriculum, and whether they had ever skipped or combined lessons and, if so, the reasons this was necessary.

Survey of School Personnel

Surveys were also distributed to all school administrators (Principals and Vice/Assistant Principals) and all teachers and coordinators at the grade level in which G.R.E.A.T. was taught in the 31 schools under evaluation. Surveys, a cover letter explaining the purpose, and a small gift were distributed to 29 schools in spring of 2007. The response rate was much lower than desired. Only 29.1 percent of the sample returned completed surveys (range of 13.5% to 54.2% across sites). Schools with very low return rates and two newly added schools to the evaluation were re-surveyed in fall 2008. This attempt yielded a 58.4 percent return rate (range of 40.4% in two sites to 90% in Nashville). Surveys from both attempts were combined for analyses.[5] In total, 373 surveys were distributed and a 61.7 percent combined response was achieved (*n*=230 non-duplicate surveys). Most survey respondents were teachers (83%) and female (68%), 75 percent were White (12% Black, 4% Hispanic/Latino, and 8% were of other or multi-racial/ethnic background), and 64 percent taught primarily 6th grade.

All school personnel were asked about their professional history, their opinions on the issues facing their schools, school climate and job satisfaction, their perceptions of school-based prevention programs in general, and their views about police officers in schools. Educators with a personal knowledge of the G.R.E.A.T. program were asked their opinions about the basic purpose and design of the program. In total, 186 of the 230 respondents (82% of the sample) reported familiarity with the program. This included 92 percent of administrators and 79 percent of teachers. Finally, teachers who had had G.R.E.A.T. taught in their classrooms were asked to

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[5] Surveys were anonymous. To ensure that duplicate surveys were not included (e.g., the same person returning a survey at both administration), responses to key demographic questions like sex, race/ethnicity, position held, and years at school were compared between the two collections. When a duplicate was discovered, the spring 2007 survey was the only one included in the final sample.

comment on their most recent experience with the program and their opinion of the G.R.E.A.T. officer. In total, 96 respondents (42% of the sample and 52% of those familiar with the program) reported G.R.E.A.T. had been taught in their classrooms.

Observations of G.R.E.A.T. Implementation in Classrooms

Classrooms were randomly assigned in each school to receive the program or serve as controls.[6] Members of the national evaluation team conducted observations of officers delivering the G.R.E.A.T. program in each of the seven evaluation sites from September 2006 to May 2007. A 41-page program delivery instrument (three to four pages for each of the 13 lessons) was created for use in the field. The instrument, based upon the material contained in the G.R.E.A.T. Instructor's Manual, included measures of 1) the main components of G.R.E.A.T. organized by lesson (i.e., adherence to program design and coverage of topical areas), 2) time spent per lesson component and lesson and overall time management, 3) general measures of student involvement and engagement with officer, and 4) overall lesson quality. This instrument contained both quantitative (in the form of checklists where observers recorded the presence or absence of particular aspects such as coverage of particular lesson content) and qualitative (i.e., space for observers to record open-ended comments about, for example, the discussion or

[6] To assess the degree to which the random assignment process minimized differences across classrooms (potentially confounding results), we also conducted 108 observations of treatment and control classrooms. Observers noted the physical layout (e.g., resources available in classroom, spaciousness), teachers' instructional style (e.g., student-teacher interaction, learning activities), teachers' control of classroom misbehavior, engagement of students, attentiveness of the class, and an overall assessment of the classroom setting. For G.R.E.A.T. classrooms, observers also rated whether classes for each teacher were "Better," "the Same," or "Worse" on each of the above criteria during classes when G.R.E.A.T. was not in session. Observers noted no overt classroom differences between the G.R.E.A.T. and control classrooms.

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activities of the lesson) components. Observers also made note of any unusual occurrences during the lesson. In total, 492 unique observations and 26 sets of inter-rater reliability (IRR) observations were completed for this evaluation.[7] A total of 33 officers taught the program in the seven study sites. Four officers taught the program in each of five cities: Albuquerque, Chicago, DFW-area site, Greeley, and Nashville. Five officers were observed in Philadelphia, and eight different officers were included in Portland. Each officer was observed an average of 15 times during this evaluation (range of 6 to 27), though we observed 19 different officers a minimum of 26 times. Each lesson was observed at least once in every site with four exceptions (not observed were Lessons 12 and 13 in Chicago and Lessons 7 and 11 in Nashville) with each lesson observed an average of 38 times (range of 26 to 53). Results of classroom observations presented in this paper are derived from the 492 unique observations of program delivery.

RESULTS

Drawing on data obtained from the four methods described previously, we examine three specific areas related to program fidelity: 1) G.R.E.A.T. officer preparedness and commitment to program delivery, 2) the support and involvement of educators in participating study schools, and 3) quality of G.R.E.A.T. program delivery. The latter includes an assessment of officers' time management and ability to control the classroom, teacher involvement, and overall quality of delivery.

Officer Preparedness and Commitment to Program Delivery

[7] A total of 26 sets of classroom observations were conducted for IRR (representing 14 of 33 total officers). Both qualitative and quantitative components of the two observations were assessed. Overall IRR, or percent agreement, was 85.4 percent. Two IRR observations had agreement of less than 69 percent (46% and 29%) and were based on observations of an officer who was determined not to have taught the program with sufficient fidelity.

In order to have any likelihood of program fidelity, the individuals implementing the program must be well-informed of the mission, intention, and purpose of the program. To assess officer preparedness and commitment to program delivery we rely on the observations from G.O.T., surveys and interviews with G.R.E.A.T. officers, and, to a lesser degree, school personnel assessments of officers' abilities in the classroom.

Officer Preparedness - The purpose of the G.R.E.A.T. Officer Training (G.O.T.) is to provide police officers with the skills needed to successfully teach the G.R.E.A.T. program to middle-school students. Officers arrive at G.O.T. with a range of prior teaching experiences, and the training is intended to cater to all levels of teaching ability. Overall, observers concluded that the G.O.T. provided officers with sufficient knowledge and skill to be effective at implementing the program. The evaluation showed that G.R.E.A.T. trainers adhered to the training guidelines and provided sufficient coverage of all of the G.R.E.A.T. curriculum components.

Coverage of the program was provided using both overviews of lessons (i.e., trainers would review the materials of the lesson) and lesson modeling (i.e., trainers would teach the lesson in full to the trainees as if they were middle school students). Officers in the 80-hour training were allowed sufficient opportunity to improve their teaching abilities. Officers practiced their public speaking every day in the two-week training. At the beginning of the training, presentations were only two to three minutes long. Officers received feedback from other trainees and team leaders, and eventually presented an overview of a G.R.E.A.T. lesson. Different trainers modeled G.R.E.A.T. lessons for the trainees to present a variety of teaching styles. In addition, educational specialists led discussions of good pedagogy and introduced various methods of teaching a middle school student audience. Gang experts (often police officers in gang units) exposed officers to trends in gang crime and gang research.

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All indicators suggest that officers who complete G.O.T. should be sufficiently prepared to teach the program. Consistent with this finding, all of the G.R.E.A.T. trained officers we interviewed during this evaluation stated that they felt prepared to deliver the program after training. It may be, however, that the most critical judges of officer preparedness may not be objective observers of their training or the officers themselves, but rather the teachers in whose classrooms the G.R.E.A.T. program is delivered. Of the school personnel who reported G.R.E.A.T. being taught in their classroom, 85 percent "agreed" or "strongly agreed" that officers appeared adequately trained to deliver program content.

Our process evaluation, however, does not suggest that there is no room for improvement. Observers of the G.O.T. consistently noted one area in need of improvement for officer preparedness was time management. The G.R.E.A.T. curriculum uses a "building-block" approach to skills building with each lesson building upon prior lessons in the 13-lesson series. The G.O.T. sessions provided "modeled" lessons, or lessons as they should be delivered in the classrooms. Each G.R.E.A.T. lesson in the curriculum is designed to be taught in 40 to 45 minutes, but generally, trainers modeled the lessons in a one-hour time frame (and in some instances, observers noted that trainers did not or could not complete the lesson within an hour). This one-hour time frame may be unrealistic in practice, given that middle school class periods are generally shorter than 50 minutes. The G.O.T. modeling lessons may overestimate the time allotted for G.R.E.A.T. teaching in practice, and thus, may be under-preparing officers for time management in the field.

To help assess program delivery and the concern raised from observations at G.O.T. regarding time management, surveyed officers were asked if they ever combined or skipped lessons while they were teaching. In total, 31.7 percent of surveyed officers reported that they

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had combined or skipped a lesson. Those officers who did skip at least one lesson reported doing so most often toward the end of the 13-week program (i.e., 76.5% skipped one lesson between Lessons 8 through 13). The primary reason (62.2%) offered for skipping or modifying the lesson was time constraints due, for example, to shortened class schedules or to attempts to complete the 13-lesson program in a specified time period during the school year. The effect of time management on the fidelity of program delivery will be addressed in the latter half of this paper.

Another potential area for improvement emerged from officer interviews and school personnel surveys. Some G.R.E.A.T. officers reported that, despite their feeling prepared to teach the program, they would have benefited from more instruction on how to manage the classroom (i.e., deal with disruptive students). The survey of school personnel supported this notion. Despite a high percentage of educators agreeing that officers were prepared to teach the program, there was less agreement (only 74% "agreeing" or "strongly agreeing") that officers were prepared for classroom management. Fourteen percent of school personnel indicated that, in their experience, officers had difficulty controlling the class. While the G.R.E.A.T. Officer Training emphasizes the importance of soliciting teachers' assistance and cooperation in program delivery, this area may require more attention during the GOTs. The classroom management skills of G.R.E.A.T. officers were found to be very important and are discussed in the section on program implementation.

Officer Commitment – Observers of G.O.T. noted that officer enthusiasm for being a part of the training and program varied. Some officers had volunteered to attend the training and others were assigned to be there. For example, in team meetings on the first day of training, one officer said he had been trying to get to the training for years, while another suggested that he was sent because of "departmental politics." Although officers were given the tools that they would need

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to effectively teach the program, it is still unclear whether all officers necessarily desired the opportunity to do so. Our surveys and interviews of G.R.E.A.T.-trained officers further explored this issue. Officers were asked why they became G.R.E.A.T.-trained. Results differed based on method. When asked to indicate the reason(s) s/he became involved with G.R.E.A.T. from a list of six possible choices (with "other" offered as a choice), a majority (85.3%) of the survey sample selected, as at least one of their answers, that they "wanted to teach" or "wanted to prevent kids from joining gangs." By contrast, only six of the 27 officers interviewed using an open-ended response format indicated that working with kids was their motivation for becoming a G.R.E.A.T. officer. A majority of the interview sample reported that they taught the program because they were assigned or required to do so as part of their regular assignment.

Variation in enthusiasm may stem from perceptions about how being a G.R.E.A.T. officer affects one's career. A majority of officers reported in the survey that teaching G.R.E.A.T. 1) does not improve their chances for promotion, 2) allows them fewer opportunities for overtime[8], and 3) is not well perceived by other officers. One supervisor stated in an interview that G.R.E.A.T. officers are "looked down upon by other officers." Many officers echoed this sentiment. Over 20 percent of survey respondents reported that one of the aspects of being a G.R.E.A.T. officer they disliked was the "way they are viewed by other officers." Interviews with officers helped to clarify this point further. Approximately 11 percent of interviewed officers mentioned the perception of other officers when asked what they disliked about teaching G.R.E.A.T. in an open-ended format. These officers suggested that other officers viewed them as "lazy" or "kiddie cops."

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[8] It is important to note that officers in Portland deliver the G.R.E.A.T. program on an overtime basis. Thus, the pooled survey responses may mask site-specific differences in responses.

Support and Involvement of School Personnel

Though the G.R.E.A.T. program focuses on police officers interacting with students, the involvement of school personnel must be highlighted. School personnel have the ability to be "game changers" in implementation of the program (this point will be highlighted in next section of the paper). School administrators must agree to implement the program in their schools, and teachers must "give up" their instructional time for the program. The involvement of educators has always been a component of this school-based program design. This is why educational specialists attend each G.O.T. and why the G.R.E.A.T. curriculum includes "extended-teacher activities" (i.e., activities that can be incorporated by teachers into their curricula to reinforce G.R.E.A.T. lessons). If school personnel do not believe in the need for or utility of the program, they may be reluctant to assist in its implementation.

School Personnel Support – Surveyed school personnel were generally supportive of school-based prevention programs. Most respondents agreed that these kinds of programs could help deter youth from drugs, delinquency, and gang involvement (80%), and that it is the school's responsibility to prevent students from engaging in these kinds of behaviors (81%). However, fewer personnel reported they would like to see more prevention programs in their schools (64%), and only 56 percent agreed that teachers should incorporate prevention program lessons into their own curricula. Most of the school personnel who were familiar with the G.R.E.A.T. program reported being in favor of having the program in their school (89%).

Personnel familiar with the G.R.E.A.T. program were asked to assess the program design, with most school personnel agreeing that the design is appropriate to achieve desired program goals. Ninety-two percent of the educators, for example, thought the curriculum was age-appropriate. Further, 82 percent believed that the G.R.E.A.T. program teaches the students the

skills needed to avoid gangs and violence, and 85 percent agreed that it improves students'

perceptions of police. However, only about 60 percent agreed that the G.R.E.A.T. curriculum

was long enough and that officers had enough time in each class period to cover all of the

relevant material.

School Personnel Involvement - Despite the importance of school personnel in the presentation

and implementation in the G.R.E.A.T. program, results from observations of G.O.T. and surveys

with school personnel show that educators' involvement in the program is minimal and could be

improved.

Educational specialists at G.O.T. help prepare officers to deliver the program.

Observations of G.O.T. revealed educational specialists' contributions are very important

(especially to the longer 80-hour training for officers with no previous teaching experience).

However, observers noted that after their primary presentations, educators were not utilized

much at the trainings. This is noteworthy given they are experts in classroom management and

age-specific behavioral issues, and they have insight into how to get classroom teachers involved

in both classroom management and G.R.E.A.T. delivery. In addition, observations of G.O.T.

revealed that extended-teacher activities were often glossed over by trainers (usually due to time

limitations), raising the question of whether officers are familiar enough with these resources to

pass them on to teachers.

Minimal teacher involvement was echoed by school personnel survey respondents who

reported that G.R.E.A.T. had been taught in their classes (*n*=96 or 42% of surveyed sample).

Teachers were asked in an open-ended response format how they generally spent their time while

G.R.E.A.T. was being taught in their classrooms.[9] Teachers most often responded that they

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[9] A total of 72 school personnel provided a response to this question, and many provided more than one answer.

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observed or listened (about 42%), assisted with discipline (about 31%), assisted the officer as needed (about 20%) and/or participated in some other manner (about 20%). Many indicated they used the time for grading or planning (31%).

Educators were also asked if they covered or reinforced any G.R.E.A.T. content in their own lesson plans (e.g., drugs, gangs, violence, culture, communication, peer pressure). Fifty-five percent of school personnel did report covering or reinforcing some G.R.E.A.T. content (most often because the content was consistent with other planned lessons), but most teachers (84%) did not use any of the G.R.E.A.T. extended-teacher activities designed by the program. Teachers often reported that they did not know these activities existed (31%) or that they did not have any time (43%). Results suggest that educational personnel are largely untapped resources that could be brought in to support the program and its implementation.

Quality of Program Delivery

Time Management – Despite observer concerns that G.O.T. was overestimating the amount of time actually available to teach the program in schools, most officers did an excellent job fitting program delivery into the allotted time frame. The average time it took to deliver a lesson was 40 minutes. In this study, we considered that any lesson taught in 20 minutes or less was not implemented as intended. This time allotment is approximately half of the estimated time recommended for each lesson by the G.R.E.A.T. curriculum. Of the 33 officers, 19 were never observed completing a lesson in less than 20 minutes. Nine officers were observed teaching one lesson under 20 minutes, three officers taught two lessons under the time, and one officer taught three lessons under the 20 minute mark. One additional officer had chronically poor adherence to time management. This officer taught more than three lessons in less than 20 minutes and was

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the only officer classified as poorly implementing the program based solely on time management (this officer was reassigned at the end of the year).

The result of difficulties in time management was a decrease in the quality of lesson adherence. In instances when time became problematic, sections were taught more quickly, activities and/or discussion were eliminated, and/or lessons were combined with other lessons.[10] We previously presented concerns with combining of lessons as a solution for time management issues. In our survey of G.R.E.A.T trained officers, almost one-third of officers reported combining lessons at some point in time. They also reported that they had done so because of outside influences, such as shortened class schedules, for example, due to a fire drill, or other policing duties that pulled them from the classroom. In the classroom observations of G.R.E.A.T. delivery, we found that 8 of the 33 officers (24%) combined a lesson. Most often, officers taught more than one lesson per class to complete a prior lesson or accommodate restricted time frames for completing the program. In only one instance did it appear that combining lessons was an attempt to reduce the length or coverage of the G.R.E.A.T. lesson. In short, the process evaluation did not conclude that lesson combining was occurring on a regular basis, nor was it systematic when it did occur.

The two most common causes of time management problems were disruptive students or atypical occurrences. Many officers displayed inventive and effective methods of classroom control, but the officers who did not have command over rowdy students most often had problems with time management. Also contributing to poor time management was the

[10] The G.R.E.A.T. training provides guidelines about how officers are to handle time management. For example, in instances when a lesson needs to be shortened, officers are instructed to skip introductions and/or wrap-ups, but never to skip the "Life in the Middle" skit. Our observations revealed that officers followed these guidelines often.

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occurrence of atypical events, of which the most common (occurring 57 times) were schedule changes due to a school-sanctioned activity (e.g., assembly, fire drill, field trip) or the officer being interrupted to perform duties related to policing (e.g., responding to a school disturbance). Other atypical situations included the presence of a substitute teacher (n=14) or substitute G.R.E.A.T. officer (n=4). Officers generally were not informed of changes to the schedule in advance and were forced to alter their lesson plans on arrival.

Classroom Management – As stated previously, some G.R.E.A.T. officers and school personnel expressed concern with officers' ability to manage the classroom. Our evaluation found that one of the major reasons for time mismanagement (and therefore, poorer lesson adherence) was difficulty handling problematic classroom behavior. The overall quality of the lesson relied heavily on student and teacher behavior. Observers found that students were better behaved when teachers were involved in the program and classroom management, the topic of the next section. While classroom management techniques are covered in G.O.T., this is generally in the form of trainers discussing the techniques and modeling them in the process of modeling the lessons. Officers themselves are not offered the opportunity to role-play or practice behavior management, something that may improve their confidence and effectiveness in this area.

Teacher involvement – Perhaps not surprisingly, the best lesson delivery involved strong relationships between officers, students, and teachers. Teacher involvement, in particular, was critical to improving the implementation of the program. When teachers became involved in lesson content (e.g., participated in discussion or walked around to check students' progress on activities), lessons ran more smoothly and students were more respectful, cooperative, and interested. There were some instances, however, when teachers would ignore students' misbehavior, leave the room, use the telephone, interrupt the lessons, or call students over during

a lesson to discuss non-G.R.E.A.T. related topics. In these instances when teachers were disengaged from the program, student misbehavior increased, enhancing problems with officers' time management and lesson adherence.

Overall Program Implementation Quality - Our analysis of overall quality of program delivery concludes that the G.R.E.A.T. program was implemented with fidelity in each of the seven evaluation sites. Officers were considered to have implemented the program with fidelity if the following conditions were met: 1) at least 70 percent of the lesson content was covered during the lesson; 2) the lesson was delivered in a time frame (longer than 20 minutes) that would allow the materials to be presented in the intended manner; 3) the officer taught the lesson content in the recommended sequence; 4) students participated in the group activities; and 5) the trained observer rated the implementation quality as good or better at the conclusion of the lesson (a score of 3 or higher on a five point scale with 1 being low implementation quality and 5 high quality). Our classroom observations indicate that most officers implemented the program with ratings by observers of "average" or "above average" fidelity. Therefore, if a treatment effect is detected in the outcome evaluation, it would be feasible to attribute this effect to the G.R.E.A.T. program.

Classroom observations of G.R.E.A.T. delivery showed that a majority of lessons were taught in a manner consistent with the G.R.E.A.T. Officer Training provided. Most officers had sufficient time management capabilities, adhered to the lessons as they were designed, and implemented the program with fidelity.[11] Officers were classified in one of five categories based

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[11] We did not observe systematic differences in the program delivery between classes taught by the same officer, and therefore, findings are presented at the officer level and not the classroom. There is one exception: One officer taught the program in a particularly disruptive classroom. Observers concluded that the program was not delivered

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on observations of their abilities in the following areas: discussions, activities, time adherence, coverage of topical areas, and overall quality of lesson. In total, 27 of 33 officers were classified as having implemented the program with average or above average fidelity. Specifically, nine officers were classified as having "excellent implementation," eight were "above average," 10 were "average," three were "below average," and three were classified as providing "poor implementation" (i.e., any possible program effect could not be attributed to program exposure). Students in the classrooms taught by the three officers who delivered the program with below average fidelity (based on poor delivery quality) still received a sufficient amount of the program (dosage) with enough fidelity (program adherence) to link outcome effects to the program. These officers tended to have time management problems and were thereby forced to omit parts of lessons, discussion, or activities (and did not return to re-address missing components).

Summary and Recommendations

The G.R.E.A.T. program has been in existence for nearly 20 years. It is a program that has been designed, implemented, evaluated, re-designed, re-implemented, and is currently undergoing re-evaluation (see Esbensen et al. 2011 for a review). It is a program that enjoys extensive federal resources and requires heavy investment by police departments and schools across the country, and as such, it deserves much scrutiny. This is particularly important in the "what works" era of evidence-based practices (Elliott and Mihalic 2004; Fagan and Mihalic 2003; McHugo et al. 2007; Mihalic and Irwin 2003).

We add to the growing body of literature examining program fidelity as a key aspect of program evaluation (Dane and Schneider 1998; Moncher and Prinz 1991). Using a multi-

in this classroom, though they did conclude that the program was delivered with "average" implementation fidelity in the four other classrooms taught by the same officer.

methodological approach—specifically, 1) observations of G.R.E.A.T. Officer Trainings, 2) surveys and interviews of G.R.E.A.T.-trained officers and supervisors, 3) surveys of school personnel, and 4) "on-site," direct observations of officers delivering the G.R.E.A.T. program—we examined 1) officer preparedness and commitment to the program, 2) support and involvement of educators, and 3) G.R.E.A.T. program delivery. These areas are consistent with key areas of assessment outlined by Dusenbury and colleagues (2003), and add to the growing body of not only program fidelity research but of multi-methodological works in this area (Lillehoj et al. 2004; Melde et al. 2006).

Our process evaluation concludes that the G.R.E.A.T. program was implemented with fidelity in most of the classrooms in the seven sites under current investigation. We find that officers, even those with minimal experience in the classroom, are sufficiently trained and prepared to administer program content. This finding was supported across multiple methods of assessment: our observations of G.R.E.A.T. Officer Training, G.R.E.A.T. officers' self-reports, school personnel verification, and our own objective assessment of program delivery in the classroom. A majority of officers had a firm grasp on classroom and time management. Only three of the 33 officers included in this program evaluation were found to have implemented the program with insufficient fidelity to expect program effects in our associated outcome evaluation. These officers did not have sufficient coverage of topical areas and/or they failed to adhere to lessons due largely to a lack of organization on their part. The outcome evaluation data will therefore be analyzed accordingly, such as through the use of fidelity scores (Emshoff et al. 1987; McHugo et al. 2007; Teague et al. 1999).

While this process evaluation concludes that the G.R.E.A.T. program was implemented with sufficient fidelity to reasonably attribute outcome effects to the program, the

implementation of the program was not without some pitfalls. Departures from ideal lesson

delivery were most often due to time constraints (as opposed to other possible reasons such as

officer incompetence); available class time, for example, was often substantially shorter in the

field than was modeled in training. Officers were forced to improvise, combine lessons, reduce

coverage, or eliminate activities when the time allotted for the lessons was cut short for some

reason. Thus, one recommendation emerging from our process evaluation is for trainers to

consider whether the time-frame allocated to lesson modeling in training should be modified to

be more in line with what officers will experience during actual program delivery in schools. An

alternative would be to highlight specific sections of each lesson which may be *uniformly*

shortened if absolutely necessary. On a positive note, many of the other identified issues could

be remedied by greater communication between officers and teachers and greater involvement of

teachers in the actual G.R.E.A.T. program. Other reasons associated with officers' lesson

modification were classroom misbehavior and atypical situations. We found that classrooms in

which teachers took in active role in discipline received the best version of the program. While

officers should be capable to control classroom misbehavior during each lesson (and greater

attention to this in G.O.T. would improve their skills in this area), teachers could be of invaluable

help. They are familiar with students and effective techniques for dealing with the students in

their classes. In addition, teachers can also be of assistance in the face of atypical situations,

which most often were planned, school-sanctioned events. Teachers knew of these events, but

officers were not aware of changes to scheduling. Greater communication between teachers and

G.R.E.A.T. officers could limit the problems these situations pose to effective program delivery.

Greater teacher involvement could also help reinforce G.R.E.A.T. lessons and,

presumably, increase positive programmatic effects. If teachers participate in G.R.E.A.T.

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lessons, for example, they will be knowledgeable about lesson content and be able to draw on and reinforce this content in their own curricula, enhancing students' learning of the material and skills. In addition, survey responses of teachers with previous experience of G.R.E.A.T. in their classrooms revealed that teachers usually did not use the extended-teacher activities because they were unaware of them. Better communication between officer and teachers could increase teacher awareness and use of the activities, potentially improving program outcomes.

The cooperation of the host organization—in this case, school personnel—is central to the implementation of any school-based prevention program (Dusenbury et al. 2003; Peterson and Esbensen 2004). These recommendations clearly have the potential to impact schools' "willingness" to take on programs that require extensive commitment. Our survey of school personnel showed while nearly 90 percent favored having the G.R.E.A.T. program in their schools, only 56 percent believed that teachers should incorporate related prevention lessons into their own teaching curricula. This suggests that teachers may not be receptive to adding responsibilities related to outside programming (i.e., not mandated by district standards). Schools obviously need to weigh the costs and benefits associated with participation in school-based prevention programs; our program evaluation suggests, however, that many problems with program implementation could probably be relieved with minimal inconvenience to teachers. For example, teacher presence in the classroom during program delivery to assist in discipline and enhanced communication with G.R.E.A.T. officers could make a significant difference in the quality of program delivery.

Conclusions

In short, our results suggest that the G.R.E.A.T. program was implemented with fidelity in the vast majority of classrooms included in the Process and Outcome Evaluation of

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G.R.E.A.T., thereby providing confidence in outcome results. Observations of G.R.E.A.T.

Officer Training indicated that the course provided officers with the knowledge and skills to

effectively deliver the G.R.E.A.T. program, and observations of program delivery illustrated that

officers generally implemented the program as intended. Findings from surveys and interviews

with G.R.E.A.T.-trained officers in the seven study sites were also generally consistent with the

findings of the on-site observations, while also demonstrating that most of the G.R.E.A.T.

officers were committed to the program itself. Observations of program delivery and survey

responses from school personnel indicated that, although their involvement in the program was

largely limited to a "supporting role" led by the officers, greater involvement of teachers could

enhance program delivery. School personnel survey responses, however, suggest that this may

be a difficult task, as most indicated a lack of time to devote to the program. Despite the

existence of areas for improvement in future implementation, our process evaluation shows,

across multiple methods, that the G.R.E.A.T. program is implemented as intended across

multiple settings, providing a sound base for outcome analyses and, potentially, adding to the

evidence of "what works" in school-based gang and delinquency prevention.

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Appendix A: G.R.E.A.T. Lessons

1. Welcome to G.R.E.A.T. – An introductory lesson designed to provide students with basic knowledge about the connection between gangs, violence, drug abuse, and crime

2. What's the Real Deal? – Designed to help students learn ways to analyze information sources and develop realistic beliefs about gangs and violence

3. It's About Us – A lesson to help students learn about their communities (e.g., family, school, residential area) and their responsibilities

4. Where Do We Go From Here? – Designed to help students learn ways of developing realistic and achievable goals

5. Decisions, Decisions, Decisions – A lesson to help students develop decision-making skills

6. Do You Hear What I Am Saying? – Designed to help students develop effective verbal and non-verbal communication skills

7. Walk in Someone Else's Shoes – A lesson to help students develop active listening and empathy skills, with a particular emphasis on understanding victims of crime and violence

8. Say It Like You Mean It – Designed to help students develop effective refusal skills

9. Getting Along Without Going Along – A lesson to reinforce and practice the refusal skills learned in Lesson 8

10. Keeping Your Cool – A lesson to help students understand signs of anger and ways to manage the emotion

11. Keeping It Together – Designed to help students use the anger-management skills learned in Lesson 10 and apply them to interpersonal situations where conflicts and violence are possible

12. Working It Out – A lesson to help students develop effective conflict resolution techniques

13. Looking Back – Designed to conclude the G.R.E.A.T. program with an emphasis on the importance of conflict resolution skills as a way to avoid gangs and violence; students also present their projects aimed at improving their schools

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OUTCOME EVALUATION

Results from a multi-site evaluation of the G.R.E.A.T. program: One-Year Post Treatment[1]

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ABSTRACT: Results from a multi-site evaluation of the G.R.E.A.T. program

Despite a long history of youth gang problems in the United States, there remains a paucity of evaluations identifying promising or effective gang prevention and intervention programs. One primary prevention program that has received limited support is Gang Resistance Education and Training (G.R.E.A.T.). An earlier national evaluation of the G.R.E.A.T. core middle school curriculum reported modest program effects but, importantly, found no programmatic effect on gang membership or delinquency. This manuscript presents results from a second national evaluation of the revised G.R.E.A.T. core curriculum that utilizes a randomized field trial in which classrooms were randomly assigned to treatment and control conditions. Approximately 4,000 students attending 31 schools in seven cities comprise the initial sample. Analyses of one-year post-treatment data indicate that students receiving the program had lower odds of gang membership compared to the control group. Additionally, the treatment group also reported more pro-social attitudes on a number of program-specific outcomes.

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Youth delinquent gangs received considerable academic and media attention during the 1990s. Much of this attention focused on the violence and drug dealing in which gang members are involved. To help combat this problem, a number of prevention, intervention, and suppression programs were developed (e.g., Decker, 2002; Klein and Maxson, 2006; Reed and Decker, 2002). Schools, one of the common grounds for American youth, have become a focal point for both general and specific prevention programming. In fact, Gottfredson and colleagues (2000) reported the average middle school offers 14 different and unique prevention programs that address violence, bullying, victimization, drug abuse, and other social problems, including gangs. Given the plethora of school-based prevention programs that have been designed to reduce an array of adolescent behaviors, school administrators face challenges in selecting a program that is optimal in light of the time and resource constraints of their facilities. Thus, it is imperative this choice be guided by a well-informed sense of program effectiveness. Several attempts in the past decade have sought to provide administrators with such knowledge. For example, the Blueprints Series (Mihalic, Fagan, Irwin, Ballard, & Elliott, 2002; Mihalic and Irwin, 2003) identified model violence prevention programs that have withstood rigorous scientific evaluations, and the Maryland Report (Sherman, Gottfredson, MacKenzie, Eck, Reuter, & Bushway, 1997) assessed the effectiveness of a broad range of projects. In 2005, the Helping America's Youth (HAY) Community Guide (Howell, 2009) rated programs identified by non-federal agencies on three levels: Level 1 (exemplary or model programs based on evaluation designs of the "highest quality"); Level 2 (effective programs based on quasi-experimental research); and Level 3 (promising programs). Similarly, the Office of Juvenile Justice and Delinquency Prevention provides a listing of effective or promising programs (OJJDP, 2010). One notable aspect of these reviews is the paucity of "model" or "effective" programs. This is

not to say that most of the extant programs are ineffective; rather, the majority has not been evaluated in a manner that allows for assessment of their effectiveness (see, for instance, Dusenbury, Brannigan, Falco, and Hansen, 2003; Lillehoj, Griffin, and Spoth, 2004). In addition, some programs have experienced implementation failure that is then interpreted as program failure.

A second notable aspect of these reviews is that, in spite of the widespread concern with gangs and associated program development; there has been a paucity of research and evaluation of *gang-specific prevention* programs. One notable exception is the National Institute of Justice (NIJ)-funded evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program (Esbensen and Osgood, 1997, 1999; Esbensen, Osgood, Taylor, Peterson, and Freng, 2001). The G.R.E.A.T. program was developed in 1991 by law enforcement agencies in the greater Phoenix area (for a detailed accounting of the program history, consult Winfree, Peterson Lynskey, and Maupin,1999) and experienced exponential growth calling for a national evaluation in 1994. That evaluation consisted of two separate studies: a cross-sectional design in which students receiving the G.R.E.A.T. program's core middle school curriculum were surveyed one year after program delivery and that relied upon student self-report of program participation; and a five-year longitudinal study with matched control classrooms. The cross-sectional study identified favorable outcome results, including lower rates of gang membership among the treatment group (Esbensen and Osgood, 1997, 1999) and held considerable promise for the program model. The findings from the more rigorous longitudinal design with matched classrooms and four-year follow-up were more ambiguous. No behavioral effects were found, but a lagged or sleeper effect was found for five mediating/proximal factors. That is, there were no differences between G.R.E.A.T. and comparison students in rates of gang membership or delinquency, but at three

and four years post-program, G.R.E.A.T. students had lower risk-seeking tendencies, lower rates of victimization, more pro-social peers, more positive attitudes about police officers, and less positive attitudes about gangs (Esbensen et al., 2001).

Based in part on these modest findings, the G.R.E.A.T. program underwent a rigorous program review (see Esbensen, Freng, Taylor, Peterson, and Osgood, 2002; Esbensen, Peterson, Taylor, Freng, Osgood, Carson, and Matsuda, 2011, for a detailed account of the program review) that culminated in a redesign of the curriculum, expanding the core middle school component from nine to 13 lessons, focusing more attention on skills building through interactive and cooperative learning strategies, and encouraging greater involvement of classroom teachers in program delivery. In addition, the revised curriculum took into account the extant research on risk factors for youth gang involvement, with lesson components targeting known risk factors or proximal influences for gang joining.

In this manuscript we report on the evaluation of the revised G.R.E.A.T. program, assessing the extent to which middle school students participating in this school-based gang prevention program express attitudes and engage in behaviors that are measurably different from those of a control group of students at one year post-program. Our findings contribute to the sparse body of knowledge about effective prevention strategies; the revised G.R.E.A.T. program is currently rated as "effective" by OJJDP and designated as "Level 2" in the Helping America's Youth rating scale.[2]

REVIEW OF RELEVANT LITERATURE

[2] In another article, we have reported on the high level of program fidelity associated with delivery of the G.R.E.A.T. program in classrooms participating in the current evaluation, allowing outcome evaluation results to be attributed with confidence to the program (Esbensen, Matsuda, Taylor, and Peterson, 2011).

Youth gangs and gang violence are community problems - that is, gangs and gang violence do not occur in a vacuum and must be considered within the larger contextual setting. When the G.R.E.A.T. program was initially developed in 1991, youth and gang violence were at "epidemic" proportions (Snyder and Sickmund, 2006). Since then rates of youth and gang violence have decreased substantially, although the past few years have witnessed a new increase in gangs and gang membership (Egley, Howell, and Moore, 2010). A number of macro-level explanations have been offered for the decrease in violence and gang problems between 1995 and 2001, including a change in handgun availability, the crack market decline, an improved economy, and increased incarceration rates (Blumstein and Wallman, 2000). The increase in prevention and intervention programming during the 1990s may also have played a contributing role in this youth crime drop, addressing more proximal influences for gang involvement at the school, peer, family and/or individual level. Because virtually all American youths attend school, this setting has considerable potential for programs to prevent or intervene with gang joining and gang violence by attempting to ameliorate these negative proximal influences.

Risk Factors and Prevention Strategies

Research has identified a number of risk factors associated with gang affiliation and violent offending, and these risk factors can inform prevention programs. This growing body of research has categorized these influences within multiple domains, including community, school, peer, family, and individual. Representative of these risk factors are the following: community poverty and social disorganization, low commitment to school, poor school performance, association with few conventional or many delinquent peers, low parental monitoring, low attachment to parents, low involvement in conventional family activities, lack of empathy,

impulsiveness, and moral disengagement (e.g., Battin, Hill, Abbott, Catalano, and Hawkins, 1998; Esbensen and Deschenes, 1998; Esbensen, Huizinga, and Weiher, 1993; Esbensen, Peterson, Taylor, and Freng, 2010; Hill, Howell, Hawkins, Battin-Pearson,1999; Klein and Maxson, 2006; Maxson and Whitlock, 2002; Maxson, Whitlock, and Klein, 1998; Pyrooz, Fox, and Decker, 2010; Thornberry, 1998; Thornberry, Krohn, Lizotte, Smith, and Tobin, 2003). Research has also demonstrated the deleterious cumulative effects of risk exposure: the greater the number of risk factors and/or the greater the number of risk domains experienced, the greater the odds of youth gang and violence involvement, with these increases in risk associated with exponential increases in odds (Esbensen et al., 2010; Thornberry et al., 2003). This collective body of risk factor research suggests that prevention programs should attempt to address risk factors in multiple domains and to do so earlier, rather than later, in adolescence, both before the factors accumulate and before the typical age of onset—i.e., age 14 for gang joining (Esbensen and Huizinga, 1993; Hill et al., 1999; Thornberry et al., 2003).

The developmental progression of behavior may also be important in planning prevention strategies. While many studies treat gangs as a phenomenon distinct from the general study of delinquency, there is considerable overlap between delinquency and gang involvement, as well as between risk factors associated with delinquency, particularly violence, and gang membership (see, e.g., Esbensen et al., 2010). The works of Battin et al. (1998), Esbensen and Huizinga (1993), Gatti et al. (2005), and Thornberry et al. (1993, 2003), for example, suggest that while the gang environment facilitates delinquency, many gang members are already delinquent prior to joining the gang (see also Melde and Esbensen, 2011). The rates of delinquent activity, however, increase dramatically during gang membership. This finding that delinquency generally precedes gang membership highlights the importance of universal gang prevention

efforts during the early years of adolescence (i.e., programs that target all 11 to 12 year olds, that is, students in the 6th or 7th grade). Additionally, the link between risk factors associated with gang membership and delinquent behavior reinforces the relevance of two of the goals of the G.R.E.A.T. program: to reduce both delinquent (violent) activity and gang involvement. How does the G.R.E.A.T. program attempt to accomplish these goals?

THE G.R.E.A.T. PROGRAM

The Gang Resistance Education and Training (G.R.E.A.T.) program is a school-based gang and violence prevention program with three primary goals: 1) teach youths to avoid gang membership; 2) prevent violence and criminal activity; and 3) assist youths to develop positive relationships with law enforcement. The original G.R.E.A.T. program[3] consisted of nine lessons and was modeled after the Drug Abuse Resistance Education (DARE) program. Developed by the Phoenix Police Department in 1991, G.R.E.A.T. was a cognitive-based program that taught students about crime and its effect on victims, cultural diversity, conflict resolution skills, meeting basic needs (without a gang), responsibility, and goal setting. Uniformed law enforcement officers taught the curriculum in schools, and teachers were requested to complement the program content during regular classes. The revised G.R.E.A.T. program contains much of the substance of the original program but, importantly, was also informed by the work of educators and prevention specialists and the growing body of risk factor research. As a result, the new G.R.E.A.T. program was expanded to 13 lessons; is still primarily taught by uniformed law enforcement officers (Federal agents from the U.S. Marshalls and the Bureau of Alcohol, Tobacco, and Firearms as well as District Attorneys have also been trained and certified

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[3] The core program component of G.R.E.A.T. is its middle school curriculum, and this is often what is referred to with the term "G.R.E.A.T. program." Other optional components of G.R.E.A.T. are an elementary school curriculum, a summer program, and G.R.E.A.T. Families.

to teach G.R.E.A.T.); and incorporates classroom management training of officers and a focus on students' skill development through cooperative learning strategies: important pedagogical tools for educational settings (Gottfredson, 2001).[4]

Two school-based programs guiding the revision of the G.R.E.A.T. program were the Seattle Social Development Model (SSDM) and Life Skills Training (LST). The SSDM is a comprehensive model that seeks to reduce delinquency and violence by building a positive learning environment incorporating several different classroom management components, including cooperative learning, proactive classroom management, and interactive teaching (Catalano, Arthur, Hawkins, Berglund, & Olson, 1998). The LST program is a three-year intervention in which two annual booster sessions supplement the initial program (Dusenbury & Botvin, 1992). LST consists of three components: 1) self-management skills; 2) social skills; and 3) information and skills that are directly related to the problem of drug abuse. The revised G.R.E.A.T. program has adopted some of the strategies from LST (in fact, some of the LST curriculum writers participated in the rewriting of the G.R.E.A.T. program), including an emphasis on the development of skills, rather than on the assimilation of knowledge, and has also incorporated problem-solving exercises and cooperative learning strategies. With this revised program fully implemented by 2003, there was renewed interest in the question of program effectiveness. In July 2006, the National Institute of Justice selected the University of Missouri-St. Louis to conduct a process and outcome evaluation of the revised G.R.E.A.T. program. This manuscript focuses upon sustained program effects one-year post treatment (consistent with the Blueprints standard), while results from the process evaluation, which

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[4] Information about the G.R.E.A.T. program and an overview of the G.R.E.A.T. lessons included in the middle school curriculum can be found at (http://www.great-online.org/).

indicated a strong degree of implementation fidelity, are reported in Esbensen, Matsuda, et al. (2011).

METHODS

Site and School Selection

Site selection was driven by the presence of the G.R.E.A.T. program and willingness of the police departments and school districts to agree to the evaluation design. In addition, three main criteria guided site selection: 1) existence of an established G.R.E.A.T. program[5], 2) geographic and demographic diversity, and 3) evidence of gang activity. The first step in the process was to secure a listing of potential program sites based upon the existence of the G.R.E.A.T. program. The research staff contacted the G.R.E.A.T. Regional Administrators[6] and Bureau of Justice Assistance[7] personnel to identify locales with institutionalized programs. Consideration was given to factors such as the length of time the program had been in operation, number of G.R.E.A.T.-trained officers, number of schools in which the program was offered, and the components of the G.R.E.A.T. program implemented. Also of interest were police

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[5] Length of time the locale had operated the program and the extent to which schools had been exposed to the program were assessed prior to site selection for the national evaluation. Sites where the program was just beginning were excluded because they were deemed likely to have had less time to "work out the kinks" associated with delivering the program with fidelity. Conversely, some sites with a long history of delivering the program were excluded from consideration because it was deemed likely that the program had saturated the entire school and/or community context. In the selected cities, G.R.E.A.T. had not been taught in all district schools which allowed us in some instances to include schools with little or no prior exposure to G.R.E.A.T. while at the same time having experienced officers teaching the program. The possibility for a contamination effect, however, is possible in some schools in which G.R.E.A.T. had been offered for several years.

[6] G.R.E.A.T. is a national program overseen by the G.R.E.A.T. National Policy Board (NPB). For administrative purposes, responsibilities for program oversight are held by (or "given to") agencies operating in different geographic regions: Midwest Atlantic, Southeast, Southwest, and West. Additionally, two federal partners—the Bureau of Alcohol, Tobacco, Firearms, and Explosives (BATF) and the Federal Law Enforcement Training Center (FLETC)—are involved in program training and oversight.

[7] The Bureau of Justice Assistance (BJA) oversees the allocation of federal funds and grant compliance associated with the G.R.E.A.T. program.

department characteristics that could affect program delivery, including department size and organizational structure. Some G.R.E.A.T. programs, for instance, utilize School Resource Officers (SRO) to teach the program while others use the "Portland" model in which "street cops" teach the program on an overtime basis in schools on their beat. Once this list of potential agencies was constructed, the research staff contacted representatives in these cities to obtain more information about the delivery of the G.R.E.A.T. program (e.g., school district size, length of program history at a site, and degree of program implementation). Additional site characteristics (i.e., race and ethnic composition, and population size) were also taken into account at this time. A last criterion considered was the volume of youth crime (based on police reports) and gang activity (information was obtained from the National Gang Center) in each site. Ultimately, a list of seven cities varying in size, region, and level of gang activity were identified (Albuquerque, NM; Chicago, IL; a Dallas-Fort Worth area district; Greeley, CO; Nashville, TN; Philadelphia, PA; and Portland, OR).

Upon selection of the cities, the research staff worked with the primary local law enforcement agency and the school district in each city to secure their cooperation. Upon district approval, between four and six schools in each site were identified for study participation; the goal of the school selection was to identify schools that, taken as a whole, would be representative of the districts. Principals in these targeted schools were contacted to elicit their support and cooperation with the evaluation design. In two instances, the principals declined to participate[8]. These schools were then replaced with a comparable school in the

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[8] Principals declined their schools' participation for different reasons. One principal indicated that he had previously been a police gang investigator, and, therefore, knew the program worked; the second principal would not agree to random assignment and withholding some students from the program.

district[9]. This process produced a final sample of 31 schools and 195 classrooms (102 received G.R.E.A.T. and 93 did not receive the program), and 4,905 students listed on the classroom rosters.

Following the principal's agreement to participate in the evaluation, more detailed discussions/meetings were scheduled with school administrators and grade-level teachers, G.R.E.A.T. officers, and the research team. Whenever possible, face-to-face meetings were held, but in some instances final arrangements were made via telephone. School and police personnel were informed of the purpose of the evaluation, issues related to the random assignment of classrooms to the treatment condition (i.e., receive G.R.E.A.T./not receive G.R.E.A.T.), procedures for obtaining active parental consent for students in these classrooms to participate in the evaluation, scheduling the G.R.E.A.T. program delivery, and other logistical issues associated with the study design.

School configuration varied somewhat, with twenty schools having the traditional middle school organization of grades six through eight, five schools having grades five through eight, and six schools organized as kindergarten through eighth grade. For the evaluation, classes in the G.R.E.A.T. grade level were selected, and this varied slightly; while most officers taught the program to sixth-graders, some taught at the seventh-grade level. Thus, sixth grade students were included from twenty-six schools, and seventh grade students comprised the sample in the remaining five schools.

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[9] One of the five originally-selected schools in Chicago (comprised of nearly 100 percent African American students) agreed to participate in the evaluation but was unable to meet the requirements of the study and was dropped from the sample. Given time constraints (i.e., too late in the school year to select a comparable school and implement the program with fidelity), we were unable to replace the excluded school during 2006-2007. Thus, the resulting sample was disproportionately Hispanic and not representative of the district. To increase sample representativeness, we added two primarily African American schools to the evaluation in the 2007-2008 school year, even though this meant that these schools would be one year behind other schools in the evaluation.

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Active Parental Consent

Due to the nature of the evaluation, active parental consent was required for student participation. We utilized a strategy that had proven successful in prior studies (Ellickson & Hawes, 1989; Esbensen et al., 1996; McMorris et al., 2004; Unger et al., 2004). Specifically, teachers were recruited and compensated for their assistance collecting the consent forms from their students. Regardless of whether permission was granted or denied by the parent, teachers received $2.00 for each returned form. Additionally, for each classroom, there was an incentive for teachers based upon classroom-level return rates: The teachers would receive a $10 bonus if 70 percent or more of their students returned consent forms, $20 if the class reached 80 percent or more, and $30 if 90 percent or more of the students in the classroom returned a form. In three cities, the school districts would not allow direct compensation to teachers, but we were allowed to provide compensation to the school or district in the teachers' honor. In addition to compensating teachers, students were also provided with an incentive for returning the form – a small portable FM radio with headphones (cost of approximately $3.00 wholesale).

Letters to parents and active consent forms were distributed to students and their return recorded on class rosters. This documentation allowed for follow-up forms to be sent home with students who failed to return the initial form. In addition to these incentives, teachers were contacted on a regular basis, in most instances daily, to monitor return rates. In most schools, this consent process was completed in less than two weeks, and in several instances, in just three days. (For more detailed description of the active consent process, consult Esbensen et al., 2008.)

This strategy of compensating teachers and students, while costly, is to be recommended because it rewards teachers and students for their assistance and allows the active consent

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process to be completed in a relatively short timeframe. Overall, 89.1% of youths (*N*=4,372) returned a completed consent form, with 77.9% of parents/guardians (*N*=3,820) allowing their child's participation. It should be noted that while Esbensen et al., 2008, reported a 79% consent rate, the addition of two schools to the evaluation after the publication of that article resulted in the 78% overall consent rate reported here. The direct cost of the teacher incentives was $12,894 and the cost of the 4,750 radios was $14,250 for a total of $27,144. This translates into a cost of approximately $3,878 per city, $936 per school, $146 per classroom, and $7.39 per active consent participant. To summarize the results of the site selection and active parental consent process, this study includes an active consent sample of 3,820 students (77.9% of the 4,905 students listed on classroom rosters at the beginning of the study period) representing 195 classrooms in 31 schools in seven cities across the continental United States.

Research Design and Random Assignment of Classrooms

The outcome evaluation employs an experimental longitudinal panel design (a randomized control trial with long-term follow-up) in which classrooms in each of the participating schools were randomly assigned to the treatment (i.e., G.R.E.A.T.) or control condition. The G.R.E.A.T. program was taught in sixth grade in 26 of the 31 schools and in seventh grade in the remaining five schools. Once it was determined in which core subject area (commonly Social Studies but also in English and Science classes) the program was to be taught, we enumerated all of the grade-level classes (ranging from 3 to 12). In situations with an odd number of classes, we made the *a priori* decision to oversample treatment classes (in partial recognition of the fact that many of the principals were reluctant to "deprive" any of their students of the program). The list of classes was then numbered from one through highest and a

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table of random numbers was consulted to select the classrooms in which G.R.E.A.T. would be taught. Unselected classrooms comprised the control group.

All students in the treatment and control classrooms were eligible to participate in the evaluation. All students for whom active parental consent was obtained (3,820) were then asked to participate in the evaluation by completing a confidential group-administered pre-test questionnaire. Upon completion of the G.R.E.A.T. program in each school, students were then requested to complete post-tests and four annual follow-up surveys. Retention rates across the three waves of data included in these outcome analyses were excellent: 98.3 percent completed the pre-test, 94.6 percent completed the post-test, and 87.3 percent completed the one-year post program survey. These response rates reflect the diligent efforts of the research assistants working on this project. It is particularly challenging to track students through multiple schools and school districts, especially in a highly mobile sample: while initially enrolled in 31 middle schools at pretest, students were surveyed in 121 different schools in Wave 3 (although we identified students enrolled in a total of 180 different schools, most of the schools in which students were not surveyed were outside the original seven districts). We obtained permission from principals at the new schools to survey the transfer students – clearly, a time and labor-intensive effort, but one well worth achieving these high response rates.

Student sample characteristics

The sample is evenly split between males and females; most (55%) youths reside with both biological parents; and the majority (88%) was born in the United States (see Table 1). The sample is racially/ethnically diverse, with Hispanic youths (37%), White youths (27%), and African American (17%) youths accounting for 81% of the sample. Approximately two-thirds of

the youths (61%) were aged 11 or younger at the pre-test, representing the fact that 26 of the 31 schools delivered the G.R.E.A.T. program in 6th grade. Three of the six Chicago schools and two of four schools in Albuquerque taught G.R.E.A.T. in 7th grade; thus, students in these sites were somewhat older than students in the other sites.

<div align="center">**INSERT TABLE 1 ABOUT HERE**</div>

MEASUREMENT

Outcome Measures

To assess program effectiveness, it was essential that measures of the three program goals be included in the student surveys. Additionally, the G.R.E.A.T. lessons introduced a number of secondary (proximal) outcomes that sought to reduce known risk factors for delinquency and gang joining. We developed a student questionnaire that captured the essence of this skills building program; that is, identifying the mediating variables that could explain the mechanisms through which behavioral outcomes could be achieved. If the program is determined to reduce rates of gang membership and youth violence, it is important to understand how these goals are achieved. To reiterate, the G.R.E.A.T. program has three primary goals: (a) to help youths avoid gang membership, (b) to reduce violence and criminal activity, and (c) to help youths develop a positive relationship with law enforcement. In the current analyses, gang membership is measured by a single-item question that is part of a larger set of questions about youth gangs. Specifically, students were asked to answer the following question; "Are you now in a gang?" This self-nomination approach has been found to be a valid and robust measure of gang affiliation (e.g., Esbensen, Winfree, He, & Taylor, 2001; Thornberry et al., 2003). To measure delinquency and violent offending, students completed a 15-item self-reported delinquency inventory, including response categories that allowed for assessment of both ever and annual

prevalence as well as frequency of offending during the past six months. We treated this self-report inventory as a composite measure of general delinquency (examined both a variety and frequency score) but also created a separate measure of violent offending consisting of three items (attacked someone with a weapon, used a weapon or force to get money or things from people, been involved in gang fights). To measure the third specific program goal (improving relations with law enforcement), students were asked to respond to six questions tapping global attitudes to the police as well as two additional questions measuring students' attitudes about police officers as teachers.

In addition to these preceding three program goals, the 13 G.R.E.A.T. lessons are intended to teach youths the life-skills thought necessary to prevent involvement in gangs and delinquency (see, e.g., Hill et al., 1999; Klein and Maxson, 2006; Maxson & Whitlock, 2002; Maxson et al., 1998; Thornberry et al., 2003) by reducing the effect of a range of risk factors. These mediating or proximal variables are treated as implied program objectives and are included in our outcome analyses. We therefore examined the extent to which students exposed to G.R.E.A.T. had improved or enhanced skills that would enable them to better resist the lures of gang membership and resist peer pressure to engage in illegal activities. The G.R.E.A.T. lessons encourage students to make healthy choices such as being involved in more pro-social activities and associating more with pro-social peers and less with delinquent peers. The lessons also teach students to improve their communication skills by being active listeners and being better able to interpret verbal and non-verbal communication. The program targets these skills in order to improve students' empathy for others. Risk factors associated with youth violence and joining gangs are also addressed in the curriculum. The program, for example, seeks to increase the levels of guilt associated with norm violation and to reduce the neutralization of illegal acts

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(i.e., moral disengagement). For a full listing of scales and scale characteristics, see the

Appendix.

ANALYSIS STRATEGY

Our highly nested research design requires a multilevel analysis, which we implemented

with the MLwiN software (Rasbash, Steele, Brown, and Goldstein, 2009). The design includes

two waves (Waves 2 and 3) of outcome observations (level 1) for 3,702 individual students[10]

(level 2), who are nested within 195 classrooms in which the program was or was not delivered

(level 3), which are, in turn, nested within 31 schools (level 4) located in 7 cities (level 5). Given

the small number of cities, we treated this level as a fixed effect through a set of dummy

variables. The model included random effects for the remaining four levels. To insure that

school differences were not confounded with the program effect, the treatment versus control

contrast was centered within schools. The analysis controlled for the pretest measure of the

outcome and for the difference between Waves two and three (coded -.5 for Wave 2 and +.5 for

Wave 3). The treatment effect was allowed to vary randomly across schools in order to insure a

conservative test. A logistic model was applied to the dichotomous measure of gang

membership and a negative binomial model was used for the highly skewed measures of self-

reported general delinquency and violent offending. All other models were linear. For the linear

models we express the magnitude of the program effect in terms of standard deviation units of

[10] The analysis file includes data for 3,246 students with data for both Waves 2 and 3, another 368 for Wave 2 but not Wave 3, and 88 for Wave 3 but not Wave 2, for a total of 3,702 students with either or both. The 3,702 students represent an upper bound for the analyses because it counts youth with any data and does not take into account variable-specific missing data on any given outcome or cases lost when we control for Wave 1 (from being missing on the same variable). The analysis-specific counts of cases are for person/waves rather than people (as specified in MLwiN). In the basic model (without Wave 1 control) we lose cases only due to being missing on the outcome because the only other variables involved we have for everybody (wave, site, and treatment/control). With respect to missing data, the total dataset has 6,948 person/wave cases; the number included in the analyses with & without Wave 1 control varies from 6,611 and 6,180 (attitudes toward gangs) to 6,905 and 6,751 (school disorganization).

difference between treatment and control (i.e., Cohen's *d*), with positive values reflecting beneficial impacts. For the logistic and negative binomial models, the value is the percentage difference between treatment and control.

RESULTS

To assess program effectiveness, we compare responses from students in G.R.E.A.T. classes to students in control classrooms using the post-test and one-year follow-up questionnaires. Results presented here represent the average treatment effects over Waves 2 and 3.[11] However, prior to examination of outcomes, we examined the success of the random assignment of classrooms to produce comparable groups of treatment and control. We conclude that the random assignment process was moderately successful; there were three significant differences (p<.05) between the two groups (awareness of services, attitudes about gangs, and frequency of delinquency), with the treatment group being more pro-social at the pre-test. Five additional differences were noted at p<.1 (violent offending frequency, gang membership, pro-social peers, negative peer commitment, and delinquent peers). These pre-existing differences between the groups do not permit us to make strong claims of comparability because there may be a little more difference than one would expect by chance alone, and the differences that do arise tend to favor the treatment group. But overall the differences are quite small, and the biggest difference is well within the bounds of chance. Furthermore, controlling for pretest measures, as we do in all of the analyses, has negligible impact on the size or significance of the group differences on outcomes.

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[11] Analyses were also conducted separately by wave, to assess treatment effects at post-test and treatment effects at the one-year follow-up. For all but 5 measures, there was a significant treatment effect at both time points. For the five that differed, the difference in effect between Wave 2 and Wave 3 was not statistically significant, and there was a statistically-significant average treatment effect across the time periods.

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With respect to the primary goal of reducing gang membership, it will be helpful to identify the number of gang-involved youth at Wave 2 and Wave 3 by treatment condition. At Wave 2, 177 youth answered yes to the question: "are you now in a gang?" Of these gang-involved youth, 105 were in the control group and 72 were G.R.E.A.T. students. At Wave 3, there were 172 gang members, 101 in the control group and 71 in the treatment group. This pattern of more gang members in the control group was found in all seven cities.

Program Goals

Our first concern is to determine if the three stated program goals (i.e., reduction in gang membership, reduction in violent offending, and improved attitudes towards the police) were achieved. The analyses reveal that there were statistically significant differences between the treatment and control groups on two of the three outcomes. First, with regard to gang membership, we note in Table 2 that the odds of gang membership were 39 percent lower[12] for students completing the G.R.E.A.T. program relative to the control sample.[13] Second, G.R.E.A.T. students reported more positive opinions of police officers than did the study participants in the control group (effect size (ES) of .076). This positive assessment of law enforcement was even more pronounced for the two-item scale measuring attitudes more specific to the G.R.E.A.T. program (G.R.E.A.T. ATP, ES = .204). While results were in the expected direction of a positive program effect (10% reduction in the frequency of offending, although 1% increase in the variety of offending), the third program goal of reducing violent offending, was

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[12] In an unpublished report submitted to NIJ and in Esbensen et al. (2011), we reported a 54% reduction in the odds of gang joining. The difference reported here is due to a change in the MLwiN program that now allowed the model to run with all variance terms included in the analysis.

[13] In response to one reviewer's concerns, the Wave 2 specific program effect was a 38.7% reduction in the odds of gang membership and 40.6% for Wave 3.

not met. There were no differences between the two groups with respect to violent offending, or general delinquency for that matter.

INSERT TABLE 2 ABOUT HERE

Proximal Outcomes

With regard to more proximal outcome measures, a number of statistically significant differences were observed. These differences were all in the direction of a positive program effect. As discussed above, the G.R.E.A.T. program is intended to be a skills building curriculum that provides students with, for example, the ability to better resist peer pressure, to control their anger, and to view joining gangs as an unattractive choice. Our outcome analyses included 26 proximal outcome measures (in addition to the five program outcomes discussed above) that tapped the extent to which the students enrolled in the G.R.E.A.T. program developed skills and attitudes that were promoted throughout the G.R.E.A.T. curriculum. Of these 26 measures, G.R.E.A.T. students had significantly ($p<.05$) more positive responses to eight of these outcomes than did control students and marginal significance on another three (lie neutralization, pro-social activities, and pro-social peers). For instance, the G.R.E.A.T. students made better use of refusal skills ($ES = .090$), were better able to resist peer pressure ($ES = .079$), reported being less self-centered ($ES = .054$) and expressed less positive attitudes towards gangs ($ES = .114$). There were *no* statistically significant differences between the groups on 15 of the attitudinal measures: empathy, impulsivity, risk-seeking, negative peer commitment, positive peer commitment, neutralization for theft, school commitment, guilt, conflict resolution, calming others, active listening, problem solving, self-efficacy, awareness of services, and altruism.

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Though program effects were somewhat larger at Wave 2 than at Wave 3, the difference was not substantial. For the 13 measures with program effects significant at $p < .10$ in Table 2, the mean effect size was .11 at Wave 2 and .07 at Wave 3. The program impact estimates reached significance with $p < .05$ for nine variables at Wave 2 versus six variables at Wave 3, and significance with $p < .10$ for 10 and nine variables at the two waves. Though the program impact significantly declined over time for two of the measures (with $p < .05$, GREAT ATP and collective efficacy), the program impact remained significant at $p < .05$ for both waves in each case.

Summary of Program Outcomes

In sum, we examined a total of 33 outcome measures: five behavioral outcomes (variety and frequency of violent offending, variety and frequency of delinquency, and gang membership) and 28 attitudinal or perceptual outcomes. Of the 33 outcome measures included in the analyses, one behavioral (gang membership) and 10 attitudinal/perceptual differences were found at the .05 significance level between the G.R.E.A.T. and non- G.R.E.A.T. students; an additional three attitudinal differences were marginally significant ($p < .10$). Specifically, the G.R.E.A.T. students compared to non-G.R.E.A.T. students reported (see Table 2):

- More positive attitudes to police (ES = .076)

- More positive attitudes about police in classrooms (ES = .204)

- Less positive attitudes about gangs (ES = .114)

- More use of refusal skills (ES = .090)

- More resistance to peer pressure (ES = .079)

- Higher collective efficacy (ES = .125)

- Less use of hitting neutralizations (ES = .105)

- Fewer associations with delinquent peers (ES = .083)

- Less self-centeredness (ES = .054)

- Less anger (ES = . 057)

- Lower rates of gang membership (39% reduction in odds)

- Less use of lie neutralization (ES = .066; $p < .10$)

- More pro-social peers (ES = .051; $p < .10$)

- More pro-social involvement (ES = .047; $p < .10$)

In addition to knowing the overall magnitude of the program effects, it would also be useful to have information about how much that effect varies across schools and cities. In our multilevel analysis, the variance component for the treatment effect estimates this variation. For none of the significant program outcomes was this variation in program effect statistically significant, and for six of the fourteen the maximum likelihood estimate of the variance was zero. This should not be taken as strong evidence of consistency, however, because this is not a very powerful test. Indeed, when the variance estimates were not zero, they typically corresponded to standard deviations about the size of the significant program effects. In that scenario, program impact would be negligible to slightly harmful in about 20% of schools.

DISCUSSION

Schools have become a common setting in which delinquency prevention programs are delivered (Gottfredson, 2001). There is no shortage of available programs from which to choose, and schools—especially middle schools—often have multiple programs operating during the school year (Gottfredson, 2001). Given resource limitations, however, school administrators

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need to weigh the "costs and benefits" of each program when making their decisions. Research evolving from the movement toward "evidence-based practices" (e.g., Sherman et al., 1997) has provided a wealth of information regarding the implementation and effectiveness of specific prevention programs, although the evidence base on gang prevention programs is still insufficient.

During the past twenty years, there has been a commensurate increase in the inclusion of police officers on school campuses, as both School Resource Officers (e.g., Finn and McDevitt, 2005; Gottfredson and Na, 2010) and prevention program providers (e.g., DARE and G.R.E.A.T.). In this manuscript we have addressed the efficacy of one such program that utilizes law enforcement officers to deliver a gang prevention and violence reduction program. A third objective of this program is related to the program provider: that is, improving police – youth relationships.

The current manuscript highlights the key sustained outcome findings (average program effects for post-test and one-year follow-up) from the Process & Outcome Evaluation of G.R.E.A.T. Results from analyses of three waves of survey data collected from students in seven U.S. public school districts indicate that the program is meeting its primary objective of preventing gang membership; the analyses indicate a 39 percent reduction in the odds of gang joining one year post-program. In spite of the research showing a number of shared risk factors between delinquency and gang membership (and few or no factors unique to gang membership), we did not find a significant program effect on rates of violent offending.[14] The third goal of the G.R.E.A.T. program, to improve youths' attitudes towards the police (ATP), was met, with an

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[14] We acknowledge that given the findings reported for the other two program goals and proximate program goals, it is surprising that there was no reduction in offending associated with the program. This is especially so, given the overlap in risk factors associated with gang membership and offending.

effect size of .11 for the global measure of ATP and an effect size of .20 for the more specific measure of ATP related to G.R.E.A.T.

These findings suggest that a relatively short-term (13 lessons) primary prevention program can have measurable effects on a diverse sample of students. The evaluation was conducted in seven cities representing a cross-section of the United States. The process evaluation indicated that the program was implemented with fidelity (Esbensen, Matsuda, et al., 2011), providing confidence that the outcomes can be attributed to the G.R.E.A.T. program. Active parental consent rates for the students' participation in the outcome evaluation were quite high, thereby reducing the potential bias of selective loss. The high retention rates from the Wave 1 to Wave 3 surveys also add confidence to the robustness of the outcome results.

In addition to examining direct effects of G.R.E.A.T. on the three main program goals, we explored a range of mediating or proximal factors. Our results identify positive program effects on many of these program objectives. Compared with students in the control classrooms, students in G.R.E.A.T. classrooms illustrated less susceptibility to peer pressure, better refusal skills, and less involvement with delinquent peers; lower support for neutralizations regarding violence; less favorable attitudes about gangs; lower levels of self-centeredness and anger; and a higher degree of collective efficacy. Thinking about these findings from a logical perspective, the results are quite promising: G.R.E.A.T. appears to reduce key underlying risk factors for gang membership and violent offending (e.g.., self-centeredness, anger); reduce the situational contexts where delinquency and gang membership is most likely to flourish (i.e., associations with delinquent peers); and provide youth with the skills necessary to recognize and resist temptations of peer pressure (e.g., peer pressure susceptibility and use of refusal skills), including a greater belief that offending is universally "wrong" (i.e., fewer neutralizations).

It is important to place these findings in context. The one-year post program results from the longitudinal component of the national evaluation of the original G.R.E.A.T. program (Esbensen et al. 2001) indicated no program effect. And, it was only three and four years post-treatment that a sleeper or lagged effect was found for five outcomes: more favorable attitudes to police, lower victimization, more negative attitudes about gangs, more pro-social peers, and less risk-seeking behavior. We can speculate that the revised curriculum with its emphasis on skills building and use of cooperative learning strategies (and other pedagogically sound practices) was more successful in achieving favorable outcomes than was the earlier program with its emphasis on cognitive elements that were delivered in a more "canned" and didactic delivery mode. Three of the five significant outcomes noted in G.R.E.A.T. 1, were replicated in the current evaluation (attitudes to police, negative attitudes to gangs, and pro-social peers). The fact that both evaluations produced more favorable attitudes toward the police among the G.R.E.A.T. students suggests that this kind of law enforcement-based prevention program can have a positive impact on youth-police relations. It is also interesting to note that both studies produced evidence that the G.R.E.A.T. program is associated with more negative views of gangs and greater association with pro-social peers. While there were no differences between the treatment and control students with regard to risk-seeking in the current study, two other elements of self-control theory (anger and self-centeredness) were significant. In the current evaluation we did not examine victimization as a potential outcome since it was not a stated program goal nor was it addressed in the lessons. We view these similarities in findings as suggestive of an overall consistency in the program but further speculate that the additional program effects of the revised G.R.E.A.T. program are likely an artifact of the revised and enhanced curriculum. Only time

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will tell if the delayed or sleeper effects reported in the earlier evaluation of G.R.E.A.T. will be replicated in the current evaluation.

Clearly, this program is no "silver bullet" but these findings suggest that G.R.E.A.T. can be effectively included as a primary prevention component of a larger community-wide effort to reduce gang membership and youth violence. It is important to note that the effect sizes were modest (ranging from .05 to .20) and that no differences were found between students in G.R.E.A.T. and non-G.R.E.A.T. classrooms for a number of important mediating factors. However, the fact that statistically significant differences were found for 11 outcome measures (and another three with marginal significance) should be considered very promising, especially in light of the fact that these effects were produced after just 13 class periods (approximately 40 minutes in length). We would also like to point out that in some of the study schools, there exists a small possibility of a contamination effect suggesting that the results presented here should be considered conservative estimates. The G.R.E.A.T. program, as discussed in the site selection section, had operated for multiple years in each of the participating school districts and in many of the selected schools. While we excluded from consideration sites in which there was a strong likelihood of contamination, it is still possible that in some schools, the presence of G.R.E.A.T. for several years may well under-estimate program effectiveness.

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Table 1: Sample Characteristics at Wave 1

		Full Sample N=3,820	ABQ N=591	CHI N=500	DFW area N=614	GRE N=582	NSH N=590	PHL N=457	POR N=486
		%	%	%	%	%	%	%	%
Sex									
--Male		50	50	50	54	52	55	43	42
--Female		50	50	50	46	48	46	57	58
Race/Ethnicity									
--White		27	16	7	20	34	45	12	51
--African American		18	4	29	21	2	23	44	7
--Hispanic/Latino		37	49	56	46	50	17	20	13
--American Indian		4	10	1	2	5	1	4	4
--Asian		4	2	1	6	1	6	4	9
--Multi-Racial		8	14	2	5	4	4	12	13
-Other		4	5	2	1	5	5	5	3
Age									
--11 or younger		61	35	18	74	77	80	61	79
--12		29	43	44	25	22	19	35	20
--13 or older		10	23	38	2	2	<1	4	1
	Mean	11.48	11.87	12.22	11.27	11.23	11.19	11.42	12.22
Living Arrangement									
--Both Biological Parents		55	52	57	60	58	60	38	58
--Single Parent		20	20	19	15	14	18	24	15
--1 Biological/1 Step-Parent		13	15	12	14	15	12	18	13
--1 Biological/1 Other Adult		7	7	7	7	7	7	11	8
--Other Relatives		3	6	3	3	4	2	8	5
--Other Living Arrangement		2	1	1	1	3	2	2	1
Immigration Status									
--Born outside U.S.		12	10	9	13	11	15	11	15
--Born in U.S.		88	90	91	87	89	85	89	85

Table 2: Program Effect Estimates for Attitudinal and Behavioral Measures Controlling for Between City Differences and Overall Change over Time.

	Program Effect	B	S.E.	T
Attitudinal Measures				
Impulsivity	0.015	-0.012	0.024	-0.513
Risk-Seeking	0.041	-0.041	0.030	-1.360
Anger	0.057	-0.056	0.026	-2.123*
Self-Centeredness	0.054	-0.046	0.022	-2.060*
Attitudes Toward the Police (ATP)	0.076	0.070	0.024	2.908*
GREAT ATP	0.204	0.190	0.033	5.720*
Prosocial Peers	0.051	0.050	0.030	1.685**
Peer Pressure	0.079	-0.050	0.020	-2.465*
Negative Peer Commitment	0.050	-0.047	0.029	-1.617
Positive Peer Commitment	-0.010	-0.011	0.037	-0.298
Delinquent Peers	0.083	-0.051	0.021	-2.474*
Lying Neutralizations	0.066	-0.066	0.034	-1.951**
Stealing Neutralizations	0.018	-0.016	0.030	-0.543
Hitting Neutralizations	0.105	-0.122	0.032	-3.800*
School Commitment	0.020	0.015	0.021	0.733
Guilt	0.028	0.016	0.016	1.005
Conflict Resolution	-0.018	-0.008	0.013	-0.646
Calming Others	-0.004	-0.002	0.014	-0.135
Refusal Skills	0.090	0.043	0.013	3.229*
Prosocial Involvement Index	0.047	0.056	0.030	1.856**
Empathy	-0.008	-0.005	0.022	-0.243
Active Listening	0.028	0.019	0.020	0.940
Problem Solving	0.027	0.025	0.024	1.048
Self-Efficacy	-0.004	-0.003	0.024	-0.115
Awareness of Services	0.015	0.012	0.021	0.539
Collective Efficacy	0.125	0.075	0.021	3.554*
Attitudes about Gangs	0.114	0.102	0.031	3.313*
Altruism	0.051	0.031	0.019	1.612
Behavioral[a]				
Delinquency (Frequency)[b]	7.0%	-0.073	0.072	-1.019
Delinquency (Variety)[b]	7.0%	-0.072	0.048	-1.495
Violent Offending (Frequency)[b]	10.0%	-0.107	0.179	-0.597
Violent Offending (Variety)[b]	-1.0%	0.007	0.108	0.060
Gang[c]	39.2%	-0.498	0.162	-3.069*

*Significant at p<0.05
** Significant at p<0.10
[a]Program Effect as Percent Reduction
[b]Negative Binomial Model
[c]Logistic Regression Model

APPENDIX: Scale Characteristics of Outcome Measures (Wave 1)

Impulsivity: Four items such as: I often act without stopping to think.
Scale Mean = 2.97 (0.81); α = 0.59
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Risk-Seeking: Four items including: I like to test myself every now and then by doing something a little risky.
Scale Mean = 2.60 (0.95); α = 0.77
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Anger: Four items including: I lose my temper pretty easily.
Scale Mean = 3.08 (0.96); α = 0.74
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Self-Centeredness: Four items such as: If things I do upset people, it's their problem not mine.
Scale Mean = 2.50 (0.82); α = 0.69
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Attitudes Toward Police: Six items such as: Police officers are honest.
Scale Mean = 3.81 (0.82); α = 0.86
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

GREAT ATP: Two items such as Police officers make good teachers.
Mean = 3.58 (0.95)
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Prosocial Peers: Four items, including: How many of your current friends have gotten along well with teachers and adults at school?
Scale Mean = 3.42 (0.97); α = 0.83
Response Categories: 1) None of them, 2) Few of them, 3) Half of them, 4) Most of them, 5) All of them

Peer Pressure: Seven items such as: How likely is it that you would go along with your current friends if they wanted you to bully another student at school?
Scale Mean = 1.27 (0.51); α = 0.82
Response Categories: 1) Not at All Likely to 5) Very Likely

Negative Peer Commitment: Three items including: If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?
Scale Mean = 1.68 (0.85); α = 0.81
Response Categories: 1) Not at All Likely to 5) Very Likely

Positive Peer Commitment: Two items: If your friends told you not to do something because it was wrong, how likely is it that you would listen to them?
Scale Mean = 4.19 (1.17); α = 0.80

Response Categories: 1) Not at All Likely to 5) Very Likely

Delinquent Peers: Seven items including: During the last year, how many of your current friends have attacked someone with a weapon?
Scale Mean = 1.30 (0.54); α = 0.86
Response Categories: 1) None of them, 2) Few of them, 3) Half of them, 4) Most of them, 5) All of them

Lying Neutralizations: Three items including: It's okay to tell a small lie if it doesn't hurt anyone.
Scale Mean = 2.60 (0.98); α = 0.76
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Stealing Neutralizations: Three items such as: It's okay to steal something from someone who is rich and can easily replace it.
Scale Mean = 1.64 (0.80); α = 0.83
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Hitting Neutralizations: Three items such as: It's okay to beat up someone if they hit you first.
Scale Mean = 3.32 (1.11); α = 0.80
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

School Commitment: Seven items including: Homework is a waste of time.
Scale Mean = 3.92 (0.70); α = 0.77
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Guilt: Seven items such as: How guilty would you feel if you stole something worth <u>less</u> than $50?
Scale Mean = 2.66 (0.55); α = 0.93
Response Categories: 1) Not Very Guilty/Badly, 2) Somewhat Guilty/Badly, 3) Very Guilty/Badly

Conflict Resolution: Five items including: During the past year when you've gotten upset with someone, how often have you talked to the person about why I was upset.
Scale Mean = 2.17 (0.46); α = 0.66
Response Categories: 1) Never, 2) Sometimes, 3) Often

Calming Others: Three items including: When someone else was upset, how often have you asked the person why he/she was upset.
Scale Mean = 2.41 (0.51); α = 0.71
Response Categories: 1) Never, 2) Sometimes, 3) Often

Refusal Skills: Four items including: During the past year when you have tried to avoid doing something your friends tried to get you to do, how often have you told the person that I can't do it because my parents will get upset with me.
Scale Mean = 2.33 (0.51); α = 0.70

Response Categories: 1) Never, 2) Sometimes, 3) Often

Pro-social Involvement (Index): Four items including: During the past year have you been involved in school activities or athletics?
Mean = 2.38 (1.14)
Response Categories: 1) No, 2) Yes,

Empathy: Five item including: I would feel sorry for a lonely stranger in a group.
Scale Mean = 3.63 (0.65); α = 0.59
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Active Listening: Three items such as: I look at the person talking to me.
Scale Mean = 3.66 (0.72); α = 0.60
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Problem Solving: Two items including: I talk to my friends about my problems.
Scale Mean = 3.57 (0.91); α = 0.45
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Self-Efficacy: Five items such as: When I make plans, I am certain I can make them work.
Scale Mean = 3.76 (0.65); α = 0.72
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Awareness of Services: Four items including: You know where a person can go for help if he/she is victimized.
Scale Mean = 3.76 (0.65); α = 0.72
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Collective Efficacy: Three items including: It is my responsibility to do something about problems in our community.
Scale Mean = 3.25 (0.77); α = 0.62
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Attitudes about Gangs: Two items: Getting involved with gangs will interfere with reaching my goals.
Scale Mean = 3.72 (1.12); α = 0.71
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Altruism: Three items including: It feels good to do something without expecting anything in return.
Scale Mean = 3.60 (0.83); α = 0.66
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

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Short and Long Term Outcome Results from a Multi-site Evaluation of the G.R.E.A.T. Program*

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ABSTRACT: Short and Long Term Outcome Results from a Multi-site Evaluation of the G.R.E.A.T. Program

Research Summary

This article presents results from a randomized control trial of the Gang Resistance Education and Training Program (G.R.E.A.T.); 3,820 students enrolled in 195 classrooms in 31 schools in seven cities were surveyed six times over five years (pre- and post-tests in Year 1 and four annual follow-up surveys). Results indicate that during the four years post-treatment, students receiving the program had lower odds of gang membership compared to the control group. The treatment group also reported more pro-social attitudes on a number of program-specific outcomes. In addition to examining effectiveness for the full sample, we also report analyses that examine program effects by: (1) site and (2) initial levels of risk for gang membership.

Policy Implications

Effective youth violence prevention programs continue to be few in numbers; effective youth gang prevention programs are even rarer. Various rating systems exist (e.g., University of Colorado's Blueprint Model; Helping America's Youth; OJJDP Model Program Guide; NIJ's Crime Solutions), but even application of the least rigorous standards fails to identify many promising or effective programs. Based on results reported in this article, the Gang Resistance Education and Training (G.R.E.A.T.) program holds promise as a universal gang prevention program.

Short and Long Term Outcome Results from a Multi-site Evaluation of the G.R.E.A.T. Program

Youth gangs continue to garner substantial attention from the media, public, and academic researchers due in large part to the violence attributed to gang members. A number of prevention, intervention, and suppression programs have been introduced to address problems associated with youth gangs but, to date, relatively few have been deemed as promising, let alone effective (e.g., Esbensen, Freng, Taylor, Peterson, and Osgood, 2002; Howell, 2012; Klein and Maxson, 2006; Maxson, Egley, Miller, and Klein, 2013; Reed and Decker, 2002).

Given the disruptive influence on school safety and academic performance (as well as on communities) that gangs pose, gangs and associated violence are targets of prevention and intervention efforts. A number of programs have been developed and promoted as "effective," and school administrators are often confronted with slick promotional materials advocating the "wonderfulness" of a wide array of programs claiming they will reduce problem behaviors, increase social skills, and/or promote positive youth behavior. Whenever possible, these school administrators should be encouraged to choose programs with a history of evaluation findings supporting program effectiveness. While many programs exist, relatively few have been subjected to rigorous program evaluations. Of particular import is the relative lack of programs subjected to randomized control trials (RCTs). The current study presents one example of short- and long-term findings from a recent RCT assessing the effectiveness of a gang prevention program - Gang Resistance Education and Training (G.R.E.A.T.). Findings from this study can aid recent efforts to provide empirically-based information to school administrators and community leaders seeking to implement evidence-supported programs.

Despite the relative absence of the most rigorous evaluation designs (i.e., RCTs) assessing gang prevention programs, an increasing number of agencies/organizations have developed criteria for classifying programs into various categories ranging from "not effective" to "effective" or "model" programs based on the findings of empirical evaluations. For example, the Blueprints Series (Mihalic, Fagan, Irwin, Ballard, and Elliott, 2002; Mihalic and Irwin, 2003) identifies model violence prevention programs that have withstood rigorous scientific evaluations, and the Maryland Report (Sherman, Gottfredson, MacKenzie, Eck, Reuter, and Bushway, 1997) assessed the effectiveness of a broad range of projects. In 2005, the Helping America's Youth (HAY) Community Guide (Howell, 2009) rated programs identified by non-federal agencies on three levels: Level 1 (exemplary or model programs based on evaluation designs of the "highest quality"); Level 2 (effective programs based on quasi-experimental research); and Level 3 (promising programs). Similarly, the Office of Juvenile Justice and Delinquency Prevention provides a listing of exemplary, effective, or promising programs (OJJDP, 2010) and in 2010, the National Institute of Justice introduced its "Crime Solutions" website which identifies effective and promising programs (http://www.crimesolutions.gov).

Of particular relevance to the current study, the G.R.E.A.T. program is currently rated as "promising" by OJJDP and by Crime Solutions, and designated as "Level 2" (effective) in the Helping America's Youth rating scale (www.findyouthinfo.gov). Additionally, a recent systematic review found that the G.R.E.A.T. program was one of only a handful of gang awareness programs meeting strict guidelines for determining program effectiveness (Gravel, Bouchard, Descormiers, Wong, and Morselli, 2013). These designations were initially based on findings from two multisite evaluations of the "original" program curriculum: one cross-sectional study conducted in 1995 (Esbensen and Osgood, 1999) and one longitudinal study

conducted between 1995 and 1999 (Esbensen, Osgood, Taylor, Peterson, and Freng, 2001), but the current classifications are based on short-term findings from an evaluation of the revised G.R.E.A.T. program (Esbensen, Peterson, Taylor, and Osgood, 2012).

The G.R.E.A.T. program has been in existence since 1991 and has received some acclaim since its inception. Originally developed as a nine-lesson curriculum based on Drug Abuse Resistance Education (DARE), the program underwent a substantial curriculum revision after the findings of the two aforementioned studies. Once these revisions were made, there was considerable interest in determining whether the program would be found to be more effective at meeting program goals than was the case in the evaluations of the original G.R.E.A.T. program. In a recent publication we reported on the one-year post treatment effects of the revised G.R.E.A.T. program (Esbensen et al., 2012). This current manuscript provides an overview of those results but focuses on the long-term program effects (up to four years post-treatment) while also reporting additional analyses that examine: (1) site-specific program outcomes and (2) the extent to which pre-existing risk factors impact program effectiveness. Our findings contribute to the sparse body of knowledge about effective gang prevention strategies.

We begin with a description of the G.R.E.A.T. program. Next, we turn to a recap of findings from the earlier evaluations, with a particular emphasis on critiques levied at both the program and the evaluation findings, and how the current program and evaluation overcome many of the limitations previously highlighted. We then describe the methodology employed and results of the current evaluation of the revised G.R.E.A.T. program. We conclude with a discussion of how the current results fit with those of previous evaluations and what this means for gang prevention programming.

The G.R.E.A.T. Program[1]

The Gang Resistance Education and Training (G.R.E.A.T.) program is a school-based gang and violence prevention program with three primary goals: (1) teach youths to avoid gang membership; (2) prevent violence and criminal activity; and (3) assist youths to develop positive relationships with law enforcement. Developed as a universal prevention program targeting youth in early adolescence (i.e., 6th or 7th graders), the G.R.E.A.T. program was classified as a gang awareness program in a recent review of gang programs (Gravel et al., 2013). The original G.R.E.A.T. program,[2] developed by Phoenix-area police departments in 1991, was a cognitive-based program that taught students about crime and its effect on victims, cultural diversity, conflict resolution skills, meeting basic needs (without a gang), responsibility, and goal setting.[3] Uniformed law enforcement officers taught the curriculum in schools, and teachers were requested to complement the program content during regular classes.

The revised G.R.E.A.T. program contains much of the substance of the original program but, importantly, was also informed by the work of educators and prevention specialists and the growing body of risk factor research (see Esbensen, Freng, Taylor, Peterson, and Osgood, 2002; Esbensen, Peterson, Taylor, Freng, Osgood, Carson, and Matsuda, 2011, for a detailed account of the program review that informed the curriculum revision). As a result, the revised G.R.E.A.T. program was expanded from nine to 13 lessons; is still primarily taught by uniformed law enforcement officers (largely police officers and sheriff's deputies, but Federal agents from the U.S. Marshalls and the Bureau of Alcohol, Tobacco, and Firearms as well as

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[1] This section describing the G.R.E.A.T. program is partially excerpted from Esbensen, Peterson, Taylor, and Osgood (2012).

[2] The core program component of G.R.E.A.T. is its middle school curriculum, and this is often what is referred to with the term "G.R.E.A.T. program." Other optional components of G.R.E.A.T. are an elementary school curriculum, a summer program, and G.R.E.A.T. Families.

[3] For a detailed account of the political context surrounding the development of the original G.R.E.A.T. program, consult Winfree, Peterson Lynskey, and Maupin (1999).

District Attorneys have also been trained and certified to teach G.R.E.A.T.); and incorporates classroom management training of officers and a focus on students' skill development through cooperative learning strategies - important pedagogical tools for educational settings (Gottfredson, 2001).[4]

Two school-based programs, the Seattle Social Development Model (SSDM) and Life Skills Training (LST), guided the revision of the G.R.E.A.T. program. LST is classified as a model program by the rigorous Blueprint standards while the SSDM has received acclaim from a variety of sources. The SSDM is a comprehensive model that seeks to reduce delinquency and violence by building a positive learning environment incorporating several different classroom management components, such as cooperative learning, proactive classroom management, and interactive teaching (Catalano, Arthur, Hawkins, Berglund, and Olson, 1998). The LST program is a three-year intervention in which two annual booster sessions supplement the initial program (Dusenbury and Botvin, 1992). LST consists of three components: (1) self-management skills; (2) social skills; and (3) information and skills directly related to the problem of drug abuse. The revised G.R.E.A.T. program adopted some of the strategies from LST (in fact, some of the LST curriculum writers participated in the rewriting of the G.R.E.A.T. program), including an emphasis on the development of skills, rather than on the assimilation of knowledge, and also incorporated problem-solving exercises and cooperative learning strategies.

During the revision of the G.R.E.A.T. program, incorporation of findings from research identifying risk factors for gang affiliation and violent offending was a primary enhancement to the program. While recognizing the importance of risk factors in all five domains (i.e., community, school, peer, family, and individual), the curriculum writers acknowledged that a

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[4] Information about the G.R.E.A.T. program and an overview of the G.R.E.A.T. lessons included in the middle school curriculum can be found at http://www.great-online.org/.

school-based program could best address risk factors in the school, peer, and individual domains. As such, the revised curriculum addresses the following risk factor areas: school commitment, school performance, association with conventional and/or delinquent peers, susceptibility to peer influence, involvement in conventional activities, empathy, self-control (impulsivity, risk-seeking, self-centeredness, and anger control), perceived guilt, neutralization techniques (for lying, stealing, and hitting), and moral disengagement (e.g., Battin, Hill, Abbott, Catalano, and Hawkins, 1998; Esbensen and Deschenes, 1998; Esbensen, Huizinga, and Weiher, 1993; Esbensen, Peterson, Taylor, and Freng, 2010; Hill, Howell, Hawkins, Battin-Pearson,1999; Howell and Egley, 2005; Klein and Maxson, 2006; Maxson and Whitlock, 2002; Maxson, Whitlock, and Klein, 1998; Pyrooz, Fox, and Decker, 2010; Thornberry, 1998; Thornberry, Krohn, Lizotte, Smith, and Tobin, 2003).

Research has also demonstrated the deleterious cumulative effects of risk exposure; the greater the number of risk factors and/or the greater the number of risk domains experienced, the greater the odds of youth gang and violence involvement, with these increases in risk associated with exponential increases in odds of becoming gang-involved (Esbensen et al., 2010; Thornberry et al., 2003). This collective body of risk factor research suggests that prevention programs should attempt to address risk factors in multiple domains and to do so earlier, rather than later, in adolescence, both before the factors accumulate and before the typical age of onset for gang involvement — i.e., prior to the age of about 14 (Esbensen and Huizinga, 1993; Hill et al., 1999; Thornberry et al., 2003). To this end, the revised G.R.E.A.T. curriculum addresses multiple risk factors across multiple domains and is taught in 6th or 7th grade, when students average 11 – 13 years of age.

Comparing Earlier Evaluations with the Current Evaluation

Two previous multi-site evaluations of the original G.R.E.A.T. program were conducted (Esbensen and Osgood, 1999, and Esbensen et al., 2001). These evaluations found different degrees of "success" of the G.R.E.A.T. program at meeting its stated goals. A brief background on these studies provides context for the current study's findings.

The first was a cross-sectional study of nearly 6,000 eighth graders attending public schools in eleven U.S. cities conducted in 1995 (Esbensen and Osgood, 1999). The study found a number of results supportive of the original G.R.E.A.T. program's effectiveness at reaching its goals. A variety of modeling strategies were employed, with three increasingly restrictive samples examined. Under the most restrictive analyses, G.R.E.A.T. students were found to be significantly "better" than non-G.R.E.A.T. students on 14 of 33 outcome measures examined. Program participants were consistently found to have lower levels of drug use and minor delinquent offending than non-participants. Looking at attitudinal measures with consistent findings across modeling strategies, G.R.E.A.T. students had more negative attitudes about gangs, fewer delinquent friends, more friends involved in prosocial activities, greater commitment to peers promoting prosocial behaviors, less likelihood of acting impulsively, higher self-esteem, more commitment to success at school, and higher levels of attachment to both mothers and fathers than their non-G.R.E.A.T. counterparts. Additionally, program effects on five outcome measures—peer delinquency, friends' involvement in prosocial activities, commitment to peers who promote prosocial activities, self-esteem, and commitment to success at school—were found to be stronger for males (relative to females) and effects for two outcomes—commitment to and involvement with prosocial peers—were stronger for Black and Hispanic youth (relative to white youth).

The second evaluation was a prospective longitudinal study of more than 2,000 youth attending public schools in six U.S. school districts. Students were followed from seventh grade (sixth in one site) until eleventh grade (tenth in one site). In 15 of the 22 schools that participated, classrooms were randomly assigned to treatment and control conditions; in the remaining schools, due to constraints such as G.R.E.A.T. officers' schedules, classrooms were assigned to condition based on matching procedures (e.g., one teacher's morning class was assigned to the treatment condition, while the same teacher's afternoon class was assigned to the control condition). Results of the longitudinal analyses were less supportive of the program than the cross-sectional results. Specifically, five of the 32 outcome measures were found to be consistent with beneficial program effects in pre-program vs. post-program (all four years combined) contrasts; G.R.E.A.T. students were found to have lower rates of victimization, more negative views of gangs, more favorable attitudes toward the police, more involvement with prosocial peers, and reduced levels of risk seeking. The results examining trends over time were less pronounced, with only three of the outcomes reaching statistical significance (victimization, involvement with and commitment to prosocial peers) and evidence that effects were delayed (rather than immediate). It is important to note, however, that 25 of the 32 outcome measures examined were in a direction consistent with positive program effects. Also in contrast to the earlier cross-sectional analyses, there were no significant differences in program effects across subgroups by sex or race/ethnicity.

Many of the accolades the G.R.E.A.T. program has received were based, in some part, on the relatively positive findings of the cross-sectional study and the finding of small lagged effects on some program outcomes in the longitudinal evaluation. That is not to say that these studies were definitive "proof" that the original G.R.E.A.T. program was an undeniable "success." In

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fact, results from the longitudinal evaluation were viewed as evidence of a lack of program effect and contributed to the comprehensive program review and revision. Some commentators were critical of the G.R.E.A.T. program and also raised concerns about the earlier evaluations. Klein and Maxson (2006), for example, note that the most promising results were found employing the least rigorous methodological design: the cross-sectional study. The more rigorous longitudinal design found less support for the program, as demonstrated by the relative lack of significant differences between treatment and control groups after program exposure and only modest program effects when differences were found. They also highlight the lack of a significant program effect on gang membership, the key program outcome.

Klein and Maxson (2006) identify three factors that could account for the failure of the program to reduce the odds of gang membership. First, the original G.R.E.A.T. program was based on a "failed" program model: Drug Abuse Resistance Education (DARE). Second, the original G.R.E.A.T. program was not "gang specific;" rather, it was based on more general social skills targeted at delinquency prevention. Third, the program was aimed at a population with relatively low rates and probabilities of gang membership. Specifically, Klein and Maxson argue that this universal program focusing on all seventh grade classrooms would be unlikely to reach the target group because few seventh graders attending schools are involved with gangs.

Ludwig (2005) presents additional concerns about the effectiveness of the original G.R.E.A.T. program. In addition to reinforcing the point that evaluations of the G.R.E.A.T. program found no effect on key dependent variables of gang involvement, drug use, or delinquency, Ludwig also notes that sample attrition throughout the study reduces the confidence that we should have about program effectiveness found in the longitudinal study.

There was renewed interest in the question of program effectiveness after the revised curriculum was fully implemented in 2003. In July 2006, the National Institute of Justice selected the University of Missouri-St. Louis to conduct a process and outcome evaluation of the revised G.R.E.A.T. program. The current program and evaluation address many of the limitations of the earlier program and evaluation designs and build upon the results of those earlier studies. First, as previously described, the G.R.E.A.T. program underwent major changes after a substantial curriculum review based in large part on the findings of the previous evaluations. Of particular import was an emphasis on linking specific program lessons with risk factors found to be important in gang joining and delinquency. In short, while the revised program still deals with general social skills and the prevention of delinquency, greater attention is now paid to risk factors found to be associated with gangs. Second, the criticism that the original G.R.E.A.T. program was modeled after the DARE program was addressed during the curriculum review, with the revised G.R.E.A.T. program now modeled after two highly acclaimed school-based prevention programs (LST and SSDM). Third, Klein and Maxson's critique of the universal targeted population raises the issue of efforts attempting to reduce statistically rare events. As many gang researchers have noted, gang membership is a rare event, even in the most at-risk neighborhoods or sub-populations. At the same time, the past twenty plus years of gang research have demonstrated that gangs and gang-involved youth are found in communities not only across the U.S.A. but across the world (e.g., Covey, 2010; Esbensen and Maxson, 2013; Hagedorn, 2008). While one can question the utility of trying to prevent a statistically rare event, it does not seem reasonable to abandon general prevention efforts, especially given researchers' and practitioners' inability to identify unique risk factors for gang membership[5] and recent studies indicating a great deal of overlap in risk factors for gang

[5] See Klein and Maxson's (2006) review of the gang risk factor literature.

membership and violence (Esbensen et al., 2010; Peterson and Morgan, forthcoming). Finally, with respect to methodological issues raised by Ludwig and others, extensive efforts were made to increase both the active consent rates and survey completion rates in the current evaluation. The results of these efforts are reported in the Methods section.

While an earlier study reporting short-term program effects of the revised G.R.E.A.T. program was published in 2012 (Esbensen et al., 2012), the current study focuses on long-term effects across four years post-treatment.[6] This long-term emphasis is important not only to determine whether short-term effects are sustained over time, but also because it captures youth at the ages of highest risk of gang joining (Klein and Maxson, 2006) and because delayed effects were detected in the previous longitudinal evaluation (Esbensen et al., 2001). Additionally, supplemental analyses reported in the current study (1) investigate the extent to which the overall results are replicated at each of the seven individual research sites and (2) control for pre-existing risk factors. These important questions address the universality of program effects and introduce a more rigorous assessment than was possible in the earlier study. As such, the current study goes well beyond the one-year program effects reported in the 2012 study.

Methods

Site and School Selection

Seven cities (Albuquerque, NM; Chicago, IL; a Dallas-Fort Worth area district; Greeley, CO; Nashville, TN; Philadelphia, PA; and Portland, OR) were selected to provide a diverse sample of schools and students. Sample selection was guided by three main criteria: (1) geographic and demographic diversity, (2) a substantial number of officers delivering the program to some, but not all, students, and (3) information provided by the National Gang Center

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[6] In several sections of this paper, we report long-term effects alongside the earlier-reported short-term effects for comparison purposes.

about cities' level of gang activity. The goal was to develop a sample that was geographically and demographically diverse across cities with varying degrees of gang activity. The student and school sample is representative of the students and schools in each of the seven cities' school districts. The final sample consists of 3,820 students (for whom active consent was obtained) nested within 195 classrooms (102 received G.R.E.A.T. and 93 did not receive the program) in 31 schools.

Active Parental Consent

Active parental consent was required for student participation (see Esbensen, Melde, Peterson, and Taylor, 2008 for a detailed description of the active consent process) and, as stated previously, significant effort was made to improve these rates over what was achieved in the earlier evaluation. Teachers were recruited to assist with the process and the combined effort of teachers and evaluators produced a commendable active consent rate of 78 percent. Of the 4,905 students represented on the classroom rosters at the time of the consent process, 89.1 percent of youths (N=4,372) returned a completed consent form, with 77.9 percent of parents/guardians (N=3,820) allowing their child's participation while 11.3 percent (N= 552) declined.[7]

Research Design and Random Assignment of Classrooms

The outcome evaluation employs an experimental longitudinal panel design (a randomized control trial with long-term follow-up) in which classrooms in each of the participating schools were randomly assigned to the treatment (i.e., G.R.E.A.T.) or control condition.[8] Once it was determined in which grade level (6th grade in 26 schools and 7th grade in 5 schools) and in which core subject area (commonly Social Studies but also in English and

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[7] This may be compared with an active consent rate of 57 percent of students being allowed to participate in the earlier longitudinal evaluation of the original G.R.E.A.T. program (Esbensen et al., 2001).
[8] This is an improvement over the earlier longitudinal evaluation design, in which random assignment was possible in only 15 of 22 participating schools (Esbensen et al., 2001).

Science classes) the program would be taught, we enumerated all of the grade-level classrooms (ranging from 3 to 12). In situations with an odd number of classes, we made the *a priori* decision to oversample treatment classes (in partial recognition of the fact that many of the principals were reluctant to "deprive" any of their students of the program). The list of classes was then numbered from one through highest and a table of random numbers was consulted to select the classrooms in which G.R.E.A.T. would be taught. Unselected classrooms comprised the control group.

All students in the treatment and control classrooms were eligible to participate in the evaluation and those for whom active parental consent was obtained (N=3,820) were then asked to participate in the evaluation by completing a confidential group-administered pre-test questionnaire. Upon completion of the G.R.E.A.T. program in each school, students in both the experimental and control groups were then requested to complete post-tests and four annual follow-up surveys. Retention rates across the six waves of data included in the outcome analyses reported in this paper were 98.3%, 94.6 %, 87.3%, 83 %, 75%, and 72%, respectively, for Wave 1 (pretest) through Wave 6 (4 years post treatment).[9] These response rates reflect the diligent efforts of the research assistants working on this project. It is particularly challenging to track students through multiple schools and school districts, especially in a highly mobile sample: while initially enrolled in 31 middle schools at pretest, students were surveyed in more than 200 different schools in Waves 5 and 6 when the students were in high school. We tracked students in each of the seven cities, identifying the schools (or cities) to which students had transferred. In a number of instances (especially for students who had moved outside of the district), this required soliciting information from school administrative assistants, teachers, and/or other

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[9] This compares with completion rates of 87%, 80%, 86%, 76%, 69%, and 67% in the earlier longitudinal evaluation.

students because, somewhat surprisingly, this information was often not available from the central district office or from computerized records. These efforts at locating students, combined with multiple visits to individual schools (in some instances more than 10 trips to survey chronically truant students), contributed to the fact that we were able to survey virtually all of the students still enrolled in schools in the original districts. We obtained permission from principals at each of the new schools to survey the transfer students – clearly, a time and labor-intensive effort, but one well worth achieving these high response rates.

Student Sample Characteristics

Based on responses provided at Wave 1, the sample is evenly split between males and females; most (55%) youths reside with both biological parents; and the majority (88%) was born in the United States (see Table 1). The sample is racially/ethnically diverse, with Hispanic youths (37%), White youths (27%), and African American youths (17%) accounting for 81% of the sample. Approximately two-thirds of the youths (61%) were aged 11 or younger at the pre-test, representing the fact that 26 of the 31 schools delivered the G.R.E.A.T. program in 6th grade. Three of the six Chicago schools and two of four schools in Albuquerque taught G.R.E.A.T. in 7th grade; thus, students in these sites were somewhat older than students in the other sites.

<div align="center">**INSERT TABLE 1 ABOUT HERE**</div>

<div align="center">**Measurement**</div>

Program Goals

To assess program effectiveness, it was essential that measures of the three program goals be included in the student surveys. Additionally, the G.R.E.A.T. lessons targeted a number of secondary outcomes that sought to reduce known risk factors for delinquency and gang

membership. We developed a student questionnaire that captured the essence of this skills

building program, including many of the risk factors associated with gang membership as well as

lesson-specific social skills (e.g., dealing with peer pressure and being able to say no). To

reiterate, the G.R.E.A.T. program has three primary goals: (1) to help youths avoid gang

membership, (2) to reduce violence and criminal activity, and (3) to help youths develop a

positive relationship with law enforcement. *Gang membership* is measured by a single-item

question that is part of a larger set of questions about youth gangs. Specifically, students

answered the question; "Are you now in a gang?" This self-nomination approach has been found

to be a valid and robust measure of gang affiliation (e.g., Esbensen, Winfree, He, and Taylor,

2001; Thornberry et al., 2003). To measure *delinquency and violent offending*, students

completed a 14-item self-reported delinquency inventory, including response categories that

allowed for assessment of both ever and annual prevalence as well as frequency of offending

during the past six months (past three months at Wave 2, the post-test). We treated this self-

report inventory as a composite measure of general delinquency (examining both a variety and a

frequency score) but also created a separate measure of violent offending consisting of three

items (attacked someone with a weapon, used a weapon or force to get money or things from

people, been involved in gang fights). To measure the third specific program goal (improving

relations with law enforcement), students answered six questions tapping general *attitudes*

toward the police as well as two additional questions measuring students' attitudes about police

officers as teachers.

Additional Program Objectives

In addition to these three program goals, the 13 G.R.E.A.T. lessons address risk factors

for gang joining and life-skills thought necessary to prevent involvement in gangs and

delinquency (see, e.g., Hill et al., 1999; Klein and Maxson, 2006; Maxson and Whitlock, 2002; Maxson et al., 1998; Thornberry et al., 2003). These mediating variables are treated as implied program objectives and are included in our outcome analyses. We therefore examined the extent to which students exposed to G.R.E.A.T. had improved or enhanced skills that would enable them to better resist the lures of gang membership and resist peer pressure to engage in illegal activities. The G.R.E.A.T. lessons encourage students to make healthy choices such as being involved in more pro-social activities and associating more with pro-social peers and less with delinquent peers. The lessons also teach students to improve their communication skills by being active listeners and being better able to interpret verbal and non-verbal communication, targeting these skills in order to improve students' empathy for others.

A total of 33 outcomes are assessed in these analyses, comprising five behavioral outcomes (gang affiliation, general delinquency, and violent offending – the latter two measured as both frequency and variety indices) and 28 attitudinal measures, including the two measures of attitudes to the police; guilt associated with norm violation; attitudes about gangs; refusal skills; collective efficacy; neutralizations for lying, stealing, and hitting; resistance to peer pressure; associations with delinquent and pro-social peers; pro-social involvement; commitment to negative and to positive peers; school commitment; guilt; empathy; self-centeredness; anger; impulsivity; risk-seeking; conflict resolution; calming others; active listening; problem-solving; self-efficacy; awareness of services; and altruism. (For a full listing of scales and scale characteristics, see the Appendix.)

Analysis strategy

The *post-test-through-four-year post-treatment* analysis strategy is an elaboration of that used by Esbensen and colleagues (2012) for the first two post-treatment waves of outcome

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measures. These analyses, using MLwiN software (Rasbash, Steele, Browne, and Goldstein, 2009), include the outcome measures obtained on five occasions after treatment (waves two through six, level 1) for a total of 15,693 observations nested within 3,739 individual students (level 2) in 195 different classrooms (level 3), in 31 schools (level 4) in 7 cities (level 5). Analyses allowed for residual mean differences for students, classrooms, and schools through random intercept terms at each level and for cities through dummy variable fixed effects (due to the small number of cities). By mean-centering the treatment versus control explanatory variable within schools, we insure that differences across schools in mean levels of outcomes did not inadvertently bias the estimate of program effects. The model also included a variance component to allow for the possibility that program impact varied across schools (i.e., a random coefficient for treatment versus control at the school level), which insured an appropriately conservative significance test of program impact. The variation in program impact across schools did not reach statistical significance at $p < .05$ for any of the outcomes. The analyses also controlled for the pretest measure of each outcome. We assessed the pre-test comparability of treatment and comparison groups through a version of this model that omits time as a level of analysis.

The model allows for change over time through a quadratic function. We were careful to code this function so that the main effect for treatment would reflect mean differences across the entire post-treatment period. We accomplished this by capturing the function through orthogonal polynomials (coded across waves 2 - 6 as linear = -2, -1, 0, 1, 2; quadratic = 2, -1, -2, -1, 2). We then centered these terms within each person to adjust for any individual differences associated with attrition. Analyses included random variance components for the linear and squared terms at the individual, classroom, and school levels, thus allowing for the possibility of systematic

differences in trajectories at each of those levels.

Our analytic model is designed so that the coefficient for treatment versus control provides an overall assessment of program impact, and the interactions between that term and the linear and squared terms for time reflect change over time in program impact (with significance assessed by a joint test of those two interaction terms). We applied a linear version of this model to most of the outcomes. The measure of gang membership is dichotomous and thus required a logistic version of the model. The self-report measures of general and violent delinquency were highly skewed integer variables, for which a negative binomial model was most appropriate. For the linear models, our tables show the magnitude of program effects in standard deviation units of difference between treatment and control groups (also known as Cohen's *d*), transformed so that positive values reflect beneficial program effects. For the logistic and negative binomial models we report the percentage difference between treatment and control in odds (for logistic) or mean rate of offenses (negative binomial).

One of the objectives of this multi-site evaluation was to include students from diverse settings to allow us to address the issue of transferability of the program. The seven participating cities were selected to represent large and small cities, racially homogenous and racially heterogeneous populations, and cities across the geographical range of the U.S. To examine the generalizability and transferability of the program, we implemented a version of the model that provides separate estimates of program effects and time trends for each city. We accomplished this by replacing all of the fixed regression coefficients in the base model (except the pretest outcome measure) by their interactions with dummy variables for every site (leaving no reference site). The variance components remained the same.

There is also a body of literature that suggests that youth with greater pre-existing risk may benefit more from some programs than youth at low risk (Andrews, Zinger, Hoge, Bonta, Gendreau, and Cullen, 1990; Lipsey, 2009). Indeed, the cross-sectional results reported by Esbensen and Osgood (1999) found some evidence that the G.R.E.A.T. program was more effective for males (relative to females) and African American and Latino youth (relative to white youth)—groups commonly found to be at higher risk of gang membership. To examine this issue, additional analyses were run to test whether program impact differed between high and low risk youth.[10] To measure risk, we first identified respondents who reported belonging to a gang in waves 2 through 6. We then conducted a logistic regression analysis with that measure as the outcome and sex, race/ethnicity, and 35 wave 1 measures (the 33 variables identified above and two measures of school and community disorder) of all of the outcome variables as predictors. The fitted values from that analysis differentiate respondents for their probability of joining a gang by the end of the study. These fitted values were most strongly correlated with wave 1 gang membership (r = .80), delinquency (r = .74), and peer delinquency (r = .57). We defined high-risk youth as the 25% of the sample with the highest probability of joining a gang and low risk as the remaining 75% of the sample. We tested for differential program effects on high versus low risk youth by adding to the base model the two-way interaction of risk with classroom treatment assignment and the three-way interactions of risk and treatment assignment with linear and quadratic change. Finally, we also assessed the extent to which program effects differed by the subgroups (sex and race/ethnicity) compared in the previous evaluations, conducting sex (or race/ethnicity) by treatment interactions and examining group by treatment interaction over time. These analyses indicated that only for very few (one or two out of 33)

[10] As well, this analysis addresses, in part, Klein and Maxson's (2006) critique that this universal program fails to target the most in-need youth and that effects from universal programs such as this may be diluted due to the large number of low-risk youth in the sample.

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outcomes did program effects differ significantly by sex or race/ethnicity, certainly no more than by chance.

Results

Preliminary analyses examined the comparability of treatment and comparison groups on pretest measures. Across the entire set of 33 outcome measures, differences tended to be small, but slightly favored the treatment group, with the mean Cohen's $d = .017$ for the 28 measures to which it applies. The differences reached $p < .05$ for three measures and $p < .10$ for a total of seven, which is somewhat more than expected by chance, but not to a statistically significant degree. For instance, the binomial distribution indicates that $p = .23$ for obtaining three or more "significant" results by chance in 33 tests. Furthermore, the lowest probability any of these differences was $p = .02$, which is far higher than the Bonferroni standard of .0015 for 33 significance tests. To be cautious, we report results from analyses that control for pretest scores. That control had negligible consequence for the magnitude of estimated program effects, but it did increase their precision.

Results across the post-test-through-four years post-treatment are consistent with those found for the one-year post-treatment analyses (see Esbensen et al., 2012); the effect sizes, however, are somewhat smaller (see Table 2). In the one-year post-treatment analyses, program impact was significant at the .05 level for a total of 11 of 33 outcomes and an additional three were marginally significant at the .10 level (pro-social peers, pro-social involvement, and lying neutralizations). Combining the data for the entire four years (waves 2-6) post-treatment, we find 10 significant differences, including eight of the same outcomes that were significant at one-year post treatment. The following list identifies the differences for post-test-through-four years post-treatment; those identified with an asterisk were also noted in the one-year post-treatment

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analyses. Three outcomes were significant at one-year post treatment but not for post-test-through-four years post treatment (self-centeredness, peer pressure, and delinquent associations).

Lower rates of gang membership (24% reduction in odds)*

More positive attitudes to police (ES = .058)*

More positive attitudes about police in classrooms (ES = .144)*

Less positive attitudes about gangs (ES = .094)*

More use of refusal skills (ES = .049)*

Higher collective efficacy (ES = .096)*

Less use of hitting neutralizations (ES = .079)*

Less anger (ES = .049)*

Higher levels of altruism (ES = .058)

Less risk seeking (ES = .053)

INSERT TABLE 2 ABOUT HERE

With respect to the three specific program goals, the odds of belonging to a gang during the post-test-through-four years post-program were 24 percent lower for the G.R.E.A.T. students, and they continued to have more positive attitudes toward the police in general and to officers in the classroom, compared to non-G.R.E.A.T students. Estimates of program impact did not reach statistical significance, however, for delinquency (general or violent offending). Importantly, the treatment group continued to express less favorable attitudes about gangs, and several risk factors associated with gang membership were also found to be less pronounced among the G.R.E.A.T. students. Students who had participated in the program were more risk aversive, expressed better anger control, and employed fewer neutralizations regarding the use of violence in response to different scenarios. Additionally, as described above, several measures were

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developed and included in the analyses to assess skills taught in the G.R.E.A.T. lessons. For example, the curriculum teaches (through students' role-playing) strategies for students to use to avoid undesired activities in which their friends encourage them to participate. Students in the treatment group were more apt to report use of these refusal techniques. The G.R.E.A.T. students also reported higher levels of altruism and collective efficacy; that is, they indicated that they value doing things for others (e.g., "It feels good to do something without expecting anything in return") and that they can make a difference in their communities (e.g., "It is my responsibility to do something about problems in our community"). These values are reflected in a component of the G.R.E.A.T. program called the "Making My School a G.R.E.A.T. Place" project. This G.R.E.A.T. project provides students the opportunity to have an impact on their environment by improving their school and/or surrounding area. The project is intended to be an ongoing part of the program and to be completed by the end of the 13th lesson.

In contrast to these positive program effects, our long-term (post-test-through-four-years post-program) analyses failed to discern a difference between the G.R.E.A.T. students and the control group on a range of peer-related factors: pro-social peers, peer pressure, negative peer commitment, positive peer commitment, and delinquent peers. Three of these potential outcomes were marginally significant ($p<.10$) in the one-year post-treatment analyses (pro-social peers, peer pressure, and delinquent peers), suggesting that the peer effect is muted over time. The program also did not produce statistically significant differences for several social skills or risk factors emphasized in one or more lessons: conflict resolution, calming others, active listening, problem solving, empathy, self-efficacy, awareness of services, pro-social involvement, neutralizations for lying and stealing, guilt, school commitment, self-centeredness, and impulsivity. The latter two outcomes are sub-components of the larger self-control measure

developed by Grasmick et al. (1993). Program impact for two other components of self-control (risk seeking and anger) did reach significance. These aspects of the program that did not differentiate the groups suggest that perhaps attitudes are more easily influenced than is behavior. A large proportion of these remaining non-significant factors are social skills variables representing program components that teach students factual information or how to modify their behavior (e.g., availability of services, active listening, calming others, problem-solving). That is, students are instructed on where to find assistance when needed and on the importance of listening to others when they speak, how to calm others who are upset, and constructive (and non-violent) ways to solve problems that arise.

Site-Specific Analyses Post-Test-Through-Four Years Post-Treatment

One of the evaluation objectives was to address the transportability of the program. That is, can G.R.E.A.T. be effectively taught in a variety of settings? To address this issue, we included seven diverse cities in the study and, in this set of analyses, we explore the extent to which the aggregate-level differences are replicated in the seven different cities. As seen in Table 3, the findings are quite mixed. At *one year post-treatment* (the first columns for each site), the overall findings are largely replicated in three of the sites (Albuquerque, the DFW area site, and Portland). A few program effects (including lower odds of gang membership) were noted in Philadelphia, but null findings were found in Greeley, Nashville, and Chicago (see Table 3).

It is important to consider whether these differences across sites in program impact reflect genuine differences in effectiveness or result from a combination of smaller sample sizes and chance variation inevitable among estimates of limited precision. Interaction tests give clear evidence that differences in impact across sites are statistically reliable for only G.R.E.A.T. attitudes toward police and negative peer commitment. For both, $p = .0011$, which surpasses the

Bonferroni corrected value of $p < .0015$ (for $p < .05$, 33 tests). For the entire set of 33 outcomes, a total of 4 tests reached the nominal level of $p < .05$ and 6 reached the nominal level of $p < .10$, which is somewhat more than chance, but not notably so. Also recall that we did not find significant school level variance in program impact for any outcomes. Whether the differences among sites reflect chance fluctuations or genuine differences in effectiveness, the results of Table 3 make clear that any given implementation of the program may or may not achieve results consistent with the overall average.

The results for site-specific program impact *across all four years post-treatment* (the second columns for each site in Table 3) are quite similar to those found at one-year post-treatment. Once again, results in Albuquerque, Portland, and the Texas site resemble the aggregate results. Philadelphia experienced a few positive outcomes, while Chicago and Greeley once again had null findings. For post-test-through-four years post-treatment, however, the G.R.E.A.T. students in Nashville reported five negative program effects (more susceptibility to peer pressure, more commitment to negative peers, less school commitment, and greater neutralizations for lying and stealing). Overall, the site-specific results are fairly robust with the post-test-through-four years post-treatment results quite similar overall to those found for one-year post-treatment with the caveat that the one-year post-treatment effect sizes, as is the case with the full-sample results, are somewhat larger.

INSERT TABLES 3 ABOUT HERE

Pre-existing Risk Analyses Post-Test-through-Four Years Post-Treatment

To test for the possibility that the G.R.E.A.T. program may be more suitable for high-risk youth, we used Wave 1 data to identify students at risk for gang membership. Specifically, we used sex, race/ethnicity, and 35 attitudinal and behavioral measures (the 33 outcome measures

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plus school and community disorder) from wave 1 as predictors of being a gang member in any subsequent wave (i.e., waves 2 through 6). Then we saved the predicted probabilities as the risk measure. While there is no set standard for classifying risk, we dichotomized the risk measure and identified the top 25% as at risk (a method used, e.g., by Farrington and Loeber, 2000; Hill et al., 1999). To minimize missing data, we substituted scale means for any missing Wave 1 predictors when computing the risk score. None of the treatment by risk interactions is significant, but to test for the possibility that effects may change over time, we also examined risk by treatment by time interactions. A number of significant three way interactions emerged, and the pattern is consistent. The three way interactions suggest that most of the beneficial impact is associated with the high-risk students in the early waves and that the treatment/control difference for high-risk youth fades over time. There is some evidence that the treatment is increasingly beneficial for low-risk youths over time, but that pattern is far from consistent.

Table 4 provides a summary of the analyses of differential impact in relation to risk. The variables are coded so the main effects retain their original meaning.[11] Four of the 33 risk by treatment interactions reached the .1 level of significance but none reached the .05 level, a pattern that could easily arise by chance. Twelve of the three-way interactions (risk by treatment by time) were significant at the .05 level and four more reached the .1 level. Furthermore, significance levels for three outcomes surpassed the Bonferroni correction criterion of p < .0015, a total of seven reached $p < .01$, giving strong evidence of genuine rather than chance effects for the dataset as a whole. Figures 1 and 2 provide examples of the three-way interactions for the four combinations of high vs. low risk and G.R.E.A.T. vs. control. Figure 1 shows that, for G.R.E.A.T. attitudes toward police, the treatment and control groups are comparable at the

[11] The overall impact effects reported are similar to, but not exactly the same as, those reported for the aggregate level analyses above (Table 2) due to the fact that this model adds risk level as a predictor and all its interactions with treatment condition and time (both linear and squared).

pretest for both high risk and low risk youth. In waves 2 and 3, the treatment group shifts toward more favorable attitudes than the control group, and the resulting difference is more pronounced among high-risk youth. Over waves 4 through 6, the treatment versus control difference largely disappears for the high-risk youth, while a moderate difference remains for the low risk youth. For gang membership, Figure 2 shows that, among the high-risk youth, a somewhat higher proportion of control rather than treatment youth were gang members, and the G.R.E.A.T. program led to greater reductions in membership for the treatment group than controls through waves 2 and 3. By wave 6, however, this treatment effect was no longer apparent. Rates of gang membership were much lower in the low-risk group, of course, but we see suggestions of a beneficial program effect gradually emerging so that at wave 6, the rate of gang membership was only half as high in the treatment group as the control group.

INSERT TABLE 4 ABOUT HERE

INSERT FIGURES 1 & 2 ABOUT HERE

Discussion

Schools are a desirable location to offer universal programs with an emphasis on preventing an array of adolescent problem behaviors including bullying, drug use, dating violence, gang affiliation, and others (Jimerson, Nickerson, Mayer, and Furlong, 2012). While school-based violence prevention/intervention programs are widespread, knowledge of their effectiveness is often lacking (Alford and Derzon, 2012; Gottfredson, 2001). Given teacher and administrator concern about the "loss of instructional time" to non-academic activities, school administrators increasingly rely upon "evidence-based practices" when making decisions about

which, if any, programs to allow into their schools. The G.R.E.A.T. program is one primary prevention program that, based on our evaluation, holds promise.

In addition to increased placement of prevention programming in schools, the past twenty years have seen a rise in the presence of police officers on school campuses, as both School Resource Officers (e.g., Finn and McDevitt, 2005; Na and Gottfredson, 2011; Petteruti, 2011) and prevention program providers (e.g., DARE and G.R.E.A.T.). The research reported here addresses the efficacy of a program that utilizes law enforcement officers to deliver a gang prevention and violence reduction program.

The G.R.E.A.T. program is one choice that school administrators have when selecting from a vast list of prevention programs. G.R.E.A.T. is currently rated as "promising" by OJJDP and by Crime Solutions, and designated as "Level 2" (effective) in the Helping America's Youth rating scale (www.findyouthinfo.gov). These designations, while initially based upon findings from two previously published evaluations of the original G.R.E.A.T. program, have incorporated and are now based on the short-term results reported from the current evaluation of the revised G.R.E.A.T. program (Esbensen et al., 2012). To recap those earlier studies, a cross-sectional study conducted in 1995 found that G.R.E.A.T. students were substantially "better" than non-G.R.E.A.T. students on a variety of attitudinal and behavioral outcomes (Esbensen and Osgood, 1999). A more rigorous longitudinal evaluation conducted between 1995 and 1999 found less support for the program (in terms of the number of significant differences, effect sizes, and the presence of delayed—rather than immediate--effects) (Esbensen et al., 2001). Still, due to the fact that most of the results were in the direction of positive programmatic effects, G.R.E.A.T. was deemed by raters as a program holding "promise." This was particularly true

given the relatively short program dosage (i.e., nine one-hour lessons delivered over a span of nine weeks).

Previous critiques of the original program and earlier evaluations raised several concerns. First, some commentators labeled G.R.E.A.T. a "failed program" based on a lack of significant effects on delinquency or gang membership (Ludwig, 2005; Klein and Maxson, 2006). Additionally, when positive programmatic effects were found between G.R.E.A.T. and non-G.R.E.A.T. students, effect sizes were modest (Klein and Maxson, 2006). Third, two well-known gang researchers suggested that the lack of significant program effects were not surprising, given the program's emphasis on factors related to general delinquency (as opposed to gang-specific issues), its modeling after the failed DARE program, and the fact that it targeted a population at low risk of gang involvement (Klein and Maxson, 2006). Finally, the earlier longitudinal evaluation was criticized for the extent of sample attrition occurring during the examination period (Ludwig, 2005).

The G.R.E.A.T. program underwent a substantial overhaul following a curriculum review (see Esbensen et al., 2002; Esbensen et al., 2011, for a detailed account of the program review). Many of the changes were sparked by findings from these early evaluations. The program was expanded from nine to 13 lessons, and substantial effort was made to link specific program lessons to evidence-based risk factors for gang joining and delinquency found in prior research. Practitioners and researchers versed in gangs and school-based prevention were brought together to offer suggestions for program modifications. Then, professional curriculum writers were employed to develop the specific program lessons. This effort led to the "revised" G.R.E.A.T. program that is the focus of the current study.

After the revised program was fully implemented in 2003, there was a renewed interest in assessing the effectiveness of the G.R.E.A.T. program. Our most recent work (Esbensen et al., 2012), based on a longitudinal evaluation design that included full random assignment and improved active consent and retention rates, reported that a relatively low dosage (13 lessons) primary prevention program can have measurable effects on a diverse sample of students one-year post-treatment. The current manuscript extends that research by reporting the results of treatment effects up to four years post-treatment. We also address two additional questions: (1) were the aggregate results replicated in each of the seven study sites; and (2) did the results vary based on youths' pre-existing levels of risk?

G.R.E.A.T. Goals and Objectives

The post-test-to-four-year post-program analyses examined direct effects of G.R.E.A.T. on the three main program goals (preventing gang involvement, reducing delinquency and violence, and improving views of law enforcement) as well as on a number of risk factors associated with gang affiliation that were targeted in the curriculum. Results identify positive program effects on a number (10 of 33) of these program objectives. Compared with students in the control classrooms, students in G.R.E.A.T. classrooms expressed more positive attitudes to the police and lower odds of gang membership. They also reported more use of refusal skills; lower support for neutralizations regarding violence; less favorable attitudes about gangs; lower levels of risk-seeking and anger; higher levels of altruism; and a higher degree of collective efficacy. It is important to highlight that eight of the ten differences found across four years post-treatment were also evident among the eleven differences one-year post-program delivery, indicating a sustained, long-term program effect on those outcomes.

The effect sizes are small (and program rating schemes weight this important aspect of program impact) and this fact remains a criticism lodged by reviewers and by rating schemes. The Blueprints program, for example, declined to classify the revised program as "promising," due in large part to the small effect sizes (personal communication from Sharon Mihalic, 2013). In our view, that assessment fails to take into account the limited scope and cost of the G.R.E.A.T. program. It is important to note that we are independent evaluators, not program developers, and we have no stake in this program's success, financially or otherwise. From our first introduction to the G.R.E.A.T. program in the early 1990s, our shared sentiment was and remains skeptical that there would be a measurable effect of a nine- or thirteen-lesson program with the average lesson being less than 40 minutes, further diluted by absenteeism and scheduling issues. Finding such beneficial program effects across multiple studies has surprised us, and their consistency forces us to take them seriously. We ask not only ourselves, but the critics as well, what effect size is reasonable to expect given the low dosage and the general audience targeted by this program, and how large must the effects be to justify the use of a program requiring such limited investment?

The revised program and the most recent evaluation design overcome many of the limitations critics noted for the original program and evaluations of it. The program itself is now more "evidence-based," focused on key risk factors found to be important for gang joining. Additionally, more pedagogically-sound strategies (such as active learning as opposed to didactic lecture) comprise a bulk of the program lessons. These two factors provide reason for optimism that the revised program should be more effective at preventing gang membership than its original configuration. These program revisions may be responsible for the divergence in findings related to gang membership between the current evaluation and its earlier counterparts.

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Specifically, the increased focus of the revised curriculum on theoretically- and empirically-based risk factors for gang joining, coupled with a more effective "skills-based" programmatic structure, may be the primary reasons why the current study finds G.R.E.A.T. participants report reduced odds of gang joining, relative to their non-G.R.E.A.T. counterparts. Conversely, programmatic effects may be more easily uncovered based upon the higher rates of study participation relative to the previous longitudinal study.

All this being said and despite a number of significant effects in favor of the G.R.E.A.T. program, our current results also include a good number of effects that failed to reach statistical significance. Below we focus specifically on some of the findings among the social skills and peer-related measures. We focus on these two areas because of consistent (non-)effects. Before discussing them, however, we remind readers that chance may well be the source of the weaker results for these outcomes. The lack of significance is definitely not proof of "no effect," and differences in program impact between these outcomes and the others are rarely if ever statistically significant (judging from their standard errors and implied confidence intervals).

Social skills.

Our overall lack of findings with regard to a number of social skills may engender disappointment. In discussing the lack of change in a number of skills among G.R.E.A.T. students, we speculated previously that effecting attitude change may be easier than stimulating behavioral change. That is, there were a greater proportion of attitudinal than skills-based behavioral changes among the significant differences found between G.R.E.A.T. and control students, and a greater proportion of skills-based factors among the non-significant differences. One skill for which we did find a significant difference, however, was G.R.E.A.T. students' greater use of refusal skills. In our classroom observations of lesson delivery, we noted that this

component, more than other social skills components, utilized role-plays between students and the officer, with the officer attempting to lure the student into deviant behavior and the student practicing a host of methods to resist involvement. Students relished this exercise, actively paying attention and participating. We suggest it is possible that students' greater interest in and ability to practice this skill may have produced the positive results, and that offering students more opportunity to rehearse the other social skills may yield the intended programmatic effect.

Peer effects.

Two of the three program effects (resistance to peer pressure and association with delinquent peers) that were found one-year post-treatment but not for the full four years post-treatment are related to the role of the peer group, and one additional peer outcome that reached marginal significance ($p<.10$) at one year post-treatment also failed to reach significance across the entire four years post-treatment. Two other peer-related variables (commitment to positive and to negative peers) also failed to reach significance at both time periods. These results raise two issues: (1) can an individual-targeted program impact peer factors, and (2) if yes, can these results be sustained over time? The answer to the first question is mixed; there were modest differences between treatment and control students on the peer-related outcomes and risk factors at one-year post-treatment. The answer to the second question appears to be no; for the four years post-treatment as a whole, peer-related differences for the full sample were no longer statistically significant. These results, while disappointing, may perhaps be expected: Peers play a major role in the lives of adolescents and a few brief lessons encouraging youth to avoid negative peer influences may not be sufficient to overcome these influences to achieve the intended outcome.[12]

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[12] We temper this with the reminder that program effects appear to vary by site and at least in one site, the program does produce significant and lasting differences on peer-related variables.

Program Effects by Site

Some questions are raised by the site-specific results regarding the utility of the

G.R.E.A.T. program as a general gang prevention program, applicable in a variety of settings.

Three quite diverse cities (Albuquerque, a Dallas-Fort Worth suburb, and Portland) experienced

program results similar to the larger sample. These sites represent cities with a large Hispanic

population (Albuquerque), a city that has the largest percentage of white residents in the U.S.A.

(Portland), and a city that is part of a large megalopolis (the DFW area site). One city has a long

history of gangs (Albuquerque) while the other two have relatively new gang problems. The

cities with null findings are also quite diverse – one is among the largest cities in the nation

(Chicago) with pockets of extreme disadvantage and high rates of violent crime while the other

city (Greeley) is the smallest in the sample (less than 100,000 inhabitants) but with a pronounced

gang problem that emerged in the past two decades. A few program effects (notably, lower odds

of gang involvement and less positive attitudes about gangs) were found in Philadelphia, a city

similar to Chicago in a number of ways, being large and having neighborhoods facing long-

standing poverty, violence, and gang activity.

These findings highlight the importance of conducting multi-site evaluations, not only to

assess the transportability of the program or policy but to allow for the possibility that contextual

effects in some sites may not allow for the detection of program effects (Type II error). For

example, while one of our considerations in selecting the final sites for the evaluation was

program saturation (i.e., we excluded sites in which the G.R.E.A.T. program had a long history,

thereby introducing the possibility of program contamination in the control group), it was only

after agreements had been obtained that we learned that the Nashville Police Department had an

extensive involvement in the schools, teaching the G.R.E.A.T. elementary-level component in

third or fourth grade, DARE in fifth grade, and then the G.R.E.A.T. middle school component in sixth grade, as well as a DARE booster session in 9th grade . Thus, the absence of a positive program effect in Nashville may be an artifact of this police saturation in the schools.

Trying to make sense of these site-specific differences led us to consider a number of potential explanations. First, it is essential to keep in mind that differences of this magnitude are little more than would be expected by chance alone. Next, we revisited the results and considered a number of potential school factors (e.g., school size, school characteristics, and student demographics) but could not isolate factors that shed light on the findings. As part of another project we revisited all of the cities, schools, and neighborhoods in the hope that we would be able to observe neighborhood characteristics that could help explain the disparate results, but again, we gained no satisfactory insights.

We also examined the possibility that the site differences reflect differential program implementation fidelity.[13] Fortunately our research design allowed us to examine this possibility as we went to great lengths to assess officer implementation fidelity by observing 492 unique G.R.E.A.T. classroom deliveries and assigning a fidelity score (ranging from 1 to 5) to each classroom (for more information on the assessment of implementation fidelity, see Esbensen, Matsuda, Taylor, and Peterson, 2011). Analyses failed to identify significant differential program effects associated with program quality; only one of the 33 potential outcomes (attitudes toward officers in the classroom) showed a more favorable outcome for students in classrooms in which officers implemented the program with increased fidelity ($p < .05$). One possibility for the

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[13] Given the literature regarding the importance of implementation fidelity, we investigated the relationship of program impact to the quality of G.R.E.A.T. program delivery. Each of the officers was observed an average of 15 times by trained research assistants. To address this question, we added to the base model the two-way interaction of the officer rating with classroom treatment assignment and the three-way interactions of officer rating and treatment assignment with linear and quadratic change. We avoid confounding these interactions with overall treatment effects by grand mean centering the officer rating and assigning all control classrooms the mean officer rating.

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overall null finding is that 27 of the 33 officers implemented the program with good to excellent fidelity. Only three officers were deemed to have not implemented the program (one each in Albuquerque, Greeley, and Philadelphia) and three (one each in the DFW site, Nashville, and Chicago) to have marginal implementation. A seventh officer was deemed to have implemented the program in three classrooms but, due to classroom management issues, failed to implement the program in two other classrooms. Given the overall program fidelity, there may have been insufficient statistical power to detect implementation effect.

Program Effects by Pre-existing Risk

The findings for pre-existing risk are complex but straight-forward. While we did not find any risk by treatment interaction effects, we did uncover a pattern of three-way interaction of risk by treatment by time. The three way interactions suggest that most of the beneficial impact is associated with the high-risk students in the early waves and that the treatment/control difference for high-risk youth fades over time. There is some evidence that the treatment is increasingly beneficial for low-risk youths over time, but that pattern is far from consistent. What these findings mean for universal versus targeted gang prevention programming is therefore somewhat ambiguous, though the suggestion may be that high-risk students (as demonstrated in prior research) have greater gains than do low-risk students, especially in the short-term, but that low-risk students also receive program benefits.

Conclusions

The research team responsible for the current evaluation conducted the original G.R.E.A.T. studies in the 1990s (an 11-city cross-sectional study and a 6-city longitudinal quasi-experimental study). Our familiarity with the original program and the evaluation designs and

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subsequent results facilitate our ability to place the current results within the larger context of school-based gang prevention programs. While we have familiarity with the program as evaluators and did provide recommendations regarding program content and delivery based on findings from our first evaluation, it is important to emphasize that we have not been involved in program development; our sole role has been as program evaluators. We note that findings of positive program effects are unfortunately rare in independent prevention trials (Eisner, 2009). Our earlier studies of the original G.R.E.A.T. curriculum found a one-year post-treatment program effect in the cross-sectional study (see Esbensen and Osgood, 1999) but no effect was observed at that time period in the longitudinal quasi-experimental design (Esbensen et al., 2001). In that latter study, we did find a sleeper or lagged effect (3 and 4 years post-treatment) for five outcomes: more favorable attitudes to police, lower victimization, more negative attitudes about gangs, more pro-social peers, and less risk-seeking behavior. Contrary to that earlier longitudinal study, the current longitudinal experimental study of the revised G.R.E.A.T. curriculum did find a positive program effect one-year post-treatment. Importantly, three of the lagged program effects found across four years post-treatment in the earlier study were replicated here for effects across the four years (more favorable attitudes to the police, more negative attitudes about gangs, and less risk seeking). While the original program had no appreciable short- or long-term effect on gang involvement, evaluation of the revised program found reduced odds of gang membership (39% for the first 12 months and 24% across the entire 48 months post-program). Given the results of the current evaluation, it is important to re-state that the G.R.E.A.T. program underwent a major review and revision subsequent to the earlier evaluation results. The original G.R.E.A.T. program was a "canned" nine lesson program with an emphasis on didactic teaching methods. The current 13 lesson G.R.E.A.T. curriculum emphasizes skills

building and the use of cooperative learning strategies – both strategies borrowed from other school-based "model" or acclaimed programs.

The fact that both evaluations (of the original and revised program) found decidedly more favorable attitudes toward the police among the G.R.E.A.T. students suggests that this kind of law enforcement-based prevention program can have a positive impact on youth-police relations. This is particularly important given recent findings that perceptions of police legitimacy are often muted among gang members (particularly those embedded in criminal networks), a factor associated with their increased involvement in crime (Papachristos, Meares, and Fagan, 2012). It is also important to note that studies of both the original and the revised curriculum produced evidence that the G.R.E.A.T. program is associated with more negative views of gangs. We view these similarities in findings as suggestive of an overall consistency in the program and further speculate that the additional program effects of the revised G.R.E.A.T. program are likely a result of the revised and enhanced curriculum.

The current study is not without limitations. Study participants were enrolled in public schools in seven U.S. cities. Students who attended private schools, other districts, those whose parents declined participation, and those who were absent during survey administration periods were not included. We attempted to survey as many eligible students as possible, making more than 10 trips to schools to try to reach those who were habitually truant or otherwise unavailable. We also attempted to survey students who transferred schools within the original and adjacent districts; those who moved to districts outside of the original metro areas were typically lost. Consequently, we may have lost a disproportionate share of gang members and other "at risk" youth. Additionally, we have no alternative measures of delinquency or gang membership other

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than the students' self-reports. Future studies may find it useful to collect measures of school disciplinary reports, police reports, and other indicators.

The G.R.E.A.T. program is no panacea for the gang problems confronting many schools and neighborhoods. However, our findings suggest that G.R.E.A.T. holds promise as a primary gang prevention program, overall and in several of our seven individual research sites. While it is important to note that the effect sizes are small (ranging from .05 to .14 over 48 months post-treatment), it is equally important to emphasize that this is a low dosage program. The curriculum consists of 13 lessons, generally delivered once a week in less than 40 minutes. Further, realities of program delivery such as student absenteeism, teacher announcements, fire drills, snow days, officer illness, and shortened day schedules mean that most of the G.R.E.A.T. students do not receive the full recommended dosage. That statistically significant differences were found for 11 outcome measures (and another three with marginal significance) twelve months post-treatment and for 10 measures across four years post-treatment we find quite surprising and certainly promising.

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Table 1.Sample Characteristics at Wave 1

	Full Sample	ABQ	CHI	DFW area	GRE	NSH	PHL	POR
	N=3,820	N=591	N=500	N=614	N=582	N=590	N=457	N=486
	%	%	%	%	%	%	%	%
Sex								
Male	50	50	50	54	52	55	43	42
Female	50	50	50	46	48	46	57	58
Race								
White	27	16	7	20	34	45	12	51
African American	18	4	29	21	2	23	44	7
Hispanic	37	49	56	46	50	17	20	13
American Indian	4	10	1	2	5	1	4	4
Asian	4	2	1	6	1	6	4	9
Multi-Racial	8	14	2	5	4	4	12	13
Other	4	5	2	1	5	5	5	3
Age								
11 or younger	61	35	18	74	77	80	61	79
12	29	43	44	25	22	19	35	20
13 or older	10	23	38	2	2	<1	4	1
Mean Age	11.48	11.87	12.22	11.27	11.23	11.19	11.42	11.21
Living Arrangement								
Both Bio-Parents	55	52	57	60	58	60	38	58
Single Parent	20	20	19	15	14	18	24	15
1 Bio/1 Step-Parent	13	15	12	14	15	12	18	13
1 Bio/1 Other Adult	7	7	7	7	7	7	11	8
Other Relatives	3	6	3	3	4	2	8	5
Other Arrangement	2	1	1	1	3	2	2	1
Immigration Status								
Born outside U.S.	12	10	9	13	11	15	11	15
Born in U.S.	88	90	91	87	89	85	89	85

Table 2. One-Year and Entire Four-Year Post Program Effect Estimates for Attitudinal and Behavioral Measures Controlling for Between City Differences, Overall Change over Time, and the Pretest Outcome Measure

	One-Year Post Program			All Four Years Post Program		
	Program Effect	b	S.E.	Program Effect	b	S.E.
Attitudinal Measures						
Impulsivity	0.015	-0.012	0.024	0.021	-0.017	0.021
Risk-Seeking	0.041	-0.041	0.030	0.053	-0.051*	0.025
Anger	0.057	-0.056*	0.026	0.049	-0.049*	0.023
Self-Centeredness	0.054	-0.046*	0.022	0.038	-0.031	0.025
Attitudes Toward the Police (ATP)	0.076	0.070*	0.024	0.058	0.055*	0.023
GREAT ATP	0.204	0.190*	0.033	0.144	0.129*	0.029
Prosocial Peers	0.051	0.050[+]	0.030	0.040	0.038	0.024
Peer Pressure	0.079	-0.050*	0.020	0.044	-0.031	0.019
Negative Peer Commitment	0.050	-0.047	0.029	-0.002	0.002	0.030
Positive Peer Commitment	-0.010	-0.011	0.037	0.007	0.008	0.032
Delinquent Peers	0.083	-0.051*	0.021	0.025	-0.017	0.018
Lying Neutralizations	0.066	-0.066[+]	0.034	0.042	-0.041	0.027
Stealing Neutralizations	0.018	-0.016	0.030	0.017	-0.015	0.029
Hitting Neutralizations	0.105	-0.122*	0.032	0.079	-0.095*	0.030
School Commitment	0.020	0.015	0.021	0.031	0.023	0.017
Guilt	0.028	0.016	0.016	0.007	0.004	0.018
Conflict Resolution	-0.018	-0.008	0.013	-0.009	-0.004	0.011
Calming Others	-0.004	-0.002	0.014	0.010	0.005	0.012
Refusal Skills	0.090	0.043*	0.013	0.049	0.022*	0.010
Prosocial Involvement Index	0.047	0.056[+]	0.030	0.020	0.039	0.032
Empathy	-0.008	-0.005	0.022	0.012	0.008	0.018
Active Listening	0.028	0.019	0.020	0.044	0.028	0.017
Problem Solving	0.027	0.025	0.024	-0.019	-0.017	0.022
Self-Efficacy	-0.004	-0.003	0.024	0.007	0.004	0.021
Awareness of Services	0.015	0.012	0.021	0.016	0.012	0.018
Collective Efficacy	0.125	0.075*	0.021	0.096	0.055*	0.015
Attitudes about Gangs	0.114	0.102*	0.031	0.094	0.079*	0.024
Altruism	0.051	0.031	0.019	0.058	0.033*	0.017
Behavioral[a]						
Delinquency (Frequency)[b]	7.0%	-0.073	0.072	5.0%	-0.053	0.059
Delinquency (Variety)[b]	7.0%	-0.072	0.048	5.0%	-0.052	0.039
Violent Offending (Frequency)[b]	10.0%	-0.107	0.179	11.0%	-0.106	0.122
Violent Offending (Variety)[b]	-1.0%	0.007	0.108	7.0%	-0.070	0.083
Gang[c]	39.2%	-0.498*	0.162	24.0%	-0.271*	0.135

[+] Significant at p<0.10
*Significant at p<0.05
[a]Program Effect as Percent Reduction
[b]Negative Binomial Model
[c]Logistic Regression Model

Table 3. One-Year and Entire-Four-Year Site-Specific Program Effect Estimates for Attitudinal and Behavioral Measures Controlling for Between City Differences, Overall Change over Time, and the Pretest Outcome Measure – Significant Effect Sizes Only.

	Albuquerque		Chicago		DFW area		Greeley		Nashville		Philadelphia		Portland	
	1Yr	1-4Yr	1Yr	1-4Yr	1Yr	1-4Yr	1Yr	1-4Yr	1Yr	1-4Yr	1Yr	1-4Yr	1Yr	1-4Yr
Impulsivity														
Risk Seeking					0.13^+								0.19	0.17
Anger					0.11^+	0.10^+								
Self-centeredness					0.20	0.14^+								0.18^+
ATP	0.15				0.17	0.16							0.17	0.14
GREAT ATP	0.39	0.29			0.23	0.16			0.17				0.43	0.36
Prosocial Peers		0.13				0.16								0.13
Peer Pressure	0.18	0.12^+			0.16					-0.14				
Negative Peer Commit	0.19	0.12^+								-0.25			0.14^+	
Positive Peer Commit						0.19								
Peer Delinquency	0.32	0.18			0.12^+									
Lying Neutralizations										-0.13		0.18		
Stealing Neutralizations										-0.17				
Hitting Neutralizations	0.16	0.13			0.13^+								0.17	0.16
School Commitment		0.10*								-0.13				
Guilt						0.17								
Conflict Resolution														
Calming Others						0.16								
Refusal Skills	0.15	0.11*			0.15	0.11							0.17	0.11^+
Pro-social Involvement								-0.12						
Empathy						0.13^+								
Active Listening					0.17	0.22								
Problem Solving													-0.17	-0.22
Self-efficacy														-0.15
Awareness of Services														
Collective Efficacy	0.19*	0.17			0.24	0.17					0.18^+		0.19^+	
Attitudes about Gangs	0.20				0.28	0.25					0.19	0.17	0.20	
Altruism	0.14*				0.18	0.19							0.14^+	
Delinquency (Freq)						$31\%^+$								
Delinquency (Variety)						23%			-43%					
Violent (Freq)														
Violent (Variety)														
Gang	71%	58%									65%	48%	$61\%^+$	

$^+$Significant at p<0.10, all others are significant at p<0.05; Negative estimates, such as those found in Nashville and Greeley, indicate a negative program effect.

Table 4. Interaction Effects of Risk by Impact and Risk by Impact by Time.

	Risk x Impact			Risk x Impact x Time
	Program Effect Difference (d)	b Difference	S.E.	Wald χ^2 (2 df)
Attitudinal				
Impulsivity	0.036	-0.029	0.044	5.95[+]
Risk-Seeking	0.042	-0.041	0.051	9.36*
Anger	0.042	-0.042	0.052	4.35
Self-Centeredness	0.062	-0.051	0.043	4.48
(ATP)	-0.053	-0.050	0.048	4.52
GREAT ATP	0.017	0.015	0.047	4.87[+]
Prosocial Peers	0.077	0.073	0.048	0.22
Peer Pressure	0.095	-0.066[+]	0.036	15.96*
Negative Peer Commitment	-0.032	0.032	0.054	6.04*
Positive Peer Commitment	0.055	0.064	0.058	3.95
Delinquent Peers	0.098	-0.067[+]	0.036	17.64*
Lying Neutralizations	0.099	-0.096[+]	0.050	15.51*
Stealing Neutralizations	0.013	-0.012	0.047	9.62*
Hitting Neutralizations	-0.035	0.041	0.059	4.43
School Commitment	0.015	0.011	0.039	7.36*
Guilt	0.066	0.041	0.032	10.27*
Conflict Resolution	0.013	0.006	0.022	8.39*
Calming Others	-0.004	-0.002	0.024	4.23
Refusal Skills	0.051	0.024	0.024	3.22
Prosocial Involvement Index	-0.030	-0.059	0.073	0.76
Empathy	-0.053	-0.036	0.037	4.36
Active Listening	0.003	0.002	0.033	1.33
Problem Solving	0.004	0.004	0.048	5.03[+]
Self-Efficacy	0.019	0.013	0.037	0.61
Awareness of Services	-0.056	-0.043	0.042	2.08
Collective Efficacy	0.056	0.032	0.032	0.13
Attitudes about Gangs	0.088	0.074[+]	0.043	2.66
Altruism	-0.022	-0.013	0.031	4.06
Behavioral				
Delinquency (Frequency)	11.1%	-0.105	0.127	9.58*
Delinquency (Variety)	10.5%	-0.100	0.079	6.21*
Violent Offending (Frequency)	40.8%	-0.342	0.302	2.54
Violent Offending (Variety)	26.7%	-0.236	0.181	5.46[+]
Gang	-16.8%	0.184	0.255	7.84*

[+] Significant at $p<0.10$
*Significant at $p<0.05$

Figure 1. G.R.E.A.T. Attitudes toward the Police (ATP)
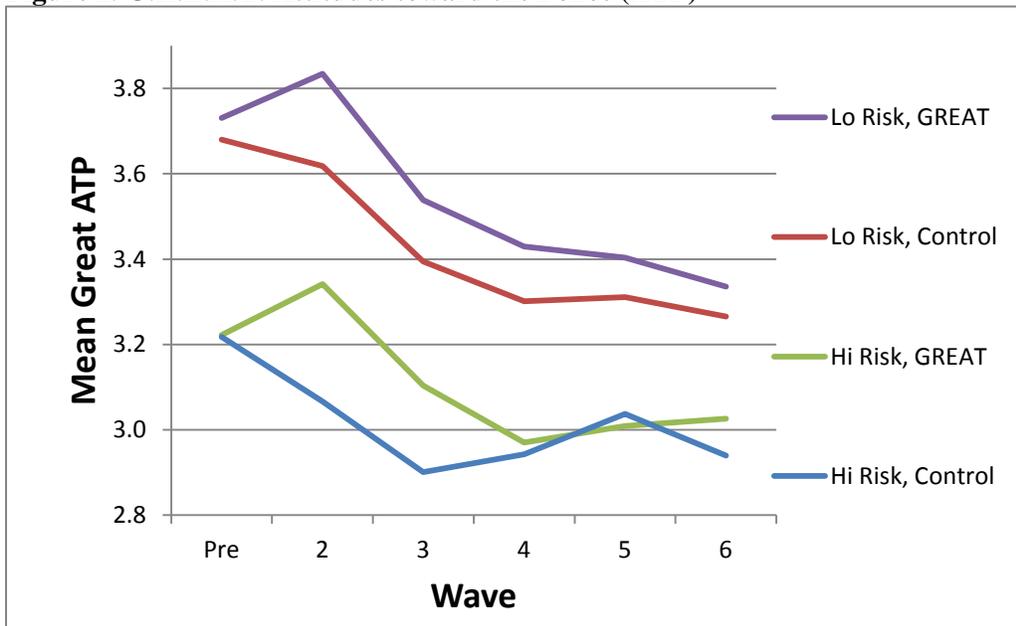
Figure 2. Gang Membership

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APPENDIX. Scale Characteristics of Outcome Measures (Wave 1)

Impulsivity: Four items such as: I often act without stopping to think.
Scale Mean = 2.97 (0.81); α = 0.59
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Risk-Seeking: Four items including: I like to test myself every now and then by doing something a little risky.
Scale Mean = 2.60 (0.95); α = 0.77
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Anger: Four items including: I lose my temper pretty easily.
Scale Mean = 3.08 (0.96); α = 0.74
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Self-Centeredness: Four items such as: If things I do upset people, it's their problem not mine.
Scale Mean = 2.50 (0.82); α = 0.69
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Attitudes Toward Police: Six items such as: Police officers are honest.
Scale Mean = 3.81 (0.82); α = 0.86
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

GREAT ATP: Two items such as Police officers make good teachers.
Mean = 3.58 (0.95)
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Pro-social Peers: Four items including: During the last year, how many of your current friends have been generally honest and told the truth?
Scale Mean = 3.42 (0.97); α = 0.83
Response Categories: 1) None of them, 2) Few of them, 3) Half of them, 4) Most of them, 5) All of them

Peer Pressure: Seven items such as: How likely is it that you would go along with your current friends if they wanted you to bully another student at school?
Scale Mean = 1.27 (0.51); α = 0.82
Response Categories: 1) Not at All Likely to 5) Very Likely

Negative Peer Commitment: Three items including: If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?
Scale Mean = 1.68 (0.85); α = 0.81
Response Categories: 1) Not at All Likely to 5) Very Likely

Positive Peer Commitment: Two items including: If your group of friends told you not to do something because it was wrong, how likely is it that you would listen to them?

Scale Mean = 4.19 (1.17); α = 0.80
Response Categories: 1) Not at All Likely to 5) Very Likely

Delinquent Peers: Seven items including: During the last year, how many of your current friends have attacked someone with a weapon?
Scale Mean = 1.30 (0.54); α = 0.86
Response Categories: 1) None of them, 2) Few of them, 3) Half of them, 4) Most of them, 5) All of them

Lying Neutralizations: Three items such as: It's okay to tell a small lie if it doesn't hurt anyone.
Scale Mean = 2.60 (0.98); α = 0.76
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Stealing Neutralizations: Three items such as: It's okay to steal something it that's the only way you could ever get it.
Scale Mean = 1.64 (0.80); α = 0.83
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Hitting Neutralizations: Three items such as: It's okay to beat up someone if they hit you first.
Scale Mean = 3.32 (1.11); α = 0.80
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

School Commitment: Seven items such as: I try hard in school.
Scale Mean = 3.92 (0.70); α = 0.77
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Guilt: Seven items including: How guilty or how badly would you feel if you stole something with <u>less</u> than $50?
Scale Mean = 2.66 (0.55); α = 0.93
Response Categories: 1) Not very guilty/badly, 2) Somewhat guilty/badly, 3) Very guilty/badly

Conflict Resolution: Five items including: During the past year when you've gotten upset with someone, how often have you talked to the person about why I was upset?
Scale Mean = 2.17 (0.46); α = 0.66
Response Categories: 1) Never, 2) Sometimes, 3) Often

Calming Others: Three items including: When someone was upset, how often have you asked the person why he/she was upset during the past year?
Scale Mean = 2.41(0.51); α = 0.71
Response Categories: 1) Never, 2) Sometimes, 3) Often

Refusal Skills: Four items including: During the past year when you have tried to avoid doing something your friends tried to get you to do, how often have you told the person that I can't do it because my parents will get upset with me.
Scale Mean = 2.33 (0.51); α = 0.70
Response Categories: 1) Never, 2) Sometimes, 3) Often

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Pro-social Involvement Index: Four items including: During the past year, were you involved in school activities, or athletics?
Scale Mean: 2.38 (1.14); α = 0.47
Response Categories: 1) Yes, 2) No

Empathy: Five item including: I would feel sorry for a lonely stranger in a group.
Scale Mean = 3.63 (0.65); α = 0.59
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Active Listening: Three items such as: I look at the person talking to me.
Scale Mean = 3.66 (0.72); α = 0.60
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Problem Solving: Two items including: I talk to my friends about my problems.
Scale Mean = 3.57 (0.91); α = 0.45
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Awareness of Services: Four items including: You know where a person can go for help if he/she is victimized.
Scale Mean = 3.76 (0.65); α = 0.72
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Collective Efficacy: Three items including: It is my responsibility to do something about problems in our community.
Scale Mean = 3.25 (0.77); α = 0.62
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Attitudes about Gangs: Two items: Getting involved with gangs will interfere with reaching my goals.
Scale Mean = 3.72 (1.12); α = 0.71
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

Altruism: Three items including: It feels good to do something without expecting anything in return.
Scale Mean = 3.60 (0.83); α = 0.66
Response Categories: 1) Strongly Disagree to 5) Strongly Agree

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Publications:

1. Finn-Aage Esbensen, Chris Melde, Terrance J. Taylor, Dana Peterson. (2008). "Active Parental Consent in School-based Research: How much is enough and how do we get it?" *Evaluation Review*. 32:335-362.

2. Terrance J. Taylor, Finn-Aage Esbensen, Bradley T. Brick, and Adrienne Freng. (2010). "Exploring the Measurement Quality of a 'Street Code' Scale: Differences across groups and contexts." *Youth Violence and Juvenile Justice* 8: 187-212.

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11. Chris Melde and Finn-Aage Esbensen. (2013). "Gangs and Violence: Disentangling the Impact of Gang Membership on the Levels and Nature of Offending*." Journal of Quantitative Criminology* 29:143-166.

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17. Finn-Aage Esbensen and L. Thomas Winfree, Jr. (2013). "Motivations for Gang Joining: Does context matter?" In Klaus Boers, Thomas Feltes, Joerg Kinzig, Lawrence W. Sherman, Franz Streng, and Gerson Trueg (Eds.) *Criminology, Crime Policy, and Penal Law: Festschrift for Hans-Juergen Kerner on the Occasion of his 70th Birthday*. Tuebingen, Germany: Mohr Publishing.

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1. Bradley T. Brick. "Examining Individual and Community Predictors of Formal Sanctioning in an Adolescent Sample." 2009. Unpublished Ph.D. Dissertation, Department of Criminology and Criminal Justice, University of Missouri-St. Louis.

2. Dena C. Carson. "Examining the Effect of Changes in the Peer Group on attitudes: A Longitudinal Study. 2011. Unpublished Ph.D. Dissertation, Department of Criminology and Criminal Justice, University of Missouri-St. Louis.

3. J. Michael Vecchio. "The Role of Violence with and across Self-identified Gang Youth." Expected Completion, Spring, 2014. Department of Criminology and Criminal Justice, University of Missouri-St. Louis.

4. Stephanie A. Wiley. "The Amplification of Deviance Following Police Contact: An Examination of Individual and Contextual Factors." Expected Completion, Spring, 2014. Department of Criminology and Criminal Justice, University of Missouri-St. Louis.

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20. Dana Peterson and Finn-Aage Esbensen. "Gang Sex Composition Effects: Selection or Social Facilitation?" American Society of Criminology, Philadelphia, PA. November 2009.

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27. Hyon Namgung, Terrance J. Taylor, Finn-Aage Esbensen. "Exploring the Role of Different Policing Models of School-Based Prevention Efforts on Changes in Youths' Attitudes towards the Police." American Society of Criminology, San Francisco, CA, November 2010.

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29. Stephanie A. Wiley and Finn-Aage Esbensen. "Predicting Substance Use in Juveniles: A Test of an Integrated Model." American Society of Criminology, San Francisco, CA, November 2010.

30. J. Michael Vecchio, Dana Peterson, and Finn-Aage Esbensen. "The apostasy of the gang: Motivations for youth gang desistance." American Society of Criminology, San Francisco, CA, November 2010.

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41. Chris Melde and Finn-Aage Esbensen. "The Proximate Impact of Gang Desistance: A Turning Point Framework." American Society of Criminology, Washington, DC, November 2011.

42. Stephanie A. Wiley and Finn-Aage Esbensen. "Revisiting Labeling Theory: Does Official Intervention Result in Deviance Amplification?" American Society of Criminology, Washington, DC, November 2011.

43. Kirstin A. Morgan. "Exposure to Risk: Examining the Impact of Risk Factors on Gang Involvement." American Society of Criminology, Washington, DC, November 2011.

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50. Chris Melde and Finn-Aage Esbensen. "Gangs and Violence: Disentangling the Impact of Gang Membership on the Level and Nature of Offending." Academy of Criminal Justice Sciences Annual Meeting, New York, NY, March 2012.

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54. Terrance J. Taylor, Dena C. Carson, and Finn-Aage Esbensen. "Do social skills mediate the self-control – violence relationship?" American Society of Criminology, Chicago, IL, November 2012.

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56. J. Michael Vecchio. "Pathways Into and Out of Youth Gangs" American Society of Criminology, Chicago, IL, November 2012.

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58. Dana Peterson, Dena C. Carson, and Eric Fowler. "Sex composition of groups and members' victimization: A replication and extension." American Society of Criminology, Chicago, IL, November 2012.

59. Kirstin Morgan. "The impact of duration of risk exposure on gang involvement." Poster presented at American Society of Criminology, Chicago, IL, November 2012.

60. Lee Ann Slocum, Terrance J. Taylor, and Finn-Aage Esbensen. "The Code of Silence in Schools: An Assessment of a Socio-Ecological Model of Youths' Willingness to Report School Misbehavior." American Society of Criminology, Chicago, IL

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National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program

G.R.E.A.T. Officer Training (G.O.T.) Report

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Gang Resistance Education and Training (G.R.E.A.T.)

The Gang Resistance Education and Training (G.R.E.A.T.) program is a primary gang and delinquency prevention program delivered by law enforcement officers in school settings. The original G.R.E.A.T. program was developed in 1991 by Phoenix-area law enforcement agencies and quickly adopted by agencies throughout the United States. This curriculum contained nine lecture-based lessons to be taught primarily in middle-school grades. Results from an earlier National Evaluation of the G.R.E.A.T. program (1995-2001) found no differences between G.R.E.A.T. and non-G.R.E.A.T. youths in terms of key behavioral outcomes the program intended to affect (i.e., involvement in gangs and delinquent behavior).

Based in part on these findings, the G.R.E.A.T. program underwent a critical review that resulted in substantial program modifications. The revised curriculum consists of 13 lessons aimed at teaching youths the life-skills (e.g., communication and refusal skills, conflict resolution and anger management techniques) thought necessary to prevent involvement in gangs and delinquency. The program's two main goals are 1) to help youths avoid gang membership, violence, and criminal activity, and 2) to help youths develop a positive relationship with law enforcement. The revised G.R.E.A.T. curriculum was piloted in 2001, and full-scale implementation began in 2003.

Process and Outcome Evaluation of G.R.E.A.T.

In 2006, following a competitive peer review process, the National Institute of Justice awarded the University of Missouri-St. Louis funding to conduct an evaluation of the revised G.R.E.A.T. program. This process and outcome evaluation consists of a number of different components, including student surveys (see Esbensen et al. 2007, 2008, 2009); classroom

observations in both G.R.E.A.T. and non-G.R.E.A.T. classrooms (see Leugoud et al. 2009); surveys of school personnel (see Peterson et al. 2009); surveys and interviews with G.R.E.A.T. officers and G.R.E.A.T. supervisors (see Carson et al. 2009); and observations of G.R.E.A.T. Officer Training (G.O.T.) and G.R.E.A.T. Families sessions. ***This report provides information from the G.R.E.A.T. Officer Training (G.O.T.) component of the evaluation.***

Overview of G.R.E.A.T. Officer Training (G.O.T.)

This report provides descriptive information about the G.O.T. structure and content. Additionally, information collected from observations of eight G.O.T. sessions is included. To this end, researchers attended G.O.T.s in Frisco, TX and Philadelphia, PA (June, 2006); Phoenix, AZ (July, 2007); La Crosse, WI (August, 2007; June, 2008); Portland, OR (August, 2007; August, 2008); and Orlando, FL (July, 2008).

G.R.E.A.T. Officer Training (G.O.T.) is intended to prepare officers to deliver the G.R.E.A.T. program in schools. Since this is often a departure from the normal duties of law enforcement officers, training is intended to be multi-faceted, rigorous, and comprehensive. The primary goals of G.O.T. are to familiarize officers with the G.R.E.A.T. program curriculum and to provide skills needed to successfully teach the program to the target audience (i.e., elementary- and middle-school youths). Training officers about the substance of the G.R.E.A.T. program and methods of working with the target audience is an essential component of program fidelity (i.e., delivering the program in the field as intended). Additional insights into program fidelity were assessed through observations of officers delivering the G.R.E.A.T. curriculum in the evaluation classrooms. (For information on observations of G.R.E.A.T. program delivery in the school setting, see Leugoud et al. 2009). Surveys and interviews with officers (see Carson et al. 2008) and surveys of teachers (see Peterson et al. 2009) allowed for triangulation of program

fidelity. Based on these sources, we conclude that the vast majority of officers were successful in implementing the program as desired. The purpose of this report is to answer the following question: To what extent does the G.O.T. account for this quality of program implementation?

G.O.T. Structure

Two different G.R.E.A.T. Officer Trainings (G.O.T.s) are available to officers interested in becoming G.R.E.A.T. instructors: 1) a 40-hour (i.e., one-week) training for officers with prior teaching experience, and 2) an 80-hour (i.e., two-week) training for officers with no prior teaching experience. The 80-hour G.O.T. includes more officer-student modeling of the G.R.E.A.T. lessons (i.e., "teach-backs"), more detailed information related to the logistics associated with classroom management, and an additional section on the "transitions" from law-enforcement/patrol to G.R.E.A.T. instructor, since these topics are important for officers new to the G.R.E.A.T. program and school environments. Specifics of these two different trainings are described below.

Both types of G.O.T. have a similar group of staff. There is one training supervisor who oversees the training. Approximately 5-8 trainers (i.e., officers certified by the National Training Team [NTT] to instruct others how to teach the G.R.E.A.T. program) are present. One staff member from the Institute for Intergovernmental Research [IIR] is in attendance to provide technical assistance to trainers and trainees. One "professional educator" (i.e., a classroom teacher) is in attendance for part of the training to provide trainees with a session related to teaching theory and pedagogy. Finally, a "gang expert" provides trainees with a session devoted to gang trends and characteristics.

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40-Hour Training

The description presented in this report highlights one model of 40-hour trainings and one model of 80-hour trainings. Trainings observed illustrated some degree of flexibility in the ordering of topical areas and time schedules. Several of these are noted throughout this report.

On the night immediately preceding training, members of the training team meet to arrange the room, discuss strategies for effective training sessions, and, if they do not already know one another, meet and greet. Each day typically begins and ends with a staff meeting restricted to members of the training team. The morning staff meeting allows the trainers to revisit the previous day's session, cover any last minute adjustments to the upcoming day's session, and get settled in for the day. The evening staff meetings allows the trainers to review the day's progress, discuss any issues which arose during the day (e.g., format, discipline), and discuss the following day's session. Additionally, the training supervisors present feedback to the day's presenters about their performance, identifying any areas for improvement and/or highlighting particular strengths that the presenter illustrated during the day. Thus, these staff meetings provide a confidential setting where the trainers can provide honest feedback about how the training is going, while also receiving feedback about personal performance. Each of the staff meetings (morning and evening) is scheduled for approximately 30 minutes, although that time is flexible depending on the day's events.

After the morning staff meeting ends, the day begins for the trainees. Trainees are welcomed and an overview of the day's objectives is presented.

<u>Day 1</u>

As with each other training day, the first session begins with a staff meeting for the trainers. Trainers are typically familiar with each other already, but this allows them to re-acquaint themselves with one another. After the initial greetings, the training supervisor reminds the trainers of the training rules, provides an overview of the trainees (e.g., where they are from, the demographic characteristics of the group) and the training (e.g., goals, objectives, format, schedule), and provides each group with his/her list of "teams." These teams (i.e., 5-8 trainees) become the foundation for much of the later training (addressed later). The initial staff meeting concludes after trainers are given a brief question and answer session with the training leader.

The G.O.T. generally begins at 8am; trainees are prompted to take their designated seats (name tents identify the assigned seating), where binders containing the course information are already awaiting. The training leader provides a welcome statement and briefly explains the purpose of the training (i.e., to provide trainees with knowledge of the G.R.E.A.T. curriculum and relevant classroom skills needed to deliver the curriculum). The training supervisor introduces him/herself, including information about his/her agency, background in law enforcement, and experience with the G.R.E.A.T. program. The training supervisor then asks each of the training staff to introduce themselves, providing similar information. Once each of the trainers has completed introductions, trainees are asked to introduce themselves individually. After the introduction phase, trainees are informed of their teams (i.e., trainer and other trainees). Trainees are asked to complete some brief paperwork for recordkeeping. This process takes approximately one hour, after which there is a short break (approximately 10 minutes).

After the break, the trainers and trainees reconvene. One member of the training team is designated to provide an overview of the G.R.E.A.T. program. This overview includes

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information on the history and development of G.R.E.A.T., how the program is structured (e.g., roles of Bureau of Justice Assistance and G.R.E.A.T. National Policy Board), and what it is intended to do (i.e., reduce youth violence and gang membership and improve police – community relations). Trainees are encouraged to look at the binder containing the curriculum and familiarize themselves with the material. The overview of the G.R.E.A.T. program takes approximately 40 minutes, after which there is another short break (approximately 10 minutes).

After the second break, the training resumes. At this point, a professional educator (e.g., classroom teacher) provides an overview of basic educational theory. Trainees are informed of the importance of recognizing different learning styles and basic pedagogical methods to stimulate student learning. This section on educational theory also typically involves some exercises for the trainees. The educational theory component typically lasts two hours, after which trainees are released for a one-hour lunch break.

After lunch, trainers and trainees reconvene for a group photo followed by a short break (approximately five minutes). This process typically lasts approximately 30 minutes.

After the photo, training resumes. The professional educator presents additional information on best practices in classroom instruction. This second component of the educational theory training lasts approximately one-hour, after which there is a short break (approximately 10 minutes). The educational component focuses on three primary areas. First, a general overview of the target population is covered. This section focuses on the period of adolescence, including physical, emotional, social, and intellectual changes occurring in youth during this time. The second component focuses on different types of learning styles (i.e., visual, audio, and kinesthetic). During this component, the educator presents information on how some students learn best by watching, some by hearing, and some by doing. Discussion of these

learning styles serve as a transition to discussion of the importance of incorporating different types of teaching styles and classroom examples and exercises to meet the needs of students with different learning styles.

After the break, a different member of the training staff provides an introduction and overview of the first two lessons of the elementary school curriculum. It is stressed that while the core G.R.E.A.T. program is aimed at youths in middle school (the period when they are most likely to become involved with gangs), the elementary curriculum is an important component of G.R.E.A.T. It is stated that reaching youths in their elementary years is important because it allows prevention before most youths have been directly exposed to gangs. The first two lessons are briefly modeled by the instructor for approximately 50 minutes. This is followed by a short break (approximately 10 minutes).

After the break, Lessons 3 – 6 of the elementary component are covered. The key points of the lesson are highlighted and briefly modeled for approximately 50 minutes. This is again followed by a short break (approximately 10 minutes).

After the final break, the officers convene to their team meetings. The first day's team meeting provides an opportunity for officers to meet the other members of their teams and their team leader. Introductions are exchanged and the team leader informs the officers what to expect during the rest of the week. Additionally, the team leader informs his/her team that the officers should feel comfortable approaching the team leader with questions, concerns, or advice during the duration of the training. The trainees' day concludes after the team meeting, while the team leaders reconvene for the afternoon staff meeting.

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<u>Days 2 & 3</u>

The team leaders and training supervisor reconvene at approximately 7:30 AM for a staff meeting. Trainees arrive approximately 30 minutes later to take their seats. Seating is assigned by trainers and changes each day, so trainees must find their assigned seats prior to the start of the day. Each morning, trainees arrive to find additional G.R.E.A.T.-related trinkets waiting for them at their seats. After a brief welcome and some "ice-breaker" activities (e.g., trivia where trainees answering correctly get additional G.R.E.A.T.-related prizes), the training supervisor outlines the day's goals and objectives.

In the sample outline included (Appendix A), a national gang expert provides an overview of gang issues lasting approximately four hours during the morning of Day 2.[1] The gang expert is typically an officer who has worked in gang enforcement. Information about trends in gang activity and methods of identifying gang members (e.g., tattoos) and gang activity (e.g., graffiti) in communities are provided.

After the gang trends session, there is a lunch break lasting approximately one hour. Once lunch is over, the training turns to the middle school curriculum. The remainder of Days 2 and 3 are devoted entirely to this aspect, which is considered the core program. Lessons are either "modeled" or "overviewed" by one member of the training team. The modeling consists of the presenter teaching the lesson as he/she would in the classroom, using a block of about 50 minutes. Whenever there are key points, the trainer sometimes calls a "time-out" to break from the teaching role and add the additional information as a sidebar; in other cases, a trainer models the entire lesson "in character" and holds additional material until after the lesson is completely

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[1] It should be noted that the "gang trends" session often varies in when it is delivered due to scheduling issues. For example, in one training observed, the gang trends section was presented after lunch on Day 3 and lasted two (rather than four) hours. This illustrates that not all of the trainings are structured in identical manners, although the content included is nearly identical across trainings.

modeled. This allows the trainees to see how members of the training team actually present the lesson, which is expected to carry over into the actual classroom setting. In some sessions, trainees were instructed to act as "typical middle-school students," while in others they were simply instructed to follow along and participate in the lesson. Lesson overviews are shorter (approximately 30-35 minutes), where the trainer covers the key points of the lesson without taking on the role of a classroom teacher.

Day 4

After the morning staff meeting, Day 4 begins with a typical introduction of the day's goals and objectives. Trainees then complete a multiple-choice test about the G.R.E.A.T. goals and content, followed by a review of the correct answers (approximately one hour). Each trainee then models one lesson in front of the class, providing an opportunity to practice public speaking, present one G.R.E.A.T. lesson, and receive feedback on the presentations. Lessons are chosen by trainees during team meetings earlier in the week, so trainees have a chance to practice before presenting to the class. Short (approximately 5 minute) breaks are structured between lesson modeling.

Day 5

Day 5 begins after the morning staff meeting. The day's goals and objectives are presented before training moves to the remainder of the G.R.E.A.T. curriculum. Approximately 45 minutes are devoted to each of the remaining G.R.E.A.T. components (G.R.E.A.T. Families and the G.R.E.A.T. Summer component) and Issues of G.R.E.A.T. Concern, with ten minute breaks structured between each section. The G.R.E.A.T. Families section provides an overview

of the importance of having families involved in youth prevention programs, key components of the G.R.E.A.T. Families curriculum are highlighted, and examples of popular G.R.E.A.T. Families activities are provided. Similarly, the G.R.E.A.T. Summer component is highlighted as an important and fun way in which the G.R.E.A.T. curriculum can be supplemented. As the Summer component varies across sites, ideas are presented for innovative methods of implementing a summer program and logistical issues associated with moving out of the classroom. The "Issues of G.R.E.A.T. Concern" section covers information about the G.R.E.A.T. program, including copyright information, where to get course materials, and additional information about how the G.R.E.A.T. program is structured. The 40-hour training concludes with a "final evaluation" which thanks trainees and trainers for their participation and a "pep talk" about the importance of the G.R.E.A.T. program as a method of reducing youth violence and gang activity. While the content of these sections were consistent across observations, it is important to highlight that some trainings covered this topical material on days other than Day 5.

80-Hour Training

The 80-hour training sessions are similar in format to the 40-hour sessions. The main difference between the two is that the 80-hour sessions are aimed at officers who have limited teaching experience. Thus, the 80-hour training devotes a week to trainees practicing teaching the lessons. Additionally, two components are unique to the 80-hour training: 1) Public Speaking and 2) Transitions.

Public speaking is a skill obviously required for instructors. The 80-hour training session incorporates public speaking components for the participants during each day. These begin with

smaller exercises, eventually building to a "walk-through" of a G.R.E.A.T. lesson. For example, one popular exercise at the beginning of the training session involves trainees being called to the front of the room, one at a time, where they receive an index card from the training supervisor. Each index card has a word (e.g., corn, snow, socks) on it. Participants are expected to talk to the rest of the class about the selected word for two minutes. Gradually, the public speaking exercises become more elaborate. On Day 2 of the 80-hour training, participants are expected to give a three-minute demonstration speech to the rest of the trainees. Topics are quite broad, and can generally be anything that participants choose, as long as the topic is not "police-related." Sample topics include "how to tie your shoes," "changing a car tire," and "how to prepare [insert food here]." The 80-hour training session concludes its public speaking component by having trainees individually overview a G.R.E.A.T. lesson in front of the class. To facilitate learning, trainees present their overviews to other members of their teams and team leaders throughout the week (i.e., "coaching facilitations"). This allows trainees to practice and receive feedback before presenting to the entire group.

The "Transitions" section is a unique component intended to help officers change their orientation from law enforcement to prevention program provider. Since few of the officers in the 80-hour training sessions have experience teaching in schools, the Transitions section provides an important segue for officers to broaden their views of policing. As stated by one of the trainers presenting this section, officers need to learn that "what works in the streets often doesn't work in the classroom." Thus, it is important that officers view their participation in the G.R.E.A.T. program as a transition to a new role, one that provides the officers with a unique opportunity to work in an unfamiliar role within a community. For example, while officers may be accustomed to visiting schools for law enforcement-related duties, the school community (and

subsequent role of the officer) is different when an officer is teaching the G.R.E.A.T. program. Officers learn about adolescents, the middle school environment, and alternatives to the "enforcement" role that officers typically have while on patrol.

Assessments of G.R.E.A.T. Officer Training (G.O.T)

As previously stated, one of the goals of the National Evaluation of G.R.E.A.T. was to assess the quality of the G.O.T.s. To this end, members of the research team observed a total of eight G.O.T.s conducted between June 2006 and August 2008. A diversity of locations and times were selected (two trainings observed in each of two sites, one training observed in six sites) with at least one training observed in each of the five G.R.E.A.T. regions[2] [Midwest (2), Northeast (1), Southeast (1), Southwest (2), and West (2)]. Observers were expected to evaluate the training on multiple criteria, including: 1) coverage of the G.R.E.A.T. components (primarily the middle-school component), 2) styles and strategies for modeling effective classroom delivery, and 3) adherence to the training guidelines. The overarching goal was to assess the extent to which G.O.T. prepared officers for delivering the G.R.E.A.T. program in the field.[3]

G.O.T. Structure

The structure of G.R.E.A.T. Officer Training presented above provides one example of the organizational "flow" used in the G.O.T.s. While each of the trainings observed covered the same curricular content, the organization of that content varied across the trainings. For

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[2] G.R.E.A.T. regions will soon be reduced from five to four: 1) West, 2) Southwest, 3) Southeast, and 4) Midwest Atlantic. The Midwest Atlantic region will encompass most of what are currently the Northeast and Midwest regions, although some of the specific regional boundaries will be modified.

[3] Observations of 522 G.R.E.A.T. sessions were also conducted "in the field" (i.e., middle-school classrooms) to assess program fidelity. Results of those observations are reported in a separate document (Leugoud et al 2009).

example, in one session, the G.R.E.A.T. Core Curriculum was covered after the G.R.E.A.T. Families, G.R.E.A.T. Summer, and Issues of G.R.E.A.T. Concern segments. In two other sessions, the Gang Component was covered at the end of training. Discussions with training supervisors illustrated that the curricular areas sometimes needed to be rearranged to accommodate members of the training team. One observer highlighted that the implications of organizing the curriculum is important, noting "reorganization of agenda does not seem to work as well; it seems odd to do G.R.E.A.T. Families and Summer before Core; Issues of G.R.E.A.T. Concern also seems as though it would be more effective after Core."

This flexibility in the ordering of training sections must be highlighted, as it can impact the natural flow of the curriculum content. The G.R.E.A.T. curriculum is based upon a "building-block" approach where each lesson builds upon the prior lesson. It is recommended that the training be assessed to also reflect this approach.

G.O.T. Trainers

Trainers must receive additional certification from G.R.E.A.T. to be eligible to serve as trainers; thus, these trainers should be considered the most qualified to teach trainees how to deliver the program. Observers generally noted that trainers were good at covering the key points of the program during training, although the trainers varied in terms of their familiarity with the program, presentation styles, and "comfort level" with individual lessons.

Trainers should also represent a broad diversity of the locales in which the G.R.E.A.T. program is delivered. G.O.T. trainers in the observed trainings represented a broad cross-section of officers implementing the G.R.E.A.T. curriculum, including a mix of males and females, members of different racial and ethnic groups, and officers from a broad range of agencies.

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Discussions with training supervisors highlighted the importance of the "right mix" of trainers in the G.O.T.s. Trainers are invited to participate in trainings, and the trainers often work together in different training sessions. Observers of the G.O.T.s noted the diversity of the training teams, as well as the positive working relationship these trainers had during the training sessions.

One issue which arose consistently in the observations that needs to be addressed is trainers' behaviors when they are not leading the training. In most cases, trainers were working on various tasks in the back of the room when they were not responsible for leading the training (e.g., modeling lessons). In each of the trainings observed, there were instances when the trainers at the back of the room became loud and somewhat disruptive while someone else was speaking. In some cases, this was when another trainer was modeling a lesson; in other cases, this occurred when trainees were presenting. As noted by one observer:

> "Early in the day, the trainers' behavior was very distracting. While this changed once the training turned to the G.R.E.A.T. material, the trainees' behavior often became disruptive when the trainers were modeling the program. It seemed that the *trainees* were more attentive and responsive to the presentations by the other *trainees* and the *trainers* more attentive and responsive to the presentations by the other *trainers* today. This training seems to be on the edge at times, with trainers potentially losing their credibility with and respect of the trainees (and vice versa). This is in stark contrast to the verbal messages that are shared by the trainers about the importance of establishing and maintaining credibility."

It is imperative that trainers consistently conduct themselves in a manner consistent with the ground rules provided for trainees. Even when not in front of the room, they must remember that they are "modeling" appropriate behavior. While some minor disruptions may be expected, it is crucial that such disruptions be kept to a minimum.

Additionally, during one G.O.T., the training supervisor was viewed as contributing very little to the training, other than introducing the other trainers when it was their turn to lead the class. According to this observer, "Cost saving comment – what is role of training supervisor?

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X really didn't do anything and often wasn't even paying attention to what was going on." Other observers commented on the role of the training supervisor. For example, one noted that:

> "It was interesting to hear the training supervisor describe his role as a 'cheerleader.' This perfectly described the role he has been playing. He keeps a very positive environment for the training. His role is to evaluate the performance of the training team, while the training team members are expected to evaluate the performance of the participants on their 'team.'"

The training supervisor noted by the second observer was also noted to be actively involved in nearly all aspects of the training, spending most of the G.O.T. presenting, facilitating trainers' modeling, and assessing trainers' performance. These observations highlight the discrepancy in the role (and utility) of the training supervisor across trainings, and leads to a recommendation that the role of the training supervisor be clearly delineated and consistently implemented across the G.O.T. sessions.

G.O.T. Participants

Officers attending the G.O.T. sessions varied across the training observed. One G.O.T., for example, was held by a "host" agency where nearly all of the trainees were from that agency. Another G.O.T., however, had only two officers (out of approximately 40 trainees) from the locale in which the training was held, with the remainder coming from multiple agencies representing a broad cross-section of the United States. Thus, the composition of participants varied across trainings.

Participants differed in their reasons for attending G.O.T. In some cases, officers indicated that they had volunteered to attend, in other cases officers indicated that they were assigned by their agency to attend, either because the agency was planning on implementing the G.R.E.A.T. program or because the officer had moved into a new assignment that involved

becoming a G.R.E.A.T. officer. The diversity of reasons why officers attended training was summarized by one observer:

> "3 re-trys for the certification [i.e., not successful at completing training on two prior attempts], one because of inter-agency politics; one of the men on his team was chief of a reservation police department who does not have the manpower in his department to implement program, politics of his job is why he is here. One officer is 'right out of the army and very enthusiastic.'… Two officers from a particular city were "forced" to come here by department, they told team leader they had been trying to get out of this assignment for the last month but were unable to do so, leader seemed to think that they were just burdened by coming here because they also teach DARE; stated their attitude was "ok" but nothing negative enough that would prevent them from doing fine in the field, another team leader said "as long as you are willing to work" (in regard to the officers); another officer from this group had been trying to get to this training for the last [several] years (since 1998) and finally got to come here, he is very excited about the training."

This demonstrates the range of reasons why officers attend the G.O.T. sessions.[4] Each of the observed training sessions involved staff meeting discussions about why their team members were at G.O.T. Trainers appear cognizant of the varied reasons why officers are in attendance and take a reasonable approach to work with officers, regardless of why they are there.

Observers also noted that trainees (and in some cases, trainers), tended to "lose steam" towards the end of the morning (i.e., shortly before lunch) or late afternoon (i.e., shortly before

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[4] It also corresponds well with results reported from surveys of G.R.E.A.T.-trained officers in the seven cities participating in the National Evaluation (Carson et al. 2008).

the end) of training days. This is perhaps not surprising, given the amount of material covered during the trainings. As stated by one trainer at the beginning of the week, G.R.E.A.T. training is "unlike any police training you've had because you have to participate" and the training is full of material. Observers noted no specific sections that seemed to lose participants' interests more than others. Additionally, the structure of the trainings appears to do a reasonable job of providing breaks throughout the day to allow participants to decompress and refocus. Interestingly, observers consistently noted that the breaks could be best described as "working breaks" with trainers and trainees mingling to talk about the G.O.T. and/or the G.R.E.A.T. program.

Observers also suggested a number of areas that may enhance trainees' experiences in the G.O.T. sessions. One issue which consistently arose was observers' statements regarding trainees' lack of note-taking during the training. While the binders provide substantial material necessary for officers during training, trainees should be explicitly encouraged to take notes. These will be the materials on which officers primarily rely to deliver the G.R.E.A.T. curriculum once they leave training. By encouraging note-taking, trainers could better ensure that trainees were paying attention (rather than causing distractions) and also reinforce important issues by advising trainees to "check their notes." This would also provide trainees with additional material to take with them when they leave training. Note-taking by participants, however, is not explicitly encouraged and may be informally (although perhaps unintentionally) discouraged. For example, the importance of taking notes among trainees may be hindered through early notification that the test will be "open book" and all answers can be found in the binders. There appears to be little reason to inform trainees about this beforehand, as the test is a relatively simple multiple-choice assessment.

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The second component involves highlighting the extended teacher activities. Observations of G.O.T. provided mixed evidence as to how much attention was paid to these supplemental materials. For example, some observations noted that the extended teaching materials associated with each lesson were covered in detail and trainees were strongly encouraged to elicit teachers' implementation of the activities to supplement the G.R.E.A.T. program, other observations indicated that the teacher activities were briefly covered, and other observations indicated that the extended teacher activities were given little attention during training. Given survey findings that teachers[5] rarely implement the extended teacher activities, often because they are unaware of them, it is recommended that the importance of these activities be highlighted throughout G.O.T. sessions.

A third issue involves the perceptions of what middle school students are typically like. While the observers typically noted the high quality of the training teams (see above) and education specialists (see below), they also consistently noted the negative perceptions that trainees seemed to have about middle school students. While this is perhaps not surprising, observers noted that trainers and education specialists often did not dispel the negative stereotypes of students held by officers. Since some trainings expected trainees to "act like typical middle school students," and officers had negative perceptions of middle school students, it is perhaps not surprising that observers noted disruptions arising during some of the lessons. Some of the trainees took the act to the extreme, faux confronting trainers or simply not paying attention during the lesson modeling. It is recommended that the G.R.E.A.T. National Training Team reconsider whether it is necessary to tell the trainees to act like students. If so, it is

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[5] Findings from surveys of school personnel at the National Evaluation of G.R.E.A.T. schools are discussed in more detail in a separate report (Peterson et al. 2009).

important to develop a mechanism where the negative stereotypes can be addressed and framed within a positive framework in training.

Education Specialists

Education specialists assist by providing educational-related sections during each of the G.O.T.s. These education specialists cover material related to characteristics of adolescence, classroom settings, school operations, learning disabilities, and effective methods of teaching pedagogy. Observers noted the "buy-in" to the G.R.E.A.T. program exhibited by the Education Specialists, demonstrated through their statements about being excited about the program and stressing the importance of prevention.

Observers also highlighted the role that the Education Specialists played during the G.O.T. sessions observed. Assessments indicated that the Education Specialists have an important role, particularly during the 80-hour training sessions. As officers attending the 80-hour sessions typically do not have the classroom experience of officers attending the 40-hour trainings, the importance of topics covered by the Educator is important to prepare officers for their role as educators when delivering the G.R.E.A.T. curriculum. Observers noted that the Education Specialists generally did a good job covering the key issues associated with the content areas necessary for officers to be reasonably expected to succeed in G.R.E.A.T. program delivery.

Observers did note, however, some areas which could be improved. While each of the Educators covered the key areas, they varied in the amount of coverage of each section. For example, some Educators were better than others at making the "educational theory" section applicable to the officers. Some of the material covered (e.g., Maslow's hierarchy of needs) may

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be important information to have available, but its utility for officers delivering the G.R.E.A.T. program is questionable. Similarly, specific characteristics associated with learning disabilities may be less important than highlighting the importance that officers are tolerant of students with differential needs and that officers work closely with classroom teachers to find ways of effectively teaching the G.R.E.A.T. curriculum to all students.

A second issue which should be reexamined is the time that the Education Specialists attend the G.O.T. sessions. The Educators were typically at training for the beginning of the training, presented their section when scheduled, and then left the training. It is recommended that G.R.E.A.T. consider having these Education Specialists play a larger role during the one day they are on site for the 40-hour training and consider expanding their on-site time to two days during 80-hour sessions. The G.O.T. observations highlight that the Educators have substantial expertise which may be particularly helpful for G.O.T. participants. Such contributions could include, but not be limited to, providing additional "helpful hints" for participants at the conclusion of each modeled lesson, assisting trainers in answering questions related to working with school personnel to get the G.R.E.A.T. program into the schools, and highlighting ways in which classroom teachers may take an expanded role in reinforcing the lessons of G.R.E.A.T. In short, it appears that the Education Specialists' contributions to training remain somewhat under-utilized.

The Gang Component

As one key goal of the G.R.E.A.T. curriculum is to prevent youth from becoming gang members, it is imperative that officers are familiar with issues related to gangs and gang membership. This is a particularly difficult task, however, for a national program as gangs are

typically localized in nature. That is, gangs vary across communities. Observers of the training sessions, however, noted a number of concerns with the "gang component" of trainings. Specifically, these training sessions often presented gangs as highly organized and national (or international) in scope. In some cases, this was the primary message of the gang expert. In other cases, this arose in the discussions after the gang expert had given his (in all observations, the Gang Expert was male) presentation. Regardless of the timing, observers consistently noted that the "take home message" from the gang component was based on stereotypical notions of gangs and gang members.

The gang component of G.O.T. may need to be re-assessed. We note the difficulty posed by the structure of a national-level program aimed at typically localized problems. That is, it is difficult to maintain consistency in the gang component across training sessions when the nature of the gang problem facing officers varies by locale. We are unable to provide specific suggestions as to how this may be best accomplished, however, as it may require substantial restructuring of training sessions. For example, trainees attending G.O.T. sessions often come from a number of different jurisdictions. One possible approach would involve that, whenever possible, trainees come from the same jurisdiction. Gang experts from the jurisdiction in which the training is held could possibly be hired as consultants to provide the gang component. Conversely, the gang component could be restructured in a manner to highlight the similarities and *differences* (i.e., patterns and deviations) across gangs in multiple communities. Such an approach could focus on the risk factors associated with gang membership and how the G.R.E.A.T. program is suited to specifically address these risk factors. One potential approach would be to contract with IIR to have their gang experts provide the gang component. Additionally, incorporating the gang typology devised by Cheryl Maxson and Malcolm Klein

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(1995) and/or bringing in a "gang scholar" familiar with the research could serve as mechanisms for addressing the variation in gangs across locales but also to emphasize that most gangs are not "traditional" gangs.

Coverage of the G.R.E.A.T. Components

The G.R.E.A.T. program has four main components: 1) the middle-school curriculum, 2) the elementary-school curriculum, 3) the family curriculum (i.e., *G.R.E.A.T. Families*), and 4) the summer curriculum. Observers were particularly attentive to the coverage of the middle-school and families components during G.O.T.s.

Observers noted that trainers generally did a good job in highlighting key elements of the G.R.E.A.T. program, including the "skills-building" approach, importance of delivering the program exactly as intended, the program's use of "scientifically-proven" content and delivery mechanisms, and its intention to supplement (rather than replace all) other programs. Additionally, the history of the G.R.E.A.T. program and its revisions over time were covered well. In some ways, the program's strengths may be somewhat overstated. For example, the previous National Evaluation's more positive cross-sectional findings are stressed, while the less favorable longitudinal findings are not covered, and in at least one instance a trainer told trainees that the "results [of the ongoing evaluation] are not available yet, but [(s)he is] pretty certain they will show the same positive results." This is an optimistic assessment, but one consistent with preliminary analyses (see Esbensen et al. 2009).[6]

G.O.T. trainers generally did a good job covering the content of the core G.R.E.A.T. curriculum. This was accomplished through two mechanisms: overviews and lesson modeling.

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[6] The Principal Investigator first reported preliminary results examining data collected during the first three waves of student surveys to the National Policy Board in December 2008.

Each of the trainings observed contained extensive lesson modeling. The process of lesson modeling involved a trainer delivering the curriculum as (s)he would in a normal classroom setting. That is, trainers shifted to an "instructor mode" where they acted as if they were presenting to a classroom of middle school students. Trainees assumed the role of students, participating in the exercises that middle schools students are expected to complete. In most cases, trainees were instructed to "act like adults but ask middle school questions" during the lesson models.

Trainers generally covered the lesson content exactly as presented in the binder. In most cases, trainers had a copy of curriculum with them while modeling and looked down to read sections verbatim. Trainers varied in terms of their "flow" of presenting the material, with some trainers appearing more comfortable in front of the classroom than others. Each of the trainers illustrated a different presentation style, demonstrating a range of approaches to introducing individual personality into the structured lessons. Thus, trainees were exposed to different teaching styles and could be expected to recognize that the curriculum may be somewhat "canned" but the presentation of the material is not.

Trainers also modeled the activities in the G.R.E.A.T. lessons. Trainers again illustrated different styles in running the exercises. For example, some of the trainers appeared to be more comfortable (and thus generally more effective) in eliciting participation from the "students." Additionally, some "instructors" were better able to maintain student attention than others, and some trainers were more successful than others at dealing with inattentive or disruptive students. It is important to note, however, that the exercises were generally modeled as intended and trainers modeled different methods of appropriate classroom management strategies.

Utilization of Teaching Aids/Targeting Different Learning Styles

One of the key issues addressed by the Education Specialist is different types of learning styles used by students. Differences between auditory and visual learners, for example, were extensively covered. During the modeling of lessons, trainers highlighted the importance of meeting the needs of different types of learners by using different teaching methodologies. Some instructors made more extensive use of visual aids (such as flip charts) than others, while others employed more extensive use of classroom discussions. Thus, the modeling of lessons reinforced many of the recommendations provided by the Education Specialists.

Observers often noted, however, that these skills were not consistently *explicitly* reinforced during trainees' presentations. While trainers discuss the importance of classroom management and model mechanisms for effectively managing classrooms throughout the curriculum, observers consistently noted that a substantial number of trainees did not practice these skills during their presentations. Additionally, while the training highlights the importance of reaching different types of learners (such as through the use of visual aids), the use of such materials were notably absent from many trainees' presentations. More importantly, trainers rarely addressed this deficiency. Trainees may benefit from a consistent reinforcement of such "helpful hints" as they will be expected to use these skills after leaving training.

Time Management

Observers also noted the importance of time management during the training sessions. To reiterate, trainers are modeling the important elements of teaching the G.R.E.A.T. program. Thus, it is important that trainers adhere to appropriate time limits during the training sessions to highlight the importance of adhering to time frames while in the classroom. In short, even when

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trainers are not modeling a lesson, their role as trainers (i.e., "modelers" of the G.R.E.A.T. program) remains important throughout the course.

One issue that arises throughout the observations of G.R.E.A.T. Officer Training sessions relates to the time devoted to modeling lessons. Course syllabi typically devoted one hour to modeling each G.R.E.A.T. lesson. With few exceptions, trainers completed the lesson within the one-hour block devoted to each lesson and training leaders enforced the specified time frames. A few instances arose, however, when trainers were unable to complete the entire lesson in the specified hour. When this occurred, trainers typically skipped the review of the program goals, although in a few instances, entire components of the lessons were skipped.

While the one-hour blocks devoted to each lesson may be conducive to training sessions, our observations of G.R.E.A.T. program delivery in the classrooms suggest that few middle-school classes allow a full hour to complete the G.R.E.A.T. lessons. Officers typically have about 35 minutes to deliver the G.R.E.A.T. lesson. By the time students are in their seats and all "housekeeping" issues are completed, officers generally have 30 to 40 minutes to complete the lesson. Thus, it is recommended that training reflect realistic time frames which officers will typically encounter when delivering the lessons in schools. Modeling lessons in an hour block during training appears to overestimate the amount of time available to officers when they implement the program in the field. This discrepancy may decrease the likelihood that officers will be prepared to deliver the program with fidelity in the schools. This is particularly true if trainers are unable to complete the entire lesson in the hour block devoted to the lesson in G.O.T.

Rules and Rule Enforcement during G.R.E.A.T. Officer Training

Participants are expected to follow set rules when attending G.O.T.s. Trainers cover these ground rules at the beginning of the training sessions, and staff meetings are often used as a setting in which trainers decide how to handle rule violations by participants. Observers noted that the training rules were made explicit at the beginning of the training sessions. Some ground rules were consistent across trainings (e.g., respect of trainers and other participants, no inappropriate jokes or comments) while others (e.g., appropriate attire) varied across settings.

Observers also noted instances when participants violated ground rules and how these violations were handled by the training teams. Two specific instances involved inappropriate attire. In one training session, a trainee wore clothing that exposed undergarments, while in another G.O.T. a participant wore shorts on one day and jeans on another. In the underwear case, the training team decided to announce a new G.R.E.A.T. rule that no underwear could be shown and the trainee was advised of this. In the other instance, the Training Supervisor reminded the trainee of the dress code and told him to wear more appropriate clothing the next day. When this officer showed up wearing inappropriate attire the next day, the Training Supervisor contacted the trainee's departmental supervisor and asked him to intervene. A third incident involved an officer having too many drinks in the bar one night and continued making lewd phone calls to one of the trainer's rooms throughout the night. The officer's agency was contacted the next day, and the officer was promptly sent home. More common, however, were "minor infractions," such as trainees being tardy in the morning or after breaks. These situations were handled by team leaders in one-on-one meetings with violators. Each of these methods worked to suitably resolve the situation.

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The Binders

Trainees are provided with several binders at the beginning of training. Materials included involve rules for training, the G.R.E.A.T. curriculum, and presentations by Education Specialists and Gang Experts. The materials included in these binders are comprehensive and provide trainees with the necessary information to succeed in G.O.T. and in delivering the program. In several instances, however, additional materials were provided to trainees immediately preceding coverage of the content. Trainees were then instructed to place the additional materials in their binders. While this approach may work in some instances, observers consistently noted disruptions associated with providing additional materials to be placed in the binders. In some cases, the wrong handouts were distributed; in other cases, trainers assumed that the material was already included in the binders and no handouts were distributed. When handouts were being distributed, trainees were often conversing with one another, making it difficult for the trainer to maintain attention. When materials were not in the binders, both trainers and trainees appeared confused, with trainers referring trainees to the binders, and trainees flipping through the binders and/or asking other trainees where to find the material. It is recommended that, whenever possible, all relevant information be included in the binders prior to their circulation to trainees. When additional materials must be distributed, it is recommended that these materials are distributed at a predetermined point (e.g., immediately before or during a scheduled break) to minimize disruptions and maintain training flow.

Recommendations

This report highlights observations of G.R.E.A.T. Officer Training (G.O.T.) conducted by members of the National Evaluation of G.R.E.A.T. Members of the research team observed a

total of eight trainings, including 40- and 80-hour sessions, in each of the G.R.E.A.T. regions between 2006 and 2008. Each component of the trainings was assessed, and recommendations are provided.

These observations led to a number of conclusions, including:

1) Training sessions cover the key components of G.R.E.A.T. (especially the "core" middle-school component) in a manner that trainees should reasonably understand the G.R.E.A.T. program upon completion of training. The lesson contents are sufficiently covered by the trainers both in their lesson modeling and the content included in the binders.

2) Training sessions are generally well-organized, have consistent rules and discipline for rule infractions, and adherence to specified time-frames. Observers noted that trainers worked together before, during, and after training days to ensure everything was on schedule. The morning and afternoon staff meetings provide a good setting for prepping for the day's events and re-capping the day's session. These staff meetings were particularly useful as a method of gathering feedback from other trainers about how the training sessions were operating and providing feedback about the status of trainees' progression. Of particular note were the collaborative efforts to identify and handle potential problems and take a proactive approach to dealing with them.

3) Trainers do a good job of modeling the G.R.E.A.T. lessons and classroom management strategies. This modeling presents trainees with the ability to see how G.R.E.A.T. is expected to be delivered in a classroom setting. Observers noted that trainers illustrated different instructional styles, providing trainees with an opportunity to see different

methods of classroom instruction, which may be used once the officers begin delivering the program in their communities.

4) Education specialists do a good job of covering key topics associated with adolescence, issues of importance to schools, and teaching pedagogy. Observers consistently noted that the education specialists were well-prepared, knowledgeable about the topics, had a good rapport with trainers, and were able to convey necessary information to trainees in an easy-to-comprehend format.

Observers noted a number of areas which may deserve additional consideration in efforts to improve G.R.E.A.T. Officer Training. Specifically, the following suggestions are presented:

1) The ordering of how G.R.E.A.T. components are presented during G.O.T.s should be assessed to determine the best "flow" of the curriculum. Observers noted that the timing in which lesson content was covered varied across trainings and that this sometimes made for awkward transitions. As the G.R.E.A.T. curriculum is structured in a "building-block approach" where each lesson builds upon prior lessons, trainings should be structured in a similar manner. Once a standard training schedule is developed, every effort should be made to maintain consistency in this training structure.

2) The time-frames devoted to lesson modeling may be inconsistent with the amount of time officers have available when in the school setting. The one-hour blocks devoted to lesson modeling in training appear to be substantially longer than actual class periods in typical middle schools in which the program is delivered. (Our classroom observations found that officers typically had 30 to 40 minutes to cover each lesson in the schools.) This discrepancy may reduce the likelihood that officers are able to deliver the G.R.E.A.T. curriculum with fidelity (and consistent with training modeling) in the classroom setting.

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3) The expertise of the Education Specialists remains somewhat untapped. The Education Specialists provide an important contribution to the G.O.T.s, particularly the 80-hour sessions. Expanding the availability of these Educators to more than their specific time-block so that they are accessible by trainers and trainees during more of the G.O.T.s deserves consideration. The Educators may be particularly suited to critique and/or reinforce methods of effective classroom management techniques and answer questions about how the curriculum meets the needs of different types of learners. We are not suggesting that the Education Specialist attend the entire session, but that they are better utilized the entire day they are currently present. Consideration, however, may be given to extending the educator presence to two days in the 80-hour G.O.T.

4) The role of the Training Supervisors and trainers throughout the G.O.T.s should be re-assessed. In at least one G.O.T., the role of the Training Supervisor was unclear and the observer questioned the utility of this role. If this role is to be continued, the exact duties and role of the Supervisor should be clearly articulated. Additionally, the role of trainers as "program representatives" and "models" should be stressed. The importance of trainers' engagement in the training process, regardless of whether they are in the front or back of the room, must be consistent. Observers consistently noted disruptions resulting from trainers talking, playing on their computers, etc., when they were not involved in modeling lessons. It was apparent that trainees also noticed these disruptions and observers noted that this led to several awkward situations.

5) The content of the Gang Component should be re-assessed. Youth gangs are typically "localized" and "unstructured," yet the content of the Gang Component often reinforces stereotypes of gangs as highly structured, national- or international-level organized crime

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groups. While the Gang Experts often began by talking about "localized," "unstructured" groups, training often turned to coverage of stereotypical gangs once trainees began participating. Trainees would be better equipped to prevent gang-involvement if they understand the nature of the youth gangs in their areas. Conversely, experts who can relate specific risk factors for gang membership to the G.R.E.A.T. program may be sought. The established pipeline between G.R.E.A.T. and IIR provides one mechanism in which this could be addressed rather easily, as IIR has a number of national gang experts at their disposal. These experts should be incorporated into G.R.E.A.T. Officer Training sessions. Additionally, incorporating the gang typology devised by Cheryl Maxson and Malcolm Klein (1995) and/or bringing in a "gang scholar" familiar with the research could serve as mechanisms for addressing the variation in gangs across locales but also to emphasize that most gangs are not "traditional" gangs.

6) It is recommended that trainees be encouraged to take notes in their binders during training. Observers noted that trainees rarely took notes and sometimes lost interest during the training sessions. Encouraging note-taking would help trainees follow along more closely with the lessons while they were being modeled and provide additional information that would be useful once they began delivering the program in the field.

7) It is recommended that trainers reconsider the utility of announcing at the beginning of training that the final test is "open book." The multiple choice exam is not particularly taxing and all of the information is included in the binders. Encouraging trainees to take notes throughout training with the expectation that the exam will be rigorous should increase trainees' attention to content throughout the sessions. Additionally, announcing that the test is "open book" immediately before test administration also has the potential

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to increase morale among trainees (who, having been encouraged to pay close attention throughout, should feel more prepared for the exam) and leave trainees with a positive impression of trainers upon the completion of training (i.e., trainees will be "pleasantly surprised" that the trainers "gave them a break" by making the test open book).

8) It is recommended that instructing trainees to "act like middle-school students" during the lessons be reconsidered. Observers noted that trainees often slipped into the role without being instructed and/or that trainees often acted more disruptive than typical middle-school students.

9) Along these same lines, it is recommended that trainers and education specialists emphasize the positive aspects of middle-school students throughout training. Observers noted that this information was covered, but trainees often expressed negative views of youths of this age group anyway. In most cases, trainees' misperceptions were not corrected by trainers or Educators. Focusing on the positive aspects of working with youths should be a major emphasis throughout training. Such positive messages may have several beneficial effects including, but not limited to, reinforcing the "Transitions" session messages, getting trainees excited about the program, and facilitating the mindset among officers that students should be treated with respect. This last component—treating students with respect—has been found to be one of the most important methods of shaping youths' attitudes towards police in a positive manner. Noting that this is one of the main goals of the G.R.E.A.T. program, this recommendation should not be taken lightly.

10) It is recommended that attention be paid to ensuring binders have all information to be used in the day's lesson prior to the beginning of the training day. Observers noted

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instances where trainers requested trainees "check their binders" for missing material during lesson modeling. Such instances led to confusion between both trainers and trainees, with trainers referring trainees to the binders, and trainees flipping through the binders and/or asking other trainees where to find the material. Although uncommon, such instances detracted from successful training efforts. It is recommended that the use of Extended Teacher Activities be made a priority during training. Trainers should express to trainees the importance of sharing these materials with teachers in G.R.E.A.T. classrooms. Results from surveys of teachers and administrators found that many were unaware that such activities were available and some indicated frustration by indicating that they would have used the activities in their classes if they had been available (Peterson et al. 2009). Given the pressure on schools to meet local, state, and federal educational standards, making these Extended Teacher Activities available, illustrating to school personnel how the lessons fit within core testing areas, and encouraging teachers to utilize the activities seems a particularly important component for the sustainability of the G.R.E.A.T. program. Stressing and reinforcing the need for extensive communication with the classroom teachers should be made explicit throughout G.O.T. sessions.

Conclusions

The purpose of this report is to answer the following question: To what extent does the G.R.E.A.T. Officer Training (G.O.T.) account for the quality of program implementation? Previous reports have documented that the G.R.E.A.T. program is offered in schools with considerable fidelity, as measured through observations of officers delivering the program in

classrooms (see Leugoud et al. 2009), surveys and interviews with G.R.E.A.T. officers and supervisors (see Carson et al. 2008), and surveys of school personnel (see Peterson et al. 2009). Preliminary analyses of the first three waves of student survey data also illustrate short-term program effectiveness (see Esbensen et al. 2009).

To provide additional insight into the G.R.E.A.T. process, this report documents descriptive information about the G.O.T. structure and content collected from observations of eight G.O.T. sessions in each of the G.R.E.A.T. regions between 2006 and 2008. Since delivering the G.R.E.A.T. program in schools is often a departure from the normal duties of law enforcement officers, training is intended to be multi-faceted, rigorous, and comprehensive. Training officers about the substance of the G.R.E.A.T. program and methods of working with the target audience is an essential component of program fidelity (i.e., delivering the program in the field as intended). Thus, the primary goals of the G.O.T.s are to familiarize officers with the G.R.E.A.T. program curriculum and to provide skills needed to successfully teach the program to the target audience (i.e., elementary- and middle-school youths).

The observations documented in this report illustrate that G.R.E.A.T. Officer Trainings are generally quite good at covering the G.R.E.A.T. curricular content and skills needed for officers to deliver the program in schools. In short, *it is reasonable to expect that trainees will leave G.O.T.s with the knowledge and skills to become successful G.R.E.A.T. officers*, although some recommendations for continued refinement and success are included throughout this report.

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For more information about the Gang Resistance Education and Training (G.R.E.A.T.) Program, see the official G.R.E.A.T. website located at http://www.great-online.org/ .

For more information about youth gangs and effective responses, see the official website of the National Youth Gang Center located at http://www.iir.com/nygc/ .

For more information on the earlier National Evaluation of G.R.E.A.T., consult the following:

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DAY 1
07:00 - 07:30 Staff Meeting
08:00 - 09:00 Welcome and Introductions
09:00 - 09:10 Break
09:10 - 09:50 Background of G.R.E.A.T.
09:50 - 10:00 Break
10:00 - 12:00 Educational Theory
12:00 - 01:00 Lunch
01:00 - 01:20 Photo
01:20 - 01:25 Break
01:25 - 02:25 Educational Theory (continued)
02:25 - 02:35 Break
02:35 - 03:25 Elementary Curriculum – Introduction and Lessons 1–2
03:25 - 03:35 Break
03:35 - 04:25 Elementary Curriculum – Lessons 3–6
04:25 - 04:30 Break
04:30 - 05:00 Team Meetings
05:00 - 05:30 Staff Meeting

DAY 2
07:30 - 08:00 Staff Meeting
08:00 - 08:05 Day's Objectives
08:05 - 12:05 National Gang Trends
12:05 - 01:05 Lunch
01:05 - 01:55 Overview Lesson #1
01:55 - 02:05 Break
02:05 – 02:40 Overview Lesson #2
02:40 - 02:50 Break
02:50 – 03:50 Model Lesson #3
03:50 - 04:00 Break
04:00 – 05:00 Model Lesson #4
05:00 - 05:30 Staff Meeting

DAY 3
07:30 - 08:00 Staff Meeting
08:00 - 08:05 Day's Objectives
08:05 - 08:55 Model Lesson #5
08:55 - 09:25 Overview Lesson #6
09:25 - 09:35 Break
09:35 - 10:25 Model Lesson #7
10:25 – 10:55 Overview Lesson #8
10:55 - 11:05 Break
11:05 - 11:55 Model Lesson #9
11:55 - 12:55 Lunch
12:55 - 01:25 Overview Lesson #10
01:25 - 01:55 Overview Lesson #11
01:55 - 02:05 Break
02:05 - 02:55 Model Lesson #12
02:55 - 03:05 Break
03:05 - 03:35 Overview Lesson #13
03:35 - 05:00 Team Meetings with assistance
Staff Meeting – will occur after teams receive their Lesson assignments and are reviewing their Lesson information

DAY 4
07:30 - 08:00 Staff Meeting
08:00 - 08:05 Day's Objectives
08:05 - 09:15 Test and Test Review
09:15 - 09:20 Break
09:20 - 10:20 Participant Presentation Lesson #3
10:20 - 10:30 Break
10:30 - 11:30 Participant Presentation Lesson #4
11:30 - 12:30 Lunch
12:30 - 01:30 Participant Presentation Lesson #5
01:30 - 01:40 Break
01:40 - 02:40 Participant Presentation Lesson #7
02:40 - 02:50 Break
02:50 - 03:50 Participant Presentation Lesson #9
03:50 - 04:00 Break
04:00 - 05:00 Participant Presentation Lesson #12
05:00 - 05:30 Staff Meeting

DAY 5
07:30 - 08:00 Staff Meeting
08:00 - 08:05 Day's Objectives
08:05 - 08:50 Families Component
08:50 - 09:00 Break
09:00 - 09:45 Summer Component
09:45 - 09:55 Break
09:55 - 10:40 Issues of G.R.E.A.T. Concern
10:40 - 11:00 Final Evaluation
11:00 - 12:00 Graduation
12:00 - 12:30 Staff Meeting

DAY 1

07:00 – 07:30	Staff Meeting
08:00 – 09:00	**Welcome/Introduction/Orientation**
09:00 – 09:10	Break
09:10 – 10:10	**Background of G.R.E.A.T.**
10:10 – 10:20	Break
10:20 – 11:20	**Transitions**
11:20 – 12:20	Lunch
12:20 – 01:20	**Transitions (cont.)**
01:20 – 01:30	Break
01:30 – 04:30	**Public Speaking**
04:30 – 05:00	**Team Meetings**
05:00 – 05:30	Staff Meeting

DAY 2

07:30 – 08:00	Staff Meeting
08:00 – 08:05	**Day's Objectives**
08:05 – 12:00	**Learning Theory/Instructional Methodologies**
12:00 – 01:00	Lunch
01:00 – 03:30	**Learning Theory/Instructional Methodologies**
03:40 – 05:00	**Team Meetings/Participant Assistance**
05:00 – 05:30	Staff Meetings

DAY 3

07:30 – 08:00	Staff Meeting
08:00 – 08:05	**Day's Objectives**
08:05 – 12:00	**Demonstration Speeches**
12:00 – 01:00	Lunch
01:00 – 01:20	Photo
01:20 – 02:05	**Overview Lesson #1**
02:05 – 02:15	Break
02:15 – 03:15	**Model Lesson #2**
03:15 – 03:25	Break
03:25 – 04:25	**Model Lesson #3**
04:25 – 04:35	Break
04:35 – 05:00	**Team Meetings**
05:00 – 05:30	Staff Meetings

DAY 4

07:30 – 08:00	Staff Meeting
08:00 – 08:05	**Day's Objectives**
08:05 – 09:05	**Model Lesson #4**
09:05 – 09:15	Break
09:15 – 10:15	**Model Lesson #5**
10:15 – 10:25	Break
10:25 – 11:25	**Model Lesson #6**
11:25 – 12:25	Lunch
12:25 – 01:25	**Model Lesson #7**
01:25 – 01:35	Break
01:35 – 02:35	**Model Lesson #8**
02:35 – 02:45	Break
02:45 – 03:45	**Model Lesson #9**
03:45 – 03:55	Break
03:55 – 04:55	**Model Lesson #10**
04:55 – 05:00	**Wrap-up**

DAY 5

07:30 – 08:00	Staff Meeting
08:00 – 08:05	**Day's Objectives**
08:05 – 09:05	**Model Lesson #11**
09:05 – 09:15	Break
09:15 – 10:15	**Model Lesson #12**
10:15 – 10:25	Break
10:25 – 11:25	**Overview Lesson #13/Test Preview**
11:25 – 12:25	Lunch
12:25 – 01:45	**Test and Test Review**
01:45 – 01:55	Break
01:55 – 02:35	**Elementary Component – Intro & Overview Lessons 1-2**
02:35 – 02:45	Break
02:45 – 03:25	**Elementary Component – Overview Lessons 3-6**
03:25 – 03:35	Break
03:35 – 04:20	**Family Component**
04:20 – 05:00	**Team Meeting/Lesson Assignments/Homework**
05:00 – 05:30	Staff Meeting

DAY 6

07:30 – 08:00	Staff Meeting
08:00 – 08:10	**Day's Objectives**
08:10 – 12:10	**National Gang Trends**
12:10 – 01:10	Lunch
01:10 – 02:10	**Summer Component**
02:10 – 02:20	Break
02:20 – 02:50	**Model of Walk-Through**
02:50 – 05:00	**Team Meetings/ Walk-Throughs**
05:00 – 05:30	Staff Meeting

DAY 7

07:30 – 08:00	Staff Meeting
08:00 – 08:05	**Day's Objectives**
08:05 – 11:45	**20 Minute Coaching of Lesson Facilitations**
11:45 – 12:45	Lunch
12:45 – 03:00	**20 Minute Coaching of Lesson Facilitations**
03:00 – 05:00	**Team Meeting/Participant Assistance**
05:00 – 05:30	Staff Meeting

DAY 8

07:30 – 08:00	Staff Meeting
08:00 – 08:05	**Day's Objectives**
08:05 – 12:00	**Final Lesson Facilitations**
12:00 – 01:00	Lunch
01:00 – 05:00	**Final Lesson Facilitations**

DAY 9

07:30 – 08:00	Staff Meeting
08:00 – 08:05	**Day's Objectives**
08:05 – 12:00	**Final Lesson Facilitations**
12:00 – 01:00	Lunch
01:00 – 05:00	**Final Lesson Facilitations**

DAY 10

07:30 – 08:00	Staff Meeting
08:00 – 08:05	**Day's Objectives**
08:05 – 09:05	**Issues of G.R.E.A.T. Concern**
09:05 – 09:15	Break
09:15 – 09:40	**Final Evaluation**
10:00 – 11:00	Graduation
11:15 – 12:00	Staff Meeting

National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program

Results from Surveys and Interviews with

G.R.E.A.T.-trained Officers

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August, 2008

National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program: Results from Surveys and Interviews with G.R.E.A.T.-trained Officers

Executive Summary

The process and outcome evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program includes several different components including surveys with G.R.E.A.T.-trained officers in each of the seven study locations (Albuquerque, NM; Portland, OR; Greeley, CO; Nashville, TN; Philadelphia, PA; Chicago, IL; and a Dallas/Fort Worth, TX location) as well as interviews with officers teaching the program in the 25 of the 31 target schools and their supervisors. A total of 205 survey packets were sent to G.R.E.A.T.-trained officers in seven cities. Overall, 137 officers returned completed surveys for a response rate of 66.8 percent. This report presents the results of these surveys as well as the interviews.

In addition to examining the results for the total sample, this report separates the results by teaching models. The seven cities represent three distinct strategies for incorporating the G.R.E.A.T. program into their agencies: overtime model, SRO model, and community services model. In the overtime model, officers teach the G.R.E.A.T. program on an overtime basis in addition to their primary assignment (Portland). School resource officers (SROs) teach the program as part of their other duties in the school in the SRO Model (Albuquerque, Nashville, Greeley, and Dallas/Fort Worth area agency). In the community services model, officers teach as part of the specialized units to which they are assigned (Philadelphia and Chicago).

The results show that, in general, officers enjoy being G.R.E.A.T. officers and are committed to teaching the program. However, being a G.R.E.A.T. officer has a downside. In the majority of the cities, officers, as well as supervisors, stated that G.R.E.A.T. officers are viewed in a negative light by other officers. Also, officers reported that teaching the G.R.E.A.T. program does have a negative effect on their career, in terms of offering fewer opportunities for overtime and not enhancing chances for promotion.

Officers also stated the G.R.E.A.T. program is appropriate in terms of content, but does not necessarily meet their community's needs. In other words, they believe that G.R.E.A.T. is beneficial to students and a valuable program, but do not believe that it is capable of reducing larger community problems. This assertion is expected because G.R.E.A.T. is intended to aid only in the reduction of gang membership in the targeted youth population using an individual-level approach. It is not meant to "fix" all of the community's delinquency problems. The officers reported that their communities do experience delinquency and gang problems, but do not believe that people feel threatened by these problems. In addition, officers believed that the G.R.E.A.T. program is capable of building partnerships between police officers, youth, schools, and the community. Officers also felt that the G.R.E.A.T. program's lessons were effective in meeting the goals of the program and had the appropriate amount of information. They frequently named Lesson 4: Goal-Setting and Lesson 5: Decision-Making among their favorites and the most effective. However, the officers consistently noted time constraints as one of the main difficulties for implementing all the G.R.E.A.T. lessons effectively.

Generally, in terms of teaching models, this report indicates that officers teaching on an overtime basis have most favorable attitudes about teaching the G.R.E.A.T. program, followed by SRO officers. Although officers teaching as part of the community services model tended to have positive attitudes about the G.R.E.A.T. program, they had less favorable attitudes when compared with the other two models.

The G.R.E.A.T. Program

The Gang Resistance Education and Training (G.R.E.A.T.) program was developed in 1991 by the Phoenix Police Department and other area departments in conjunction with the Bureau of Alcohol, Tobacco, and Firearms with the two main goals of (1) preventing youth from becoming involved in gangs, violence, and delinquency and (2) developing positive relationships between youth and law enforcement. G.R.E.A.T. is a school-based, officer-taught program that consists of a 13 lesson curriculum (see Box 1 below) that teaches youth life-skills meant to prevent involvement in gangs, violence, and delinquency. This 13 lesson curriculum represents a revision to the original G.R.E.A.T. program based upon findings from a rigorous National Evaluation (1995-2001).

Box 1: Gang Resistance Education and Training (G.R.E.A.T.) Curriculum

1. Introduction to G.R.E.A.T.	8. Refusal Skills
2. Facts & Fiction about Gangs	9. Peer Pressure & Refusal Skills
3. Community & Responsibility	10. Anger Management Skills
4. Goal-Setting Skills	11. Calming Others
5. Decision-Making Skills	12. Conflict Resolution Skills
6. Communication Skills	13. Looking Back
7. Active Listening Skills & Empathy	

National Evaluation of the G.R.E.A.T. Program

The process and outcome evaluation of the G.R.E.A.T. program includes several different components: student surveys, classroom observations, school personnel surveys, law enforcement interviews and surveys, and observations of G.R.E.A.T. officer training (G.O.T.) and G.R.E.A.T. Families training and sessions. This report focuses specifically on results from the law enforcement surveys of all G.R.E.A.T.-trained officers in each of the seven study locations as well as interviews with officers teaching the program in 25 of the 31 study schools and their supervisors.

Seven cities were selected for the national evaluation: Albuquerque, NM; Portland, OR; Greeley, CO; Nashville, TN; Philadelphia, PA; Chicago, IL; and a Dallas/Fort Worth, TX area location. Sites were selected based on three criteria: (1) existence of an established G.R.E.A.T. program, (2) geographic and demographic diversity, and (3) evidence of gang activity. G.R.E.A.T. supervisors in each of the departments were asked to identify all G.R.E.A.T.-trained

officers in their department. Surveys were then sent to each of these officers in six of the seven cities. Due to the fact that more than 150 officers in Chicago were G.R.E.A.T.-trained, a random sample of 40 percent was surveyed. In the fall of 2007, a total of 205 survey packets were sent to officers across the seven locations. In addition to the nine-page survey, the survey packets included a cover letter that explained the purpose of the evaluation and that the survey was anonymous. In all cities, the survey packets were distributed to officers by their supervisor. In five cities, the packets were collected by the supervisor and returned to the researchers in one pre-paid bulk packet. In two cities, officers mailed surveys directly to the research team in a pre-posted envelope. Overall, 137 officers returned completed surveys for a response rate of 66.8 percent, ranging from 38 percent in Chicago to 90 percent in Nashville. See Table 1 (below) for the response rate for each city.

Table 1: Survey Response Rates by City

	Number of Surveys Distributed	Number of Surveys Returned	Response Rate (%)
Albuquerque	10	8	80.0
Chicago	56	21	37.5
Dallas/Fort Worth area	25	18	72.0
Greeley	6	5	83.3
Nashville	39	35	89.7
Philadelphia	14	6	42.9
Portland	55	44	80.0
Total	205	137	66.8

Interviews with the G.R.E.A.T. officer supervisors and the G.R.E.A.T. officers in each of the target schools were conducted in person or over the phone in the summer and fall of 2007. The interviews were conducted in order to gather in-depth information from the officers who teach the program in the target schools. Each interview took approximately 30 minutes and consisted of 14 questions. Overall, 27 officers and five supervisors were interviewed in six different cities. We were not given permission to interview the Chicago Police Department personnel; therefore, these officers took part only in the survey portion of the evaluation. Throughout this report, the officer and supervisor interviews are used to supplement the information provided in the surveys.

Sample Characteristics

The officers answered questions related to being a G.R.E.A.T. officer, their attitudes about the G.R.E.A.T. program in general, and the G.R.E.A.T. program's ability to help their community. Survey responses confirmed the differences in the organizational structure of the G.R.E.A.T. program; that is, the seven cities represent three distinct strategies for incorporating the G.R.E.A.T. program into their agencies: 1) the overtime model, 2) the SRO model, and 3) the community services model. In the overtime model, officers teach the G.R.E.A.T. program on an overtime basis in addition to their primary assignment (Portland). School resource officers (SROs) teach the program as part of their other duties in the school in the SRO Model (Albuquerque, a Dallas/Fort Worth area agency, Greeley, and Nashville). In the community services model, officers teach as part of the specialized units to which they are assigned (Chicago and Philadelphia). About 48 percent of the sample teaches G.R.E.A.T. as part of their assignment as a school resource officer followed by teaching it on an overtime basis (32.1%). Throughout this report, information is examined for both the total sample and for each teaching model.

Table 2: Sample Characteristics for Full Sample and by Teaching Model

	Full Sample	Overtime Model	SRO Model	Community Services Model
Sex (male)	75.0	75.0	86.4	51.9
Race				
White	65.2	75.0	68.2	40.0
African American	17.8	9.1	16.7	36.0
Hispanic	10.4	4.5	9.1	24.0
Other	6.6	11.4	6.0	0
Rank				
Officer	92.0	88.6	93.9	92.6
Sergeant & above	8.0	11.4	6.1	7.4
Education Level				
High School	11.7	0	22.7	3.7
Assoc./Some College	33.6	29.5	40.9	22.2
Bachelor's or Higher	54.7	70.5	36.4	74.1
Years in Law Enforcement				
Mean (SD)	16.0 (7.5)	11.2 (6.4)	18.3 (6.9)	17.7 (7.1)

Table 2 (above) presents the demographic characteristics of the entire group of officers surveyed, as well as separately by teaching model. The sample is comprised primarily of white (65%), male (75%) officers (92%) who have had at least some college education (88%). Also, there is an average of 16 years of experience in law enforcement, with a range from 2 to 39 years. The community services agencies included more female officers (48%) and more officers who were African-American (36%) and Hispanic (24%) than was the case in the other types of agencies. This difference may well be an artifact of the larger demographic characteristics of those two cities (i.e., Chicago and Philadelphia).

Being a G.R.E.A.T. Officer

The law enforcement survey and interview process inquired about different aspects of being a G.R.E.A.T. officer, including the reasons why the officer became involved in the G.R.E.A.T. program, their training to become a G.R.E.A.T. officer, likes and dislikes about being a G.R.E.A.T. officer, and how being involved in the G.R.E.A.T. program has affected their career.

Reasons for Becoming a G.R.E.A.T. Officer

Officers were asked why they decided to become a G.R.E.A.T. officer; their responses were dichotomized into community policing oriented reasons or non-community policing oriented reasons. Items considered as community policing oriented responses were the following: "I wanted to teach" or "I wanted to prevent kids from joining gangs." Conversely, items considered not based in community policing were as follows: "I was assigned," "I wanted to get out of other duties," and "I saw it as an opportunity for promotion later." Overall, the majority (85.3%) of the survey sample became involved with G.R.E.A.T. for community policing oriented reasons (see Table 3, below). This finding was consistent across all teaching models. During the interviews, however, the majority of the officers stated that they taught G.R.E.A.T. because they were assigned or required to do so as part of their regular assignment (e.g., SRO duties). Correspondingly, just six of the 27 officers interviewed indicated working with kids/students as their reason for becoming a G.R.E.A.T. officer.

Table 3: Reasons for Becoming a G.R.E.A.T. Officer and Additional G.R.E.A.T. Training

	Full Sample	Overtime Model	SRO Model	Community Services Model
Reason for G.R.E.A.T.				
Not COP-oriented	14.7	11.9	20.3	24.3
COP-oriented	85.3	88.1	79.7	75.7
Additional Training				
None	30.9	39.5	30.4	18.5
Recertification	19.9	7.0	22.7	33.3
Advanced Training	12.5	7.0	12.1	22.2
G.R.E.A.T. Family	22.1	25.5	21.2	18.5
Other/Didn't Specify	14.6	21.0	13.6	7.5

G.R.E.A.T. Officer Training

During the interviews, officers were asked how well they thought that G.R.E.A.T. Officer Training (G.O.T.) prepared them to deliver the program. All of the officers interviewed stated they felt prepared to teach after the G.O.T. A few officers had suggestions for improving the training. These officers felt that the training was too boring and caused the officers to lose interest. Additionally, officers stated that "it would have been beneficial to see the program being taught" or indicated that providing techniques on how to manage a classroom and how to facilitate a discussion would have been helpful to them. Based on our research team's observations of G.R.E.A.T. program delivery in the target schools, we want to underscore the desirability of enhancing classroom management teaching during training. In several instances, students were so disruptive that the officers were not able to deliver the program and were unable to manage the classroom. Unfortunately, in these instances, the teachers were also unable to manage the classroom. It should be highlighted, however, that 1) the majority of officers reported that the training prepared them to teach the G.R.E.A.T. program and 2) the majority of our classroom observations supported the officers' opinions; that is, it was only a few officers who experienced major classroom management issues.

Additional Training

As a measure of commitment to the program and being a G.R.E.A.T. officer, respondents were asked if they had completed additional G.R.E.A.T. training. If they participated in additional training, officers were asked to specify the type of training. The response categories were (1) recertification for the revised curriculum, (2) recertification because I was out of the

classroom too long, (3) advanced training, such as to become a member of the National Training Team, (4) other types of additional training. In the event that an officer indicated participating in more than one type of additional training, the highest numbered response was used. For example, if an officer circled both recertification for the new curriculum and advanced training, then his/her response was coded as advanced training. As shown in Table 3 (above), a majority of the officers in the total sample had completed at least some form of additional training (69.1%). The majority of these officers indicated that they participated in G.R.E.A.T. Families training. In addition, across the overtime (60.5%), SRO (69.6%), and community services (81.5%) models, the majority of officers indicated that they had participated in additional training. Responses from officers in the overtime model indicated that the majority had additional training in the G.R.E.A.T. Families component. However, officers teaching G.R.E.A.T. as part of the SRO model and community services model indicated recertification for the new curriculum as the most frequent type of additional training.

Likes and Dislikes of Being a G.R.E.A.T. Officer

Officers were asked what they liked most and disliked most about participation in the G.R.E.A.T. program. The results are shown in Table 4 (below). Response categories for what an officer likes about being a G.R.E.A.T. officer were: (1) working with the kids, (2) having a positive influence on kids, (3) getting out of other duties, (4) building bridges with the educational community, and (5) other likes. The officers were asked to circle all that applied to them and then write in what they liked the most out of all the reasons they circled. The majority of the officers indicated that they liked being a G.R.E.A.T. officer most because it gave them the opportunity to work with children or have a positive influence on children (96.2% of the total sample). These finding were consistent across all the teaching models with no significant differences found between them. Notably, results in Table 4 indicate that none of the officers stated that they like being a G.R.E.A.T. officer because it allows them to get out of other duties.

In addition to inquiring about the positive aspects of being a G.R.E.A.T. officer, the survey also asked officers what they dislike about being involved in G.R.E.A.T. Response categories included: (1) the politics, (2) the way G.R.E.A.T. officers are viewed by other officers, (3) loss of chances for overtime pay, (4) losing touch with duties on the street, (5) I don't believe the program works, and (6) other dislikes. Again, the officers were asked to circle

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all that applied to them and then write in what they liked the least. The majority of the officers in the full sample did indicate that there were at least some negative aspects to being a G.R.E.A.T. officer (80.6%), with the politics involved being the answer most frequently circled (26.9%) followed by the way G.R.E.A.T. officers are viewed by other officers (20.4%). Although the presence of dislikes is consistent across all models, the SRO and community services models indicated the politics (27.6% and 42.9%, respectively) and the views of other officers (25.9% and 14.3%, respectively) most frequently. The category referring to "politics" was added as a catchall that was meant to include everything from lack of support for G.R.E.A.T. to other constraints involved with teaching the program. For example, during the survey process, many officers specified that there is a lack of support from the agency and/or school. However, during the interviews officers were specifically asked about these relationships, and all the responses were positive. This discrepancy is an interesting finding, but not implausible; the discrepancy could be an artifact of different methods and slightly different questions posed or it could be attributed to the fact that the majority of the officers who participated in the survey were not interviewed. It is possible that the officers in the survey sample have different opinions that those interviewed.

Table 4: Likes and Dislikes of Being a G.R.E.A.T. Officer

	Full Sample	Overtime Model	SRO Model	Community Services Model
Being a G.R.E.A.T. Officer: Likes				
Working with kids	46.2	40.0	41.5	36.0
Positive influence	50.0	37.5	52.3	64.0
Get out of other duties	0	0	0	0
Build bridges with ed. comm.	0.7	0	1.5	0
Other	3.1	2.5	4.6	0
Being a G.R.E.A.T. Officer: Dislikes*				
The politics	26.9	13.8	27.6	42.9
Way they are viewed by officers	20.4	13.8	25.9	14.3
No overtime pay	1.9	0	1.7	4.8
Losing touch with duties	7.4	0	13.8	0
Program doesn't work	6.5	6.9	5.2	9.5
Other	17.6	27.6	12.1	9.5
No Dislikes	19.4	37.9	13.8	19.0

*Significant differences across teaching models (p<0.05)

Additional analysis showed that there were significant differences across the teaching models on dislikes of being a G.R.E.A.T. officer. Specifically, the overtime model had the

highest percentage of officers indicating that there were no negative aspects to being a G.R.E.A.T. officer (37.9%) compared with other teaching models. The overtime model was also unique in that it had the highest percentage of "other" responses (27.6%). These responses were mainly specific to problems surrounding teaching G.R.E.A.T. on an overtime basis (e.g., juggling both officer and teaching duties, commuting to and from schools). During the interview process, several officers indicated that time constraints, classroom management issues, and reaching the kids both in and out of the classroom were the main challenges to implementing the G.R.E.A.T. program. Three of the officers teaching as part of their duties as SROs in the Dallas/Fort Worth area agency specifically indicated that the lessons are too long to fit into a typical class period. It is expected that problems surrounding lesson length would vary by site because schools differ in the amount of time allowed per class period and in the amount of time given to the officer to teach each lesson. In addition, a small number of officers indicated in the interviews that "no reinforcement at home" and "only getting to spend a limited time with students" are challenges to program success.

Career Effects

In addition to the dislikes mentioned above, officers also have opinions about how being a G.R.E.A.T. officer affects their career. To measure career effects, officers were asked to respond to the questions presented in Table 5 (below). Across the full sample and the teaching models, the majority of the officers indicated that being a G.R.E.A.T. officer does not improve their chances for promotion, allows them fewer opportunities for overtime, and that teaching G.R.E.A.T. is not perceived well by other officers. Notably, officers who teach as part of the community services model have significantly less favorable responses to the career effect questions. As discussed above, many officers dislike teaching G.R.E.A.T. because of how they are viewed by other officers. These officers tended to indicate in both the interviews and surveys that they were viewed as "lazy" or "kiddie cops." Furthermore, one supervisor stated in the interview that G.R.E.A.T. officers are "looked down upon by other officers." Importantly, officers teaching G.R.E.A.T. on a strictly overtime basis have more favorable opinions of the program's effect on their career relative to officers teaching in other models. Portland officers were significantly more likely to believe that involvement in the G.R.E.A.T. program improves

their chances for promotion and overtime. This finding has important implications for officers' level of support for prevention programs and their involvement in delivery of such programs

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Table 5: Career Effect by Question

	Full Sample	Overtime Model	SRO Model	Community Services Model
Being a G.R.E.A.T. officer improves an officer's chances for promotion in your agency.[a]*	14.0	39.5	3.0	0
G.R.E.A.T. officers have more than or fewer opportunities for overtime as other officers.[b]*	25.2	45.2	19.7	7.4
How is being a G.R.E.A.T. officer perceived by officers not involved in the G.R.E.A.T. program?[c]	26.5	37.2	24.2	14.8

[a]Percent who agree or strongly agree with the statement
[b]Percent who indicated more opportunity for overtime
[c]Percent who indicated officers were perceived favorably or very favorably
*Significant differences across teaching models ($p<0.05$)

Opinions about the G.R.E.A.T. Program

In addition to inquiring about being a G.R.E.A.T. officer, the law enforcement survey also asked about their opinions regarding the G.R.E.A.T. program and its delivery. Specifically, the surveys and interviews asked for officers' opinions on the G.R.E.A.T. lessons (i.e., effectiveness and amount of information provided), whether or not they had combined or skipped lessons, and whether the officers thought the program was appropriate in terms of age level, content, and community needs.

Attitudes about Lessons

Table 6 shows the distribution of responses regarding the effectiveness of each lesson, the amount of material covered, as well as officers' perceptions of the lessons. Notable findings are highlighted in bold print in Table 6. The responses are shown only for the total survey sample, but are consistent across all teaching models as well as the interviews. Notably, officers were asked to choose only one lesson for each category. In other words, officers were asked not to select more than one lesson as their favorite or the most effective. Lesson 4: Goal-Setting Skills and Lesson 5: Decision-Making Skills are favorites of the officers and are also believed to be the most effective lessons at reaching the goals of the G.R.E.A.T. program. In the interviews, officers indicated that the goal-setting lesson "helps them [the students] to think about the

future." When indicating decision-making skills as their favorite and/or the most effective lesson, officers interviewed stated that "it teaches kids to think about their actions instead of just doing them." Moreover, in the surveys, officers indicated that these lessons were their favorite because they are directly relevant to their community's problems. Conversely, of the interviewed officers, three chose lessons four and five as their least favorite indicating that the material was too complicated and that students did not enjoy the lesson. Further, these officers also stated that the two lessons are repetitive and should be combined.

Table 6: Distribution by Lesson for Total Sample

	Perceptions of Lessons		Effectiveness of Each Lesson			Amount of Material Covered		
	Favorite	Least Favorite	Not Effective	Effective	Very Effective	Not Enough	Just Right	Too Much
1. Intro to G.R.E.A.T.	3.5	3.8	4.8	79.8	15.3	5.7	85.2	9.0
2. Gangs	13.0	11.3	8.1	64.2	27.6	**22.8**	74.0	3.3
3. Community	5.2	7.5	5.7	72.4	22.0	2.3	83.5	8.3
4. Goal-Setting	**27.0**	3.8	6.6	52.5	**41.0**	8.2	78.7	13.1
5. Decision-Making	**21.7**	2.8	4.1	59.8	**36.1**	8.1	84.6	7.3
6. Communication	2.6	2.8	11.5	61.5	27.0	8.1	73.2	**18.7**
7. Listening & Emp.	5.2	**33.0**	**23.0**	54.1	23.0	9.0	66.4	**24.6**
8. Refusal Skills	6.1	2.8	6.5	68.3	25.2	11.4	77.2	11.4
9. Peer Pressure	5.2	6.6	5.7	64.2	30.1	**18.0**	71.3	10.7
10. Anger Mngmnt	4.3	2.8	11.5	59.0	29.5	**19.7**	72.1	8.2
11. Calming Others	0.9	**15.1**	**22.1**	64.8	13.1	10.7	77.9	11.5
12. Conflict Resol.	4.3	2.8	7.4	68.0	24.6	**17.2**	75.4	7.4
13. Looking Back	0.9	4.7	12.3	73.8	13.9	5.9	84.9	9.2

With respect to the officers' perceptions of the effectiveness of the 13 G.R.E.A.T. lessons it is important to state that a majority of all of the officers rated all of the lessons as effective or very effective. Some variation in levels of perceived effectiveness, however, was reported by the officers. Lesson 7: Active Listening Skills & Empathy was most often cited as both the least effective and least favorite lessons of the officers both in the surveys and the interviews. Officers stated that the material in the active listening lesson is "not appealing to students and it is difficult to keep their attention." Lesson 11: Calming Others was also chosen frequently. Officers stated in the interviews that the students do not enjoy this lesson, with one officer stating that the material presented is "hokey." Alternatively, a few other interviewed officers argued that these lessons were effective because they "illustrate walking in someone else's shoes." When asked about the amount of material in each lesson, officers stated in the survey

portion that the active listening and empathy lesson (#7) as well as Lesson 6: Communication Skills had too much information. One officer stated that the information presented in this lesson (#6) is "redundant." Both the survey respondents and the interviewees indicated that Lesson 2: Facts and Fiction about Gangs, Lesson 9: Peer Pressure and Refusal Skills, and Lesson 10: Anger Management Skills do not have enough information. For example, in regard to Lesson 2, one officer said that more information should be provided that "applies to the local areas because there are different gangs in different areas." During the interviews, some officers made general comments about the lessons including recommending that the information (gang statistics) and the language (particularly for the "Life in the Middle" role-plays present in each lesson) be updated. For example, one officer stated that the language in Life in the Middle is "geeky." Also, when making general comments about the lessons, officers stated that time constraints are a problem during implementation, an issue that arises in the next section as well.

Combining or Skipping Lessons

Officers were also asked about combining or skipping lessons while teaching the program (not shown in table). Overall, only 31.7 percent of the officers surveyed stated that they had combined or skipped a lesson. Of the officers who combine or skip lessons, they typically skip those near the end of the 13-week period (i.e., lessons 8 through 13) (76.5%). The majority of the officers stated that they typically skip or combine lessons because of time constraints (62.2%). These findings were consistent across teaching models as well as the interviews. Officers noted in the interviews that they normally did not pick which lessons to combine, stating that it depends on outside factors (e.g., time constraints due to fire drills or other duties). Additionally, officers stated that they modified the lessons by spending less time on the activities and just lecturing on the subject matter. According to our classroom observations of officers delivering the program (N = 522), combining or skipping lessons was the exception rather than the rule.

Program Appropriateness

There were a total of eight questions asking about program appropriateness in terms of age level, content, and community needs. The distribution of positive responses to these questions is shown in Table 7. Overall, the majority of the officers in the total sample were

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supportive of the G.R.E.A.T. program, except, however, regarding its ability to reduce the community's gang or crime problems (29.3% and 29.1%, respectively). This indicates that, although officers believe that G.R.E.A.T. is beneficial to students and is, in general, a valuable program, the majority do not believe that it is capable of addressing larger community issues. This is a reasonable assertion because G.R.E.A.T. is only expected to reduce a small portion of a community's crime problems on an individual level. In other words, it is not intended to resolve all of the community's gang and/or crime problems.

Table 7: Program Appropriateness by Question

Program Appropriateness[a]	Total Sample	Overtime Model	SRO Model	Community Services Model
The G.R.E.A.T. program addresses problems facing students in your community.	84.4	88.6	87.7	69.2
The G.R.E.A.T. program teaches students the skills they need to avoid gangs and violence.	80.0	86.4	78.5	73.1
The G.R.E.A.T. program has reduced your community's gang problem.*	29.3	20.9	42.2	11.5
The G.R.E.A.T. program has reduced your community's crime problem.	29.1	23.3	36.9	19.2
The G.R.E.A.T. program diverts resources away from legitimate law enforcement duties.*	12.7	6.8	10.9	26.9
The G.R.E.A.T. Curriculum is appropriate for the students' age and comprehension levels.	83.0	81.8	87.7	73.1
The lessons contained in the curriculum adequately address the risk factors for gangs and delinquency.	71.1	63.6	80.0	61.5
The length of the G.R.E.A.T. program provides enough time to cover the important topics.*	71.9	56.8	81.5	73.1

[a]Percent who agree or strongly agree with the statements
*Significant differences across teaching models ($p<0.05$)

In terms of differences by teaching model, officers who teach G.R.E.A.T. as part of specialized community services units tended to have less favorable opinions of program appropriateness (with the exception of program length). Additional analyses revealed three significant differences across models. First, SROs who teach G.R.E.A.T. had the most favorable opinions relative to other officers about G.R.E.A.T.'s ability to reduce their community's gang problem (42.2%). Next, when compared with officers in the SRO and overtime models, officers who teach as part of their assigned specialized units were more likely to believe that G.R.E.A.T.

diverts resources away from more legitimate law enforcement duties (26.9%). Lastly, officers who teach G.R.E.A.T. on an overtime basis, compared to other models of teaching, were less likely to agree that there was sufficient time to cover all the important topics (56.8%). It is important to note, however, that despite the significant differences, the majority of the officers across models were supportive of the G.R.E.A.T. program.

Community Perceptions and the G.R.E.A.T. Program

The law enforcement surveys and interviews also included questions about the communities in which the officers work. The distributions of the community perceptions variables are shown in Table 8. In general, the majority of the officers indicated that the communities in which they work do experience delinquency and gang problems and that the problems are also present in the schools. However, the officers indicated that the people in the community do not feel threatened by the high rate of serious crime (only 8% agreed with this statement). There are significant differences across teaching models on two of these measures. First, the majority of the officers who teach as part of the overtime model were least likely to believe that the delinquency in their community is gang-related (37.2%). Second, none of the officers who teach as part of the community services model believed that people feel threatened by the high rate of serious crime in the community.

Table 8: Community Perceptions by Question

Community Perceptions[a]	Total Sample	Overtime Model	SRO Model	Community Services Model
The police are often called to schools in your community to handle delinquency problems.	59.6	69.8	51.5	63.0
The police are often called to schools in your community to handle gang-related violence.	64.7	72.1	56.1	74.1
There is a high rate of serious juvenile delinquency in the community where you work.	63.2	61.4	61.5	70.4
Much of the serious delinquency that occurs in your community is gang-related.*	53.7	37.2	57.6	70.4
People feel threatened by the high rate of serious crime in your community.*	8.0	15.9	6.1	0
There is a serious gang problem in your community.	67.2	68.2	69.7	59.3

[a]Percent who agree or strongly agree with the statements
*Significant differences across teaching models (p<0.05)

It is possible, however, that these findings could be attributed to the city where the agency is located and not the teaching model. During the interviews officers were asked to describe the youth gang problem in their city. All of the officers acknowledged that gangs are present, but the description of the activity varied. Also, these varying descriptions were independent of the city. That is, some officers described their gang problem as "big," saying things like "pretty bad" and "very serious, at some points it seems out of control." By contrast, a few officers within the same city felt the gang problem was improving. These officers described the problem as "manageable" and "not as bad as the media presents it to be."

Relationships with the Community

The officers were also asked about the ability of the G.R.E.A.T. program to build relationships between law enforcement, schools, and the community. The distribution of responses is shown in Table 9. The majority of the officers in the total sample agreed that the G.R.E.A.T. program has improved relationships with the police. However, there are some significant differences in terms of the community services model of teaching. Officers teaching in the community services model had less favorable opinions of G.R.E.A.T.'s ability to build relationships. When asked about these relationships during the interview process, one officer, who teaches G.R.E.A.T. as part of the community services model, indicated that "a main problem for officers is not having teacher support…it's hard for them to give [class] time to officers." Another officer indicated that the relationship "depends on how the officer approaches the school."

Table 9: Police Partnerships Distributions by Question.

Police Partnerships[a]	Total Sample	Overtime Model	SRO Model	Community Services Model
The G.R.E.A.T. program has improved police/youth relationships.*	91.1	100.0	90.8	76.9
The program has contributed to a better relationship between law enforcement and local schools.*	91.0	97.7	92.3	76.9
The G.R.E.A.T. program has strengthened police/community relationships.	79.9	87.4	81.5	73.1

[a]Percent who agree or strongly agree with the statements
*Significant differences across teaching models (p<0.05)

G.R.E.A.T. officers were also asked about their roles in the community as well as the public's support of these roles. The distributions for the questions are shown in Table 10 (below). Overall, the majority of the officers expressed positive opinions about police roles. However, officers who teach G.R.E.A.T. as part of the community services model had less favorable opinions about their roles relative to other models. For example, less than half of these officers believe that the presence of officers has reduced delinquency and violence problems in school (48.1%) compared to 91 percent of the SRO officers. However, only 38.6 percent of the officers who teach on an overtime basis stated that the public supports police officers in their community, much less than officers in other models. This finding may be explained by the fact that SROs are based in the school while overtime officers still work in the community; therefore, SROs' view of the public may be limited to their school.

Table 10: Police Positive Roles Distributions by Question

Police Positive Role[a]	Total Sample	Overtime Model	SRO Model	Community Services Model
Police officers in schools have reduced delinquency and violence problems in schools in your community.*	73.7	63.6	90.9	48.1
Play an important role in preventing students from becoming involved in drugs, gangs, and delinquency*	77.4	70.5	87.9	63.0
The public supports law enforcement efforts in your community.*	65.4	38.6	84.8	61.5

[a]Percent who agree or strongly agree with the statements
*Significant differences across teaching models (p<0.05)

How Are These Issues Related?

This report has covered a variety of issues surrounding G.R.E.A.T. officers and their opinions including the following: their attitudes about being a G.R.E.A.T. officer, their opinions of the G.R.E.A.T. program in general, as well as their opinions of their community. This section examines how these issues and opinions are related to one another. In order to examine these relationships, scales were created from the mean responses to the items discussed above; for example, officers' responses to all eight items in Table 7 were added together to create a scale of "program appropriateness." Table 11 shows the results of the analyses used to determine whether there were relationships between officers' views of the G.R.E.A.T. program (e.g.,

program appropriateness, lesson effectiveness, and amount of information in each lesson), their opinions of how teaching G.R.E.A.T. has affected their career, their opinions on the community, and the G.R.E.A.T. program's ability to help the community (e.g., police partnerships, positive police roles, and community perceptions).

Table 11: Correlation Matrix

	Program Appropriateness	Lesson Effectiveness	Amount of Information	Career Effects	Police Partnerships	Positive Police Role
Program Appropriateness	1.00					
Lesson Effectiveness	0.36*	1.00				
Amount of Information	0.29*	**0.73***	1.00			
Career Effects	-0.01	0.24*	0.20*	1.00		
Police Partnerships	**0.81***	0.41*	0.35*	**0.57***	1.00	
Positive Police Roles	-0.06	-0.09	-0.07	-0.11	-0.11	1.00
Community Perceptions	-0.09	-0.03	-0.07	0.04	-0.05	0.00

*Relationship is significant (p<0.05)

These results show that there were three issues that could be considered strongly related to each other (i.e., have a correlation, or "r," of 0.50 or higher). There was a strong significant relationship between police partnerships and program appropriateness (r = 0.81), which indicates that officers who believed that the G.R.E.A.T. program is capable of building relationships between officers and the community also tended to believe that the program is appropriate in terms of age, content, and community needs. Also, officers' views of police partnerships were strongly related to their views of the program's effect on their career (r = 0.57). Therefore, officers who believed the program is good for their career also believe that it can build police partnerships and vice versa. The two scales asking officers to give their opinions on the lessons were also strongly related. Officers who stated that the lessons are effective also stated that there is an appropriate amount of information in each lesson (r = 0.73). In addition to the strong relationships discussed above, several moderate (i.e., a correlation or "r" ranging from 0.2 to 0.5)

relationships were found. Opinions on lesson effectiveness are moderately correlated with views on program appropriateness (r = 0.36), police partnerships (r = 0.41), and career effects (r = 0.24), indicating that officers who felt the lessons were effective also thought that program was appropriate, built partnerships, and had a positive career effect. Likewise, views of the amount of information in each lesson are also correlated with program appropriateness (r = 0.29), police partnerships (r = 0.35), and career effects (r = 0.20).

Summary

This report specifically focused on the law enforcement surveys and interviews collected during the national evaluation of the G.R.E.A.T. program. It provides information on the demographic characteristics of the officers as well as their opinions about teaching G.R.E.A.T., the G.R.E.A.T. program in general, and their perceptions of G.R.E.A.T.'s ability to benefit their communities. The results show that, in general, officers enjoy being G.R.E.A.T. officers and are committed to teaching the program. However, being a G.R.E.A.T. officer has a downside. In the majority of the cities, officers, as well as supervisors, stated that G.R.E.A.T. officers are viewed in a negative light by other officers and are considered "lazy" or as "kiddie cops." Portland officers (i.e., overtime model) typically had the most favorable opinions on how they are viewed by other officers. Also, officers reported that teaching the G.R.E.A.T. program does have a negative effect on their career, in terms of offering fewer opportunities for overtime and not enhancing chances for promotion.

In general, officers stated the G.R.E.A.T. program is appropriate in terms of content, but does not necessarily meet their community's needs. In other words, they believe that G.R.E.A.T. is beneficial to students and a valuable program, but do not believe that it is capable of reducing larger community problems. This assertion is expected because G.R.E.A.T. is intended to aid only in the reduction of gang membership in the youth population. Because it uses an individual-level approach, it is not meant to "fix" all of the community's delinquency problems. The officers reported that their communities do experience delinquency and gang problems, but do not believe that people feel threatened by these problems. In addition, officers believed that the G.R.E.A.T. program is capable of building partnerships between police officers, youth, schools, and the community. Officers also felt in general that the G.R.E.A.T. program's lessons

are effective in meeting the goals of the program and had the appropriate amount of information. They frequently named Lesson 4: Goal-Setting and Lesson 5: Decision-Making among their favorites and the most effective. However, the officers consistently noted time constraints as one of the main difficulties for implementing all the G.R.E.A.T. lessons effectively.

This report also demonstrated several dissimilarities across the different methods of teaching the G.R.E.A.T. program. In other words, officers' opinions tended to differ depending on their agency's method of delivering the program (e.g., overtime model, SRO model, or community services model). In general, officers teaching G.R.E.A.T. on an overtime basis tended to have more favorable opinions about the appropriateness of the program in terms of age, content, and community needs. Also, many of these officers indicated that the G.R.E.A.T. program has had a slightly positive effect on their career and that the program is able to build partnerships with the schools and communities, compared with other teaching models. In addition, officers teaching as part of this model had fewer complaints about teaching the program; for instance, several indicated that they had no dislikes. Officers who did mention negative aspects listed things that are specific to that teaching style (e.g., juggling both officer and teaching duties, commuting to and from schools). However, officers teaching on an overtime basis did have less favorable attitudes on the level of public support for officers.

Conversely, officers teaching as part of their SRO duties or their community services assignment indicated the politics surrounding the program and the way officers are viewed as negative aspects to teaching the G.R.E.A.T. program. Also, officers working in agencies utilizing these models had less favorable opinions of G.R.E.A.T.'s effect on their career when compared with the overtime model. In addition to these issues, officers teaching as part of the community services model had less favorable opinions regarding program appropriateness, the program's ability to build police partnerships, and their role in the schools and community when compared with other models. Specifically, these officers, compared to other officers, were more likely to believe that G.R.E.A.T. diverts resources away from legitimate law enforcement duties.

Generally, in terms of teaching models, this report indicates that officers teaching on an overtime basis have most favorable attitudes about teaching the G.R.E.A.T. program, followed by SRO officers. Although officers teaching as part of the community services model tended to have positive attitudes about the G.R.E.A.T. program, they had less favorable attitudes when compared with the other two models. This finding could be an artifact of the agencies and cities

(e.g., Chicago and Philadelphia) employing the community services model. These departments and cities are geographically larger and are likely to differ culturally from other law enforcement agencies across the country. This information, in combination with low response rates in Chicago and Philadelphia (38% and 43% respectively), may limit the representativeness of the community services sample included in this report. In other words, the responses of these two departments may not accurately portray the opinions of all officers teaching as part of the community services model.

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National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program

School Personnel Survey Report

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**National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.)
Program: School Personnel Survey Report**

Executive Summary

The process and outcome evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program consists of several components, including surveys of administrators and teachers in the middle schools participating in the evaluation. Surveys were distributed to all administrators and G.R.E.A.T.-grade level (i.e., 6th or 7th) teachers and coordinators in the seven study locations (Albuquerque, NM; Portland, OR; Greeley, CO; Nashville, TN; Philadelphia, PA; Chicago, IL; and a Dallas/Fort Worth, TX location). Of 373 surveys distributed, 230 were returned (62% completion rate). This report details the results of those surveys, in which respondents gave their opinions about a variety of issues, including disorder in their schools, perceptions of their work environment, fear of crime and actual victimization experiences within or around their schools, views of the roles of law enforcement officers and prevention programs in schools, and, for those who indicated they were familiar with the program, opinions about the G.R.E.A.T. program and G.R.E.A.T. officer. The goal of the school personnel survey was to better understand the context in which the G.R.E.A.T. program is offered, as well as factors that might influence variation in opinions about the G.R.E.A.T. program and G.R.E.A.T. officers.

There appears to be a good deal of support for both the G.R.E.A.T. program and officers. The majority of educators believed the program taught skills necessary for youths to avoid delinquency and gangs, addressed problems faced by their students, and improved student-police relations, but only about half agreed that the program played a significant role in reducing youth gang participation in their schools and communities. Similarly, the G.R.E.A.T. officer teaching the program was viewed favorably by the majority of respondents, in terms of both preparation and delivery of program and their interactions in the classroom. Despite this overall positive assessment, results indicated that some officers struggled with classroom management or failed to attend on scheduled days. These favorable views of program and officer are most strongly tied to positive views of law enforcement officers and prevention programs in schools and do not appear to be related to problems in schools such as delinquency and gangs, to fear of crime or crime victimization, to job satisfaction or other perceptions about school as a work environment, or to whether the respondents' school has a School Resource Officer. Importantly, views of the G.R.E.A.T. program and the G.R.E.A.T. officer are related to each other; many school personnel felt that the success of the program hinges upon the officer.

School personnel in whose classrooms G.R.E.A.T. had been taught also provided comments about their role in the program. Most played at least some role in the program, although this was largely classroom management activities, while many used the time for grading or other paperwork. Aspects of the current educational climate, such as meeting standards set forth in the "No Child Left Behind" act, provide challenges to delivery and reinforcement of the G.R.E.A.T. program. Almost half did not incorporate G.R.E.A.T. lesson content into their own curricula, mostly due to lack of time (a large concern was covering material for mandated testing), but also because it was not relevant to their subject. Similarly, most did not use extended teacher activities associated with G.R.E.A.T. lessons, often due to lack of time, but almost as often because they had not been made aware of the activities by the G.R.E.A.T. officer. The report concludes with recommendations based on findings from the School Personnel Survey.

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Gang Resistance Education and Training (G.R.E.A.T.)

The Gang Resistance Education and Training (G.R.E.A.T.) program is a primary gang and delinquency prevention program delivered by law enforcement officers in school settings. The original G.R.E.A.T. program was developed in 1991 by Phoenix-area law enforcement agencies and quickly adopted by agencies throughout the United States. This curriculum contained nine lecture-based lessons to be taught primarily in middle-school grades. Results from an earlier National Evaluation of the G.R.E.A.T. program (1994-2001) found no differences between G.R.E.A.T. and non-G.R.E.A.T. youths in terms of key behavioral outcomes the program intended to affect (i.e., involvement in gangs and delinquent behavior).

Based in part on these findings, the G.R.E.A.T. program underwent a critical review that resulted in substantial program modifications. The revised curriculum consists of 13 lessons aimed at teaching youths the life-skills (e.g., communication and refusal skills, conflict resolution and anger management techniques) thought necessary to prevent involvement in gangs and delinquency. The program's two main goals are 1) to help youths avoid gang membership, violence, and criminal activity, and 2) to help youths develop a positive relationship with law enforcement. The revised G.R.E.A.T. curriculum was piloted in 2001, with full-scale implementation occurring in 2003.

Process and Outcome Evaluation of G.R.E.A.T.

In 2006, following a competitive peer review process, the National Institute of Justice awarded the University of Missouri-St. Louis funding to conduct a six-year evaluation of the revised G.R.E.A.T. program. This process and outcome evaluation consists of a number of different components, including student surveys; classroom observations in both G.R.E.A.T. and non-G.R.E.A.T. classrooms; surveys of school personnel and of law enforcement officers; interviews with G.R.E.A.T. officers and G.R.E.A.T. supervisors; and observations of G.R.E.AT. Officer Training (G.O.T.) and G.R.E.A.T. Families sessions. ***This report provides information from the School Personnel Survey component of the evaluation.***

Seven cities varying in size, region, and level of gang activity were selected for inclusion in the evaluation: Albuquerque, New Mexico; Chicago, Illinois; Greeley, Colorado; Nashville, Tennessee; Philadelphia, Pennsylvania; Portland, Oregon; and a Dallas-Fort Worth (DFW),

Texas area location. Three criteria guided the selection of cities: 1) the existence of an established G.R.E.A.T. program, 2) geographic and demographic diversity, and 3) evidence of gang activity.

Once the cities were selected, the research staff worked with the primary local law enforcement agency and the school district in each city to secure their cooperation with the evaluation efforts which began in Fall 2006. Upon district approval of the study, four to six public middle schools were identified within each site for study participation, and principals were contacted. The goal of the school selection was to identify schools that, taken as a whole, would be representative of the districts. In five of the cities, we were successful in doing so. In Chicago[1] and Philadelphia, due in part to the sheer size of these districts, we were not as successful; even in these two instances, however, the final sample does not diverge too much from the district as a whole. The final sample consists of 31 public middle schools in the seven evaluation sites.

School Personnel Survey

One component of the evaluation is an anonymous self-report survey of participating schools' teachers and administrators in order to supplement the classroom observations of G.R.E.A.T. program delivery and the student and law enforcement surveys. Included in the twelve-page survey were sets of questions designed to measure a variety of perceptions, attitudes, and experiences. School personnel were asked, for example, about disorder in their schools, their perceptions of their work environment, fear of crime and actual victimization experiences within or around their schools, view of the role of law enforcement officers in schools, opinions about school-based prevention programs in general, and, for those who

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[1] One of the five originally-selected Chicago schools, which was comprised nearly 100 percent of African American students, was unable to meet the requirements of the study and was dropped from the sample. Given time constraints (i.e., it was too late in the school year to select a comparable school and implement the G.R.E.A.T. program with fidelity), we were unable to replace the excluded school during 2006-2007. Thus, the resulting sample was largely Hispanic, while the district was largely African-American. To increase representativeness of the Chicago sample, the decision was made to add two primarily African American schools to the evaluation in the 2007-2008 school year, even though this meant that these schools would be one year behind other schools in the evaluation. In addition to this exclusion and replacement of one school in Chicago, two principals (one in the DFW area and one in Albuquerque) who were contacted declined their schools' participation. In one case, the principal had previously been a police gang investigator and, thus, "knew the program worked." In the other case, the principal would not agree to our study design, which called for random assignment of classrooms within schools to either receive the G.R.E.A.T. program (experimental condition) or not receive the program (control condition). In these two instances, schools were replaced with another similar school in the district.

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indicated they were familiar with the program, opinions about the G.R.E.A.T. program and G.R.E.A.T. officer. The goal of the school personnel survey was to better understand the context in which the G.R.E.A.T. program is offered as well as factors that might influence variation in opinions about the G.R.E.A.T. program and G.R.E.A.T. officers.

Survey Distribution and Response

The target sample consisted of school administrators (Principal and Vice or Assistant Principals) and all teachers and coordinators in the grade level at which G.R.E.A.T. was taught at the school. In most of the 31 participating schools, this was the 6th grade; in five schools, this was 7th grade.

The survey was originally distributed to 29 schools in the seven cities participating in the National Evaluation toward the end of the spring semester of 2007 (the two Chicago schools added in Fall 2007 completed surveys in Spring 2008). Included in survey packets were a blank survey and a cover memo explaining the evaluation, the purpose of the survey, and the facts that participation was voluntary and anonymous. Stapled to each packet was a small "thank-you" present for completing the questionnaire (a happy-face "stress ball" on an elastic string). Distribution and collection procedures varied by site and/or school: in some schools, the Investigator or an on-site research assistant placed a packet with postage-paid return envelopes in each teacher's and administrator's school mailbox; in other schools, packets were mailed to a contact person at the school for distribution and collection, with a pre-paid FedEx Pak envelope provided for return; and in still other schools, the Investigator personally picked up completed surveys.

The response rate for this Spring 2007 distribution was much lower than desired, with just 29.1% of the intended sample returning completed surveys. Rates varied considerably across sites, from a low of 13.5% of respondents in Philadelphia completing and returning surveys to a high of 54.2% in Chicago. At the school level, response rates ranged from zero percent for one school each in Philadelphia and Portland to 100% in one Chicago school (the next highest rates were 67% in another school in Chicago and 64% in one DFW area school).

In order to achieve a response rate that would enable adequate analyses of the data to produce meaningful findings, surveys were re-distributed in Fall 2007 to 22 of the 29 schools. Two schools had high response rates in Spring 2007, returning most, if not all, and were thus not

re-surveyed; a third school had a change in Principal for Fall 2007 and the new principal did not agree to re-surveying of school personnel; finally, due to teacher-union negotiations occurring in Fall 2007, the four schools in Greeley were re-surveyed in Spring 2008. In addition, surveys were distributed in Spring 2008 to targeted personnel in the two new schools added in Chicago. All Spring 2008 surveys are included in the Fall 2007 group. In this second distribution effort, most[2] packets were mailed directly from the St. Louis research office to a contact person at each school, who was in charge of distributing and collecting the surveys for return in a pre-paid FedEx Pak envelope; in some instances, completed surveys were picked up in person by the Investigator, who was on-site at the time. The response rate for this second distribution was still lower than desired, but better, at 58.4%. Response rates ranged from a low of 40.4% in both Philadelphia and the DFW area location to a high of 90% in Nashville. At the school level, response rates ranged from zero percent at one DFW area school to 100% in Nashville.

Surveys returned in Spring 2007 and Fall 2007 (which included those collected in Spring 2008) were combined to create the final sample for analyses. To identify any duplicates (that is, individuals who had completed both a Spring 2007 and a Fall 2007 or Spring 2008 survey), responses to key demographic questions (e.g., sex, race/ethnicity, position held, years at school) were compared between Spring and Fall surveys. This process identified thirty-nine school personnel who had completed both surveys; for these, only their Spring 2007 survey was included in the final sample. As shown in Table 1 below, the final, combined response rate was 61.7%, with a final sample of 230 non-duplicate surveys.

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[2] In Greeley, surveys were distributed to educators' mailboxes by the Investigator. In one school in Albuquerque, it was discovered that the contact person had failed to distribute all of the surveys; thus, the Investigator met with each educator individually to request that s/he complete the survey. A different contact person agreed to collect them and mail them to the research office.

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Table 1. School Personnel Survey Total Combined Response Rates (Spring 2007 and Fall 2007/Spring 2008)

	Surveys Distributed	Total Surveys Returned	Return Rate
Albuquerque	57	38	66.7%
Chicago	48	26	54.2%
DFW area location	73	38	52.1%
Greeley	38	30	79.0%
Nashville	50	33	66.0%
Philadelphia	57	28	49.1%
Portland	50	37	74.0%
TOTALS	**373**	**230**	**61.7%**

Sample Characteristics

Table 2 presents the characteristics of the sample of school personnel. Consistent with our sampling approach of targeting administrators and teachers in the G.R.E.A.T. grade level, the majority of the sample is teachers (83%), and most (64%) teach primarily 6th grade. Females (68%) and Whites (75%) comprise the largest proportions of the sample, although these vary across the seven evaluation sites. The proportion of the sample that is female ranged from 54 percent in Portland to over 90 percent in Chicago (results not shown in table format); and, African American educators were more prevalent in Chicago (31%), Philadelphia (24%), and Nashville (21%), while Hispanics (15%) made up a larger proportion of the Albuquerque sample (not shown in table format). Over 60 percent of the sample has advanced education degrees (greater than bachelors), with a range from 43 percent in the DFW area location to 96 percent in Philadelphia. On average, school personnel in our sample had a total of 15.5 years in the education field (range from 11.2 in DFW area to 19.5 in Philadelphia), with 7.4 years at their current school (ranging from 6.6 in DFW area site to 8.1 in Chicago). Finally, class sizes averaged 24.6 students, with a range from 21.0 in Albuquerque to 27.3 in Portland.

Table 2. School Personnel Sample Characteristics

	N / Mean	% / SD
Sex		
Female	143	68
Male	67	32
Race		
White	158	75
African-American	25	12
Hispanic/Latino	9	4
American Indian/Native American	2	1
Asian/Pacific Islander	3	1
Multi-racial	13	6
Primary job assignment		
Teacher	183	83
Administrator	36	16
Counselor	1	<1
Other	1	<1
Grade-level taught		
Sixth	115	64
Seventh	24	13
Eighth	7	4
Sixth, seventh, and eighth	22	12
Multiple grades	12	7
Subject taught		
Health/Physical Education	12	7
Language Arts	87	49
Math/Computer Science	20	11
Natural Sciences	24	14
Social Sciences	19	11
Arts/Theatre/Music	7	4
Other	7	4
Highest degree attained		
Bachelors	79	36
Masters	132	60
Ph.D.	9	4
Other	1	<1
Average class size	24.56	6.48
Total years in field of education	15.47	10.41
Total years at this school	7.42	6.88

In the sections that follow, we report findings that help us understand the contexts in which the G.R.E.A.T. program is offered. Knowing more about these contexts can help us better identify challenges in delivering the G.R.E.A.T. program and factors that might affect levels of

support for G.R.E.A.T. The original G.R.E.A.T. curriculum was revised to improve such aspects as dosage, delivery, and content. It may be (and our outcome evaluation results will speak to this) that this longer curriculum, based on building skills in an active learning environment, will be more effective than the previous curriculum in reaching G.R.E.A.T. goals. But, it is also true that the educational environment has changed in the past 10 years, especially with the implementation of No Child Left Behind. Consequently, it is useful to look at how perceptions of G.R.E.A.T. vary by educators' perceptions of issues facing their schools, their school environment, etc. Administrators' and teachers' perceptions of such things as their work environment, including school disorder, and school-based prevention programs may be related to their opinions about the G.R.E.A.T. program and their perceptions of its potential effectiveness. These opinions are important because they may, in turn, affect students' perceptions of and responsiveness to the program.

The remainder of this report is divided into four sections. The first section discusses school personnel views of their schools' problems and environment and their fear of crime and actual victimization at school; the second section reviews perceptions of their schools as a work and organizational environment; the third contains educators' views of law enforcement and prevention programs in schools, as well as prevention program content and delivery; and the final section provides their views of the G.R.E.A.T. program and G.R.E.A.T. officers.

School Problems, Environment, Crime and Victimization

School Problems

School personnel were presented with a series of issues faced by some schools across the country and asked to indicate whether these were "not a problem," "somewhat of a problem," or "a big problem" in their own schools. Table 3 presents the proportion of respondents who answered that each issue was "a big problem"; results are also presented by job position (administrators compared to teachers) and by city.

Meeting standards set forth in "No Child Left Behind" legislation was cited by the largest proportion (41%) of respondents as a big problem facing their schools. The extent to which school personnel felt this was a problem varied, however, across sites, from only eight percent of personnel in the DFW area to over 60 percent in Albuquerque and Greeley. One-third of the

overall sample felt that bullying was a problem in their schools, and this varied from 21 percent in Albuquerque to 45 percent in Greeley. Over 20 percent noted big problems in terms of classroom over-crowding, meeting state educational standards, and truancy. Less than one-half of one percent said that guns were a big problem in their schools. Administrators and teachers differed significantly on four items (classroom over-crowding, places where students are afraid to go, students beating up or threatening each other, and students having things stolen); fewer administrators than teachers felt these were big problems at their schools. There were statistically significant differences across sites for all but two items (places in school where some students are afraid to go and students bringing guns to school).

Table 3. Issues Facing Schools, by Job Position and Site

Issues Facing Your School[a]	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
School over-crowding[c]	17	6	19	16	31	29	13	9	11	11
Classroom over-crowding[b,c]	23	11	25	18	50	18	37	9	8	24
Meeting state educational standards[c]	24	23	25	37	12	8	38	15	30	25
Meeting "NCLB" standards[c]	41	46	41	68	31	8	63	30	30	53
Truancy[c]	22	20	23	37	12	19	10	15	30	27
Kids bullying/teasing other children at your school[c]	33	26	34	21	39	32	45	24	41	33
Places in your school where some students are afraid to go[b]	6	3	6	8	8	0	17	3	7	3
Students beating up or threatening other students at your school[b,c]	12	0	14	13	12	13	13	6	30	0
Kids of different racial or cultural groups not getting along with each other[c]	7	0	8	13	0	5	17	3	8	0
Students bringing guns to school	0.4	0	0.5	0	4	0	0	0	0	0
Students having things stolen at school[b,c]	14	9	15	16	4	21	17	9	15	14

[a] Percent of respondents who answered "A big problem"
[b] $p < .05$, differences between administrators and teachers, chi-square measure of association
[c] $p < .05$, differences across sites, chi-square measure of association

School/Neighborhood Crime and Delinquency

In addition to rating the above issues as problems or not, educators were asked to indicate their level of agreement (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) to a series of statements about crime and gang activity in and around their schools. See Table 4 for the proportion who "agreed" or "strongly agreed" with each statement.

About a quarter of all educators noted a lot of gang activity within their schools and a lot of racial conflict in the surrounding neighborhood. While over 30 percent agreed that there was a high rate of delinquency in their school's neighborhood (39%) and that this delinquency was gang-related (30%), the majority of educators (61%) felt safe in those neighborhoods.

Table 4. School/Neighborhood Crime and Delinquency, by Job Position and Site

School Environment[a]	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
A lot of gang activity at my school[c]	28	22	29	38	32	21	80	9	19	5
Most disciplinary problems at my school are gang-related[b,c]	16	11	17	24	17	8	53	6	7	0
A lot of racial conflict in neighborhood around school[c]	26	25	26	18	17	14	53	22	48	19
High rate of serious juvenile delinquency in neighborhood around my school[c]	39	39	38	43	52	35	37	27	54	32
Much of the serious crime in neighborhood around my school is gang-related[c]	30	39	27	38	44	11	55	24	26	19
I feel safe in neighborhood around my school[c]	61	67	59	74	44	45	55	52	70	81

[a] Percent of respondents who answered "Agree" or "Strongly Agree"
[b] $p < .05$, differences between administrators and teachers, chi-square measure of association
[c] $p < .05$, differences across sites, chi-square measure of association

Administrators' and teachers' responses were similar, with significant differences for only one item (fewer administrators than teachers indicated that their school's disciplinary problems were gang-related). Across sites, however, there were differences on every measure. The majority of respondents in Greeley agreed that there was a lot of gang activity at their

schools (80%), that most disciplinary problems were gang-related (53%), and that there was a lot of racial conflict in the neighborhood around their schools (53%). By contrast, only five percent of school personnel in Portland indicated their schools had a lot of gang activity, none related their disciplinary problems to gangs, and just 19 percent noted a lot of racial conflict in the neighborhood. Over half of educators in Chicago (52%) and Philadelphia (54%) agreed that the neighborhoods surrounding their schools had high rates of delinquency, but just 44 and 26 percent, respectively, indicated that much of this crime was gang-related. Less than half of respondents in Chicago (44%) and DFW area (45%) schools agreed that they feel safe in the neighborhood around their schools, compared to over 70 percent in Albuquerque (74%), Philadelphia (70%), and Portland (81%).

Fear of Crime and Experiences of Victimization at School

Two sets of questions asked school personnel about their fear of crime victimization and their actual victimization in the school setting. For the first set of questions, respondents were asked, "Please indicate how afraid you are of the following things happening to you" and provided responses on a 5-point scale from "not at all afraid" to "very afraid." The percentages of respondents who answered "afraid" or "very afraid" are presented in Table 5. The second set of questions asked, "Have the following things ever happened to you, and if yes, how often in the past six months?" The bottom half of Table 5 presents the proportion of the sample that answered "yes" to each question about ever experiencing victimization.

While respondents do not report high levels of fear of crime, a good proportion have been victimized, particularly by theft (44%) and attacks or threats at school (20%). Teachers were significantly more likely than administrators to report both being afraid of (12% compared to 3%) and actually (51% vs. 11%) having things stolen at school, and there were no significant differences on the other items in Table 5. Differences across sites occurred on one item (having been attacked or threatened at school), although there were some relatively high prevalence rates reported.

It is notable that half or more of all educators in Albuquerque (61%), Chicago (55%), and Greeley (50%) reported ever having had things stolen from them at school. Almost half (46%) of Philadelphia educators had been attacked or threatened at school at some time, as had one-fifth to one-quarter in Greeley (20%), Albuquerque (24%), and Chicago (27%). Overall, 51

percent of the sample had ever experienced one or more types of victimization; and, 43 percent of the sample had been victimized at least once in the past six months (not shown in table). The average number of victimizations they experienced in the six months prior to the survey was 1.75 for being attacked or threatened on the way to or from school, 2.61 for having things stolen at school, and 2.43 for being attacked or threatened at school (not shown).

Table 5. Fear of Crime and Victimization Experiences, by Job Position and Site

	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
"How afraid are you of…"[a]										
Being attacked or threatened on way to or from school	2	0	2	5	0	0	0	3	0	3
Having your things stolen from you at school[b]	11	3	12	19	8	8	17	6	15	6
Being attacked or threatened at school	4	0	3	8	0	0	7	0	7	3
"Have you ever…"[d]										
Been attacked or threatened on way to or from school	4	3	4	3	9	3	3	0	8	3
Had your things stolen from you at school[b]	44	11	51	61	55	24	50	41	42	37
Been attacked or threatened at school[c]	20	8	22	24	27	13	20	13	46	6

[a] Percent of respondents who answered "Afraid" or "Very Afraid"
[b] $p < .05$, differences between administrators and teachers, chi-square measure of association
[c] $p < .05$, differences across sites, chi-square measure of association
[d] Percent of respondents who answered "Yes"

School as a Work Environment

In this section, we review responses to several sets of questions about respondents' schools as a work environment, including their perceptions of how the school is run, relationships between administration, teachers, and students, and job satisfaction. Questions were also asked about the establishment and enforcement of rules for students.

Perceptions of Work Environment

School personnel indicated their level of agreement (1 = strongly disagree; 5 = strongly agree) with a number of statements about their work environment. Table 6 displays the percentage who agreed or strongly agreed with each statement. Overall, two-thirds or more of educators agreed that teachers have a say in how their schools are run (66%), that teachers are supportive of administration (66%), that the principal gives positive reinforcement (69%), that the respondent's views are respected by their school administration (70%), and that the school provides materials and equipment needed for teaching (70%); further, only 36 percent agreed that tension exists between teachers and administrators. Only about one-quarter and one-third, however, agreed that students have a say (24%) and that their schools have all the space they need (31%), and 42 percent agreed that it was hard to change established procedures.

Administrators were more positive than were teachers on all items, with a greater proportion agreeing with positively-worded statements, and a lower proportion agreeing with negatively-worded statements. These differences were statistically significant for seven of the 10 items; there were no significant differences in levels of agreement with parents having a say in how the school is run, with it being hard to change established procedures, or with the school having all the space/physical arrangements needed.

Across the seven sites, few overall patterns can be discerned, but Nashville educators were most likely to agree with parents and teachers had a say in how their schools were run and that their views were respected by the administration; Portland educators were least likely to agree that there was tension between teachers and administrators, and most likely to agree that the principal praises staff and that the school has supplies and space needed; by contrast, educators in the DFW area site were least likely to agree that students and parents have a say, that their views are respected by administration, that teachers are supportive of administration, and that the school has all the space needed. Statistically significant differences between sites were found for four items in Table 6.

Table 6. Perceptions of Work Environment, by Job Position and Site

Work Environment[a]	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
Students have a say in how this school is run[b]	24	40	20	16	19	8	23	33	44	31
Parents have a say in how this school is run[c]	55	66	51	50	73	34	43	79	56	57
Teachers have a say in how this school is run[b]	66	97	59	55	46	61	67	82	79	74
My views are respected by the school administration[b]	70	100	63	71	62	58	70	85	75	71
There is tension between teachers and admnistrators[b,c]	36	15	41	41	27	38	63	30	32	22
Teachers are supportive of principal/administration[b]	66	91	60	60	58	58	60	73	79	75
Principal lets staff know when they have done something well[b,c]	69	94	63	50	58	57	80	73	82	86
It is hard to change established procedures at my school	42	31	44	49	39	49	40	24	52	42
School supplies teachers with material & equipment needed[b]	70	100	64	68	58	74	60	76	71	78
School has all the space and physical arrangements needed[c]	31	43	30	34	35	11	23	39	21	56

[a] Percent of respondents who answered "Agree" or "Strongly Agree"
[b] p < .05, differences between administrators and teachers, chi-square measure of association
[c] p < .05, differences across sites, chi-square measure of association

Job Satisfaction

There appears to be a fairly high level of general job satisfaction among school personnel in our sample (see Table 7). More than three-quarters feel satisfied with their jobs, more than 80 percent enjoy coming to work (83%), feel their school is a good place to work (81%), and get along well with administration (89%), and over 90 percent get along well with teachers (93%) and students (93%). Again, a greater proportion of administrators than teachers agreed with each statement, but the difference was significant only for feeling satisfied with their jobs (94% compared to 74%). There were no significant differences across sites, and in no instance did less than 70 percent of educators in any site agree with each statement.

Table 7. Job Satisfaction, by Job Position and Site

Job Satisfaction[a]	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
I enjoy coming to work	83	94	80	71	89	79	80	85	85	95
I feel satisfied with my job[b]	78	94	74	74	77	74	70	81	78	92
My school is a good place to work	81	92	77	70	77	76	80	91	78	92
I get along well with teachers at my school	93	92	93	92	92	95	90	91	100	92
I get along well with principal/administration at my school	89	97	87	84	92	79	93	91	96	92
I get along well with students at my school	93	100	92	95	89	87	90	100	93	100

[a] Percent of respondents who answered "Agree" or "Strongly Agree"
[b] p < .05, differences between administrators and teachers, chi-square measure of association

School Rules and Enforcement

A final set of items about the school as a work environment is contained in Table 8. Here, school personnel indicated their level of agreement with a series of statements about school rules, enforcement, and student behavior. Over 90 percent of educators agreed that school rules are clearly stated (90%), fair (96%), and that students are aware of the rules (95%). A much smaller proportion (47%), however, agreed that these rules are consistently enforced. About three-quarters indicated that students in their schools are rewarded for good behavior and less than half, although a good proportion (45%), agreed that student behavior disruptions often made it difficult to cover lesson plans.

Table 8. School Rules and Enforcement, by Job Position and Site

School Rules and Student Behavior[a]	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
Students are aware of school rules	95	100	95	92	92	100	100	97	96	89
School rules are clearly stated	90	97	89	87	89	100	93	94	93	76
School rules are fair	96	100	96	92	100	100	97	94	100	92
School rules are consistently enforced at my school[b]	47	83	40	47	35	45	37	61	50	54
School rules are too strict	5	11	3	11	0	5	7	3	7	3
Students are rewarded for good behavior[b]	78	94	74	79	54	70	93	82	85	78
It is often difficult to cover lesson plan content because of student behavior disruptions [b,c]	45	22	50	57	58	45	57	27	52	24

[a] Percent of respondents who answered "Agree" or "Strongly Agree"
[b] $p < .05$, differences between administrators and teachers, chi-square measure of association
[c] $p < .05$, differences across sites, chi-square measure of association

Administrators and teachers differed significantly on three measures, with a much greater percentage of the former agreeing that there is consistent enforcement of rules (83% compared to 40%) and that students are rewarded for good behavior (94% vs. 74%), and a greater percentage of the latter agreeing that it is often difficult to cover lessons due to student misbehavior (50% compared to 22% of administrators). Respondents in different sites differed significantly on just the last item in Table 8, with nearly 60% of those in Albuquerque, Chicago, and Greeley agreeing it is difficult to cover lessons because of behavioral disruptions, compared to just about one-quarter of those in Nashville and Portland. These three sites in which a majority of educators indicated difficulty in getting through lesson plan content are also the sites in which the lowest proportions of educators agreed that rules are consistently enforced.

Opinions of Law Enforcement and Prevention Programming in Schools

Since the G.R.E.A.T. program is delivered by law enforcement officers, school personnel views of law enforcement officers in schools, in general, were assessed. Similarly, educators were queried about their attitudes about the role of schools in prevention of delinquency and about prevention program content and delivery. Attitudes about school-based prevention in general may be related to views of the G.R.E.A.T. program in particular (assessed in a later section).

Law Enforcement Officers in Schools

School personnel were generally positive about the role of law enforcement officers in schools (see Table 9), with the majority feeling safer when police officers were in their schools (65%), agreeing that having officers in schools improves students' perceptions of law enforcement (74%), supporting law enforcement in schools (91%), and believing that police play an important role in prevention (80%). There was less agreement that having police officers in schools has reduced problems of delinquency and violence (41%) or that police officers make good teachers[3] (55%). Further, less than 40% of school personnel agreed that police often respond to their schools for delinquency or gang-related violence. Finally, the proportion of respondents who indicated that their schools had a School Resource Officer (SRO) assigned from the city or county law enforcement agency is shown in the last row of Table 9, with 74 percent overall responding "yes." This ranged, however, from 29 and 41 percent in Philadelphia and Chicago, respectively, to 100 percent in both the DFW area and Nashville schools. Additional analyses (not shown) indicated that attitudes about law enforcement in schools were related to whether the respondent's school had an assigned SRO: those who reported their schools had a SRO had a statistically significantly higher mean on a scale of attitudes about police (created by summing responses to all items except the last in Table 9) than did those whose schools did not have a SRO. That is, those whose schools had an SRO had more positive views of law enforcement officers in schools.

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[3] A large proportion (36%), however, selected "neither agree nor disagree," perhaps indicating that many did not feel they could adequately answer this question; many may not have had the opportunity, for example, to observe an officer in a teaching role.

Table 9. Opinions about Law Enforcement Officers in Schools, by Job Position and Site

Opinions about LE[a]	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
I feel safer when police officers are in my school[c]	65	56	66	76	56	82	73	76	77	19
Police often respond to my school to handle delinquency problems[b, c]	39	42	38	39	46	58	48	18	44	24
Police often respond to my school to handle gang-related violence[c]	37	39	38	39	44	51	55	15	35	24
Students' perceptions of police are improved by having officers in schools[c]	74	89	71	95	46	78	80	70	56	84
Having police officers in my school has reduced delinquency and violence problems[b,c]	41	64	38	57	16	68	43	39	50	11
I support having police officers in schools[c]	91	91	91	97	85	95	100	97	96	70
Police officers make good teachers[c]	55	56	55	60	36	73	55	46	74	41
Uniformed police officers do NOT belong in the classroom[c]	8	8	8	8	19	5	3	3	15	5
Police play important role in preventing students from becoming involved in drugs, gangs, and delinquency[c]	80	86	79	95	62	92	70	76	89	68
Does your school have School Resource Officer? (% yes) [c]	74	81	73	68	41	100	96	100	29	58

[a] Percent of respondents who answered "Agree" or "Strongly Agree"
[b] p < .05, differences between administrators and teachers, chi-square measure of association
[c] p < .05, differences across sites, chi-square measure of association

There was variation between administrators and teachers on two individual items in Table 9. Administrators were more likely than teachers to agree that police often respond to their schools for delinquency problems (42% of administrators, compared to 38% of teachers) and that having police in their schools has reduced delinquency and violence (64% compared to 38%). Looking across the cities, significant differences were found on every measure. Portland

educators were least likely to agree they feel safer with police in schools (19%, although 51% responded "neither agree nor disagree"), to agree that having officers in schools has reduced delinquency and violence (11%), to support having police officers in schools (70%), to believe that police make good teachers (41%), and to agree that police play an important prevention role (68%). By contrast, educators in the DFW area site were most likely to agree that they feel safe with police in schools (82%), that officers have reduced delinquency/violence problems (68%), that police make good teachers (73%), and that police play an important prevention role (92%).

Prevention Programs in Schools

School personnel were also generally positive about school-based prevention programs (see Table 10). Most agreed that such programs can deter youth from drugs, delinquency, and gang involvement (80%) and that it is part of a school's responsibility to prevent students from becoming involved in these behaviors (81%). Few agreed that schools should focus on "the basics" rather than prevention (8%), that such programs are disruptive to teaching of the required curriculum (10%), or that there are too many prevention programs in their schools (3%). Sixty-four percent even indicated that they would like to see more prevention programs in their schools. Just 56 percent, however, went so far as to agree that teachers should incorporate prevention program lessons into their own curricula.

Differences between administrators and teachers reached statistical significance on one measure: a greater proportion of administrators (12%) than teachers (7%) agreed that schools should focus on the basics. Administrators were also more likely (74%) than teachers (51%) to believe that teachers should incorporate prevention program lessons, but this difference was not statistically significant. One site difference was statistically significant; the proportion of educators who agreed that they would like to see more prevention programs in their schools ranged from a low of 42 percent in Portland to a high of 89 percent in Philadelphia.

Table 10. Opinions of School-based Prevention Programs, by Job Position and Site

Prevention Programs in School?[a]	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
Prevention programs in schools can be effective in deterring students from drugs, delinquency, and gangs	80	88	78	84	62	92	80	75	89	75
Schools should focus on basics like reading, writing, and arithmetic instead of prevention programs[b]	8	12	7	8	8	5	10	6	7	11
Part of school's responsibility is to prevent children from becoming involved with drugs, delinquency, and gangs	81	91	78	71	72	92	93	75	86	78
I would like to see more prevention programs taught in my school[c]	64	79	60	66	73	71	67	44	89	42
Teachers should incorporate prevention program lessons into their own curricula	56	74	51	42	54	58	43	56	71	67
Prevention programs are disruptive to teaching of required curriculum	10	3	12	11	8	0	10	13	7	22
There are too many prevention programs at my school	3	0	4	3	0	3	0	6	7	3

[a] Percent of respondents who answered "Agree" or "Strongly Agree
[b] $p < .05$, differences between administrators and teachers, chi-square measure of association
[c] $p < .05$, differences across sites, chi-square measure of association

Prevention Program Content and Delivery

Respondents were given a list of skills or content that school-based prevention programs commonly provide to students and asked to rate each in terms of how important ("not important," "somewhat important," "very important") they believe it is in helping youths avoid drugs, delinquency, and gangs. We sought educators' opinions about prevention program content, as all of the components noted in Table 11 are included in current G.R.E.A.T. program curricula.

There was a high level of support for each of the program aspects. Decision-making, problem-solving, communication skills, and conflict resolution were rated as "very important" in preventing drugs, delinquency, and gangs by over 90 percent of school personnel, and over 80 percent gave this rating for goal setting, anger management, refusal skills, recognition of peer pressure, and social responsibility. Program aspects receiving the lowest proportion of respondents rating it "very important" (though still over ¾ of respondents) were "anti-gang and violence norms" (77%) and "empathy and perspective taking" (78%). A significantly greater proportion of administrators than teachers rated goal setting (97% vs. 79%, respectively) and problem solving (100% vs. 89%) as "very important." There were no statistically significant differences across sites.

Table 11. Prevention Program Content, by Job Position and Site

How important is each in helping youths avoid drugs, delinquency, and gangs?[a]	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
Goal setting[b]	83	97	79	78	85	84	90	88	89	73
Decision making	92	100	91	92	92	92	93	91	93	92
Anger management	88	94	87	89	92	81	87	88	93	87
Problem solving[b]	92	100	89	89	96	89	90	97	89	87
Refusal skills	82	86	80	75	77	72	90	88	82	92
Recognition of peer pressure	87	92	86	81	92	78	90	97	82	92
Anti-gang and violence norms	77	78	77	81	89	70	83	85	68	67
Communication skills	90	94	89	89	92	92	87	97	86	87
Conflict resolution	93	100	92	92	100	87	97	94	96	92
Social responsibility	86	89	84	89	77	87	87	94	79	84
Empathy and perspective taking	78	86	77	78	77	73	73	79	82	84

[a] Percent of respondents who answered "Very important"
[b] $p < .05$, differences between administrators and teachers, chi-square measure of association

School personnel were also asked to rate, on a three-point scale from "not effective" to "very effective," the effectiveness of different methods of delivering prevention program content. As shown in Table 12, role playing (71%), small group activities (70%), and class discussion (60%) were the most likely to be rated "very effective." Least likely were lecture (7%) and written homework (6%). Administrators (92%) were significantly more likely than teachers (66%) to rate small group activities as a very effective delivery method, and although there was variation across sites, none of the differences was statistically significant.

Table 12. Prevention Program Delivery Methods, by Job Position and Site

How effective is each in conveying prevention program material?[a]	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
Lecture	7	6	7	12	12	11	7	3	0	3
Class discussion	60	72	58	59	69	49	57	79	54	60
Role playing	71	75	71	71	65	70	67	79	75	70
Question & answer sessions	54	69	51	56	69	46	63	61	36	49
Small group activities[b]	70	92	66	68	69	62	80	76	64	73
Written homework	6	11	6	3	15	3	7	3	14	3

[a] Percent of respondents who answered "Very effective"
[b] $p < .05$, differences between administrators and teachers, chi-square measure of association

Attitudes about G.R.E.A.T.

In the final sections of the questionnaire, a series of closed-ended and open-ended questions about the G.R.E.A.T. program and G.R.E.A.T. officer were asked. The first set of closed-ended questions was intended to gather information about respondents' level of support for G.R.E.A.T.; views about the content, age-appropriateness, and length of the program; and opinions about the effects of the program. The second set of questions inquired about G.R.E.A.T. officer preparedness and delivery of the program, as well as officer-student interactions. The open-ended questions were intended to assess the role that teachers play (if any) in the G.R.E.A.T. program and to gather any additional comments respondents wished to provide.

Opinions about the G.R.E.A.T. Program

Toward the end of the questionnaire, respondents were asked, "Are you familiar with the G.R.E.A.T. program?" Those who answered "no" were instructed to skip the two sections of questions regarding the G.R.E.A.T. program and the G.R.E.A.T. officer. Most of the participants (186 or 82% of the sample) answered that they were familiar with the program; this includes 92 percent of administrators and 79 percent of teachers. Familiarity with G.R.E.A.T. across the seven sites ranged from 74 percent (Albuquerque and DFW area) to 93 percent (Greeley and Philadelphia).

School personnel as a whole responded positively about the G.R.E.A.T. program (see Table 13). Nearly 90 percent, for example, are in favor of having the program in their schools. In regard to specific statements about program materials and length, 90 percent feel that the curriculum is appropriate for students' age and comprehension levels, but fewer agreed that G.R.E.A.T. program materials are appealing to students (77%), that the length of the G.R.E.A.T. curriculum (45-60 minutes a week for 13 weeks) provides enough time to cover the important, relevant topics (63%), or that officers teaching the G.R.E.A.T. program have enough time during the class period to sufficiently cover the educational materials for each lesson (62%).

School personnel were also asked their opinions about the effects of the G.R.E.A.T. program, and there was a good deal of agreement that G.R.E.A.T. reaches many of its goals. Over 80 percent agreed that G.R.E.A.T. teaches students the skills they need to avoid gangs and violence (82%), that G.R.E.A.T. improves students' perceptions of the police (85%), and that G.R.E.A.T. addresses problems facing students in their schools (86%). Interestingly, however, only about half agreed it played a significant role in reducing youth gang participation in their schools (54%) and communities (47%).

Administrators and teachers differed significantly on four items, with a greater percentage of administrators agreeing that G.R.E.A.T. addressed problems of students in their schools, that G.R.E.A.T. reduces youth gang participation in their communities, that the program was of sufficient length, and that there was sufficient class time for G.R.E.A.T. There was only one significant difference across sites: just 39 and 41 percent of school personnel in Nashville and Portland, respectively, agreed that G.R.E.A.T. reduces gang participation in their

schools, while 65 and 79 percent of those in Philadelphia and the DFW area schools, respectively, agreed.

Table 13. Opinions about the G.R.E.A.T. Program, by Job Position and Site

Opinions of G.R.E.A.T.[a]	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
I am in favor of having G.R.E.A.T. in my school	89	94	87	96	91	96	92	85	89	76
G.R.E.A.T. curriculum is appropriate for students' age and comprehension levels	92	100	89	89	96	89	92	92	88	96
G.R.E.A.T. educational materials seem to be appealing to students	77	91	72	69	78	82	83	58	81	85
G.R.E.A.T. teaches students the skills needed to avoid gangs and violence	82	88	80	70	87	86	83	77	92	82
G.R.E.A.T. program improves students' perceptions of police	85	91	83	93	82	89	88	69	77	93
G.R.E.A.T. addresses problems facing students at my school[b]	86	100	83	89	87	96	92	73	88	79
G.R.E.A.T. plays a significant role in reducing youth gang participation in my school[c]	54	70	48	44	48	79	58	39	65	41
G.R.E.A.T. plays a significant role in reducing youth gang participation in my community[b]	47	73	40	42	39	71	54	46	48	26
Length of G.R.E.A.T. curriculum is enough time to cover important, relevant topics[b]	63	88	57	56	65	56	75	60	52	78
G.R.E.A.T. officers have enough time during class period to sufficiently cover materials for each lesson[b]	62	91	56	44	70	56	71	62	63	70

[a] Percent of respondents who answered "Agree" or "Strongly Agree"
[b] $p < .05$, differences between administrators and teachers, chi-square measure of association
[c] $p < .05$, differences across sites, chi-square measure of association

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Open-ended Comments about the G.R.E.A.T. Program

Each respondent who reported that G.R.E.A.T. had been taught in her/his classroom (n=96) was asked to answer a series of five open-ended questions about their involvement with the G.R.E.A.T. program; 78 respondents provided comments on at least one of the five questions. The last of these questions (the remainder are discussed in another section) asked, "Do you have any additional comments you would like to make about the G.R.E.A.T. program?" Fifty educators (52% of the 96 who had had G.R.E.A.T. in their classrooms or 64% of the 78 who answered the open-ended questions) offered comments. Most of the responses (n=35 or 70% of those who answered this question) were in regard to the program itself, although 24 also offered specific comments about the G.R.E.A.T. officer, which will be discussed in a later section.

Of the 35 program-related comments, the overwhelming majority (n=29 or 83%) were positive in nature, four were negative, and an additional two can be considered neutral. Educators feel that the G.R.E.A.T. program is, among other things, "wonderful," "amazing," "engaging," and, of course, "great." They also indicated that they see changes in their students, asserting that "students seem more mature, confident, and happy after attending the program," "…more empathy for others has developed," and that the program "actually brought a lot of students out of their [illegible] shell." A few recognized that the program assisted them in their own teaching, for example, "GREAT is a very effective and valuable support to my curriculum" and "GREAT content effectively meets state standards for health education which are not necessarily addressed in other curricula…" In addition, a number of school personnel wrote that they believe the program to be effective, though one respondent suggested that G.R.E.A.T. would be more effective in grades 3-4. By contrast, a number of respondents indicated a desire for the program to continue or return to their schools, one suggested expanding the program throughout the school year, and one even suggested extending it into high school.

The negative comments were in regard to length of the program, suggesting that students' interest waned ("Why 13 weeks? It is way too long. The kids were done week 6."), the fact that prevention programming cuts into an already-crowded curriculum ("There is never enough time to do the basics and prevention programs. We need all the help we can get!"), and apparent inconsistency in program delivery ("Too inconsistent"). Finally, one educator wrote that, "We need prevention programs but I do not think G.R.E.A.T. is working at this time."

Do Opinions of G.R.E.A.T. Differ by Context? Correlational Analyses

A series of bivariate correlations was conducted to determine what relationships, if any, exist between the various factors examined above (Tables 3-12) and attitudes about the G.R.E.A.T. program (Table 13). It was thought, for example, that school personnel who perceive their schools to be facing issues of crime, disorder, or gangs might have more positive views and be more supportive of the G.R.E.A.T. program, which is designed to address many of these issues, than would educators in less disordered school environments. Similarly, school personnel who have more negative, compared to more positive, views of police officers or prevention programs in schools may have less favorable views about G.R.E.A.T., a prevention program taught by law enforcement officers in schools.

For these analyses, scales were constructed by summing respondents' answers to series of individual items and obtaining the average of these responses, to get a sense of how the respondents feel about the issue or concept overall.[4] For the questions in Table 13, two scales were created; the first represents general attitudes about the G.R.E.A.T. program and is comprised of the first eight questions, and the second is a scale representing attitudes about the length of the program, comprised of the last two questions in Table 13. These correlational analyses were restricted to those who had answered "yes" to the question, "Are you familiar with the G.R.E.A.T. program?"

Administrators and teachers differed on both the attitudes about G.R.E.A.T. and length of G.R.E.A.T. scales, with administrators having higher means indicating more positive views of the program and greater agreement that program length was sufficient. It is important to note, though, that means were high for both groups. Attitudes about G.R.E.A.T., but not about the length of the program, varied across sites, with DFW area, Greeley, and Philadelphia respondents having the highest scale means. A number of factors were found to be significantly correlated with respondents' attitudes about G.R.E.A.T., but only one was related to perceptions

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[4] For all scales, the following methods were used: first, factor analyses of items contained within sets of questions (a set of questions is displayed in each table of this report) was conducted to determine whether the items measure a single underlying concept. For three sets of questions (fear of crime, school environment, and job satisfaction), the items represented one underlying concept. For the remainder, two or more factors were found, indicating that the items represented two or more subscales or concepts. Second, reliability analyses were conducted to determine how well the items in a scale measured the underlying concept. The Cronbach's alpha reliability coefficients for all scales were .64 or higher, indicating acceptable levels for both the total scale (all items of the table) and for the identified subscales. Unless otherwise noted, the correlational analyses in this section and in the next section (about the G.R.E.A.T. officer) were conducted with the total scales, as findings (magnitude and direction of relationship) did not differ by using the subscales.

about the length of the program. Opinions about whether the length of the G.R.E.A.T. curriculum is appropriate and whether there is enough time during the class period to cover the lessons were associated only with positive views of prevention programs in schools. The following factors were related to more positive attitudes about G.R.E.A.T.: greater fear of victimization in and around school (top half of Table 5) and greater presence of school rules that are known and enforced (Table 8) were weakly correlated (r=.16 to .22); and more positive attitudes about law enforcement officers (Table 9) and prevention programs in schools (Table 10) were both moderately correlated (r=.44 to .55). These analyses indicate that opinions about the G.R.E.A.T. program are most strongly tied to educators' views of the roles of police officers and prevention programming in schools: the more they support their presence, the greater their support for G.R.E.A.T. (and vice versa).

A number of factors were also found not to be associated with respondents' opinions of G.R.E.A.T. Reports of the presence of school problems (Table 3), perceptions of crime and disorder in their school environment (Table 4), perceptions of their work environment (Table 6), and level of job satisfaction (Table 7) were not related to educators' attitudes about G.R.E.A.T. In addition, there were no significant differences in attitudes about G.R.E.AT. between respondents who reported ever having been victimized (bottom of Table 5) and those who had not or between respondents who reported SROs in their schools and those who did not. These findings mean that school personnel who describe many issues as "big problems" in their schools, who perceive their schools as having issues with violence and gangs, who perceive their work environment negatively, who are dissatisfied with their jobs, or who have been victims of crime in or around their schools are not more or less likely than others to have positive (or negative) views about the G.R.E.A.T. program.

Opinions about the G.R.E.A.T. Officer

Respondents were also asked whether the G.R.E.A.T. program had ever been taught in their classrooms. Because the subsequent set of questions inquired specifically about the G.R.E.A.T. officers, respondents who had never had the program taught in their classrooms (and, thus, would not have had the experience to adequately answer the questions) were asked to skip to the final section of the survey. Most of the respondents answered that the program had not

been taught in their classrooms, but a large proportion responded "yes" (n=96 representing 42% of the sample and 52% of those who were familiar with the program); across sites, the range was from 32 percent in the DFW area site to 76 percent in Philadelphia. This included 38 percent (n = 12) of administrators and 55 percent (n = 78) of teachers. These respondents were asked to think about the most recent time the program had been offered in their classroom and provide their level of agreement with the statements contained in Table 14. Responses of only those who reported both being familiar with the G.R.E.A.T. program and having had the program taught in their class are included in these analyses.

There were no statistically significant differences between administrators and teachers or across sites on any items, but a few cross-site differences of note are discussed below. In terms of officer preparedness and delivery of G.R.E.A.T., a greater percentage of educators agreed that the G.R.E.A.T. officer appeared adequately trained in delivering lesson content (85%) than in teaching and classroom management (74%); this was still the large majority of the sample, but there was variation across sites, as just 56 percent of Portland educators agreed, compared to 100 percent in the DFW area site. About a third of Portland respondents *disagreed* that the officer was adequately trained in teaching and behavior management (results not shown in table). Most respondents indicated that the officer was punctual (80%) and attended class on scheduled days (86%). While the percentage who agreed with these statements was over 70 percent across the sites, it is worth noting that a fairly large proportion of Portland educators responded "disagree" or "strongly disagree" (results not shown in table): 24 percent disagreed that officers were punctual (as did 15% in Albuquerque), and 22 percent disagreed that officers attended when scheduled (as did 27% in Nashville and 23% in Albuquerque). Just 14 percent overall agreed that the officer often strayed from the lesson plan, though this varied across sites from zero (in the DFW area) to 36 percent (in Nashville, also the site in which the lowest proportion agreed that the officer was adequately trained to deliver lesson content).

A second set of statements in Table 14 dealt with officers' interactions in the classroom. A little over half (56%) of respondents indicated that the G.R.E.A.T. officer incorporated them into the teaching of the program (see related discussion in the next section). While only 14 percent overall agreed that the officer had difficulty controlling the class, this number was 22 percent in Portland (the site in which the lowest proportion agreed that the officer was adequately trained in classroom management). Of the items in Table 14, school personnel

agreed most with statements regarding officers' interactions with students. Eighty-five percent or more of the respondents agreed that students were responsive to the G.R.E.A.T. officer, seemed to enjoy their interactions with the officer, and were respectful of the officer.

Table 14. Opinions of G.R.E.A.T. Officer, by Job Position and Site

Opinions of G.R.E.A.T. Officer [a]	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
Officer Preparedness & Delivery										
G.R.E.A.T. officer appeared adequately trained to deliver lesson content	85	100	81	92	85	100	100	64	89	72
G.R.E.A.T. officer was adequately trained in teaching and classroom management	74	83	70	77	85	100	64	64	83	56
G.R.E.A.T. officer punctual or notified me if s/he would be late	80	100	77	77	92	75	82	73	83	77
G.R.E.A.T. officer attended class on scheduled days or made other arrangements	86	100	84	77	92	88	91	73	100	78
G.R.E.A.T. officer often strayed from lesson plan	14	0	15	8	8	0	9	36	12	17
Officer Interactions										
G.R.E.A.T. officer incorporated me into teaching of program	56	83	49	50	54	63	64	36	78	44
Students were responsive to G.R.E.A.T. officer	86	100	82	100	92	100	82	64	83	83
Students seemed to enjoy their interactions with G.R.E.A.T. officer	85	100	81	92	92	100	82	82	78	78
G.R.E.A.T. officer had difficulty controlling the class	14	0	16	8	8	0	18	9	22	22
Students were respectful of G.R.E.A.T. officer	85	100	82	100	100	88	91	82	78	67

[a] Percent of respondents who answered "Agree" or "Strongly Agree"

Open-ended Comments about the G.R.E.A.T. Officer

When asked in the open-ended comments section of the survey if they had "any additional comments about the G.R.E.A.T. program," many school personnel responded with comments about the G.R.E.A.T. officer. Of the 49 who responded to the question, 24 (49%) gave comments about the officer. Of those 24, fifteen respondents (63% of those who commented about the officer) made positive statements about the officer, such as s/he was "wonderful," "helpful," "awesome" and "a fantastic teacher." Some school personnel also thought that students were responsive to the officers (e.g., "We need to keep our SROs and the GREAT program. It was very positively received by the students."), and others commented that the G.R.E.A.T. program helped with school- and student-police relations ("GREAT officers are friendly and have established a good relationship with the school," "…relationships between students and police are so much better," and "The kids have a chance to get to know the SRO and they ask him questions. They are also not afraid to go to him, if they need anything.").

Several did not have such a positive experience with their officers. Six of the 24 (25%) who made comments about the officer had negative feedback, such as s/he rushed activities, had difficulty with classroom management, or did not use recommended modes of teaching (e.g., "The officer often lectured or put the kids in group work; Did not do as many of the activities to practice skills."). Others indicated that the officer did not show up when scheduled (e.g., "Our SRO often doesn't teach on scheduled days and it really disappoints the students when he doesn't show up" and "Also the officer frequently cancelled class without advance notice."). One educator even commented that s/he "was personally offended that my kids were addressed by the street 'jive'," because "inner-city kids are intelligent and capable." This respondent went on to write, "I want my kids to give respect and model responsibility for actions. I was not happy when I felt the guest officer, when he tried to control them, modeled disrespect in tone and words to them."

An additional three respondents made comments that can be considered more neutral in nature, and their general message was that the success of G.R.E.A.T. hinges upon the officer. These sentiments are as follows: "A good officer is great. An unorganized or unprepared or loss in control of class is not as good;" "The officer is key to whether the program is effective or not;" and "I think it's a wonderful and effective program if the appropriate officer is presenting the material. Generally, an officer that has the ability to connect with the kids."

Do Opinions of G.R.E.A.T. Officer Differ by Context? Correlational Analyses

Another series of bivariate correlations was conducted to determine whether school personnel's perceptions of a variety of factors were related to their views about the G.R.E.A.T. officers teaching the program. For these analyses, two scales about the G.R.E.A.T. officer were constructed from the items contained in Table 14. The first, which can be conceived of as representing issues related to G.R.E.A.T. officer training and delivery of the program, was created by summing responses to the first five items in the table; the second, which represents officers' interactions with students and teachers in the classroom, is comprised of the second five items of Table 14. The responses of only those who answered that they were both familiar with the G.R.E.A.T. program and had had the program taught in their classrooms were included in these analyses.

There were no differences between administrators and teachers or between cities on either of the scales relating to the G.R.E.A.T. officer. Only two "contextual factors" were correlated with views about the G.R.E.A.T. officer. Having more positive views of prevention programs in schools was weakly correlated (r=.27) with more positive views of G.R.E.A.T. officer interactions in the classroom, but was not related to views of how well the G.R.E.A.T. officer was trained or delivered the program. In addition, the more favorable the respondents' attitudes toward law enforcement in schools, the more positive their attitudes about both G.R.E.A.T. officer training/delivery (r=.43) and G.R.E.A.T. officer interactions (r=.39), though having an SRO assigned to the school was not related. These correlations also mean that respondents who have more positive views about the G.R.E.A.T. officer have more positive views of prevention programs and law enforcement officers in schools. Finally, the relationship between respondents' views of the G.R.E.A.T. officer and their opinions about the program are also supported in correlational analyses, which demonstrate a significant and moderate correlation (r=.61) between both officer preparedness and officer interactions and attitudes about G.R.E.A.T.

Role of Educators in the G.R.E.A.T. Program

Finally, a series of open-ended questions asked about the role of educators in the G.R.E.A.T. program and the extent to which educators incorporated G.R.E.A.T. into their own teaching.[5] The first of these questions was "When G.R.E.A.T. was delivered in your classroom, what role, if any, did you play in the program?" A number of educators (n= 12 or 16% of the 77 who responded to the question) indicated that they did not play a role in the program. One educator who did not play a role expressed a desire to be involved, writing, "I feel it should be more of a team-teaching model." By contrast, most educators noted at least some role. These roles ranged from being an "observer" or "just listening" (10%) and engaging in classroom management activities (35%) to assisting the officer (34%) and actively participating in discussion or activities (25%). The most common role mentioned was classroom management and discipline activities (e.g., "I helped with discipline issues," "class control," and "helping kids stay on task") as the extent of their involvement. Another frequent mention was "assisting the officer," which included "distributing materials…explaining and encouraging GREAT projects," "helping students with questions. Some clarification of workbook," and "I assisted the officer with grouping, passing out materials, and organizing groups," or, more vaguely, such responses as "assisting officer when asked." Active participation was indicated by some, for example, "facilitated/supported discussions," "the officer incorporated me into role-playing skits," and "I assisted in discussion, discussion groups, and taught follow-up lessons in class, put info on our class website and provided activities, reflection, and assessment activities for students each week."

Seventy-two school personnel provided responses to the second question, "How did you generally use the time when G.R.E.A.T. was being delivered in your classroom?" and many provided more than one response. A good number of educators (n=22 or 31% of those who answered the question) used the time as an opportunity for grading or planning (though some noted that they also listened and/or helped with classroom management), and, despite program expectations that should have been and perhaps had been conveyed, two indicated they had left the classroom to run errands in the school. Others listened or observed (about 42%), engaged in

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[5] In G.R.E.A.T. Officer Training, trainees are instructed that they should meet with teachers prior to the start of the program, to discuss the program and expectations of the teacher. Such expectations include the teacher being present in the classroom when the curriculum is being taught, assisting with classroom management, etc. In addition, trainees are encouraged/instructed to give the teachers a set of extended-teaching activities that correspond to each lesson, to use outside of G.R.E.A.T. instruction time.

classroom management and discipline (about 31%), assisted the officer as necessary and/or participated in some manner (about 20% each). Two wrote that they used the time as an opportunity to plan how to incorporate G.R.E.A.T.: "worked on lessons to incorporate the GREAT lessons into my own" and "to prepare for the enrichment activities that were provided by the officer…"

The third open-ended question was "Did you incorporate G.R.E.A.T. lessons/content into your own lesson plans? (If no, why not? If yes, how?)" Many (n=34 or 45% of the 75 who answered the question) educators did not incorporate G.R.E.A.T. lesson content into their own teaching. The primary reason was lack of time (n=16 or 49% of those who did not incorporate G.R.E.A.T. content). Many teachers responded that with standards, mandated testing, and preparation for these assessments, there was no time for outside activities: "massive amount of state science standards I have to teach," "too much to cover already!" Another group (n=10 or 30% of those who did not incorporate) of school personnel indicated that G.R.E.A.T. lesson content was not relevant to the subject they taught. Math and science were specifically mentioned, although one math teacher found a way to make a connection: "We had a unit in Math that dealt with data formation and collection. We used some of the statistics presented to us through the GREAT program." Other responses included the following: "Yes—If appropriate to subject. This was hard because GREAT was taught in the science class. Would social studies be more appropriate?" "Yes—very infrequently on ad hoc basis as a result of student questions. Correlation between GREAT material and Earth Science is tough to achieve on a regular basis." "No—they had very little to do with math or science." "No—made some references to it, but mostly GREAT is a stand-alone program. GREAT content doesn't particularly meet the needs of state science standards, but does effectively address health standards."

Forty-one (55% of those responding to the question) indicated that they did cover or reinforce G.R.E.A.T. content. Teachers of such subjects as social studies, language arts, and health appeared to view G.R.E.A.T. content as supporting their own lesson plan content and/or their efforts to meet standards; accordingly, they were likely to incorporate G.R.E.A.T. content into their regular curricula:

- "I teach social studies and it fit in naturally when talking about cultures and communicating."
- "Reading/writing support—the use of literacy to enhance the curriculum."

- "I would explain the economic side of gang activities."
- "I used topics like staying away from drugs and gangs as journal topics, my students wrote journal like list 10 ways to avoid violence or what can we do as a classroom to help promote peace at the school (From that journal, my students wanted to make posters, we put the posters in the hall)."

Others mentioned that the topics or skills covered in G.R.E.A.T. naturally come up in their teaching: "Many of the topics—responding to peer pressure, problem-solving, social responsibility, etc.—arise during the school year." Finally, several instructors used G.R.E.A.T. content to address students' behavior, for example, "Character development. I could incorporate lessons from GREAT when students got in trouble for different things" and "I incorporated GREAT lessons when my students had difficulties with others in the class. For example, fighting, hitting, peer pressure from other students not only in their class but outside of class."

Finally, respondents were asked in a fourth open-ended question, "Did you utilize any of the extended-teacher activities included in the G.R.E.A.T. workbook? If no, why not? If yes, which ones?" The majority of educators (n=61 or 84% of the 73 who answered this question) responded that they did not use them, and reasons were neatly grouped into two main categories. These key reasons were lack of knowledge of the existence of the activities and lack of time. Twenty-one (34% of those who said no) respondents noted that they were not aware of the activities, that the officer had not informed them. At least one person who responded this way seemed dismayed that s/he had not known, appearing as though s/he might have used them otherwise: "I didn't know there were any!! :-(" Twenty-six (43% of those who said no) responded that they did not use them because of lack of time to incorporate such activities. A few additional reasons for not using the activities were that they were not relevant to the subject (n=2), the "opportunity did not present itself" (n=1) and that the activities were "boring" (n=1).

Of the 12 respondents (16% of those who answered the question) who did use the activities, none specified which of the activities they incorporated (they either simply wrote "Yes" that they used them or also wrote that they did not recall which activities were used), although three indicated they used them all.

Summary and Conclusion

This report provided findings from the National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program's School Personnel Survey, conducted in Spring and Fall 2007 (with surveys re-distributed to Greeley schools and distributed for the first time to the two additional Chicago schools in Spring 2008). Administrators and teachers in the G.R.E.A.T. grade levels (6th or 7th) in 31 participating schools in seven cities were asked to provide their responses to an anonymous questionnaire; 230 (62%) completed the surveys. As discussed throughout the report, school personnel were asked their perceptions of problems facing their schools, crime and gangs in their schools and surrounding neighborhoods, fear of crime and victimization experiences, their school as a work environment, law enforcement officers and prevention programs in schools, and prevention program content and delivery. It was thought that these opinions may be related to their views of the G.R.E.A.T. program and the officers teaching the program; this is the focus of this summary, after a few comments about some specific findings about law enforcement and prevention programs in schools.

Educators were generally positive about having law enforcement officers in schools. Most respondents' schools had a School Resource Officer (SRO), and these respondents had the most positive attitudes about police in schools. In addition, school personnel were supportive of prevention programs in schools and the role of schools in prevention, although only about half agreed that teachers should incorporate prevention program lessons into their own curricula. These findings generally bode well for the G.R.E.A.T. program. In regard to program content and delivery, over 70 percent rated the components in Table 11 as "very important" in helping youths avoid drugs, delinquency, and gangs, with decision-making, problem-solving, and conflict resolution skills receiving this rating by over 90 percent. The G.R.E.A.T. curriculum includes all of the 11 components, with an emphasis on a skills-building approach that culminates in activities designed to allow students to practice conflict resolution. The G.R.E.A.T. program also utilizes mostly "active teaching" methods such as small group activities and role-playing, which were rated as "very effective" means of prevention program delivery by 70 percent or more of respondents, as well as class discussion, rated very effective by 60 percent. The G.R.E.A.T. program is not designed to be delivered using such didactic methods as lecture and written homework, rated as "very effective" by only six and seven percent of school personnel.

School personnel who were familiar with G.R.E.A.T. had positive views of the program, with about 90 percent in favor of having the program in their schools. Most believed the program materials to be appropriate and appealing, though fewer agreed that the length of the curriculum or the class time allotted were enough to cover the topics and materials. The majority of educators believed the program taught skills necessary to avoid delinquency and gangs, addressed problems faced by their students, and improved student-police relations (the latter a key goal of G.R.E.A.T.), but only about half agreed that the program played a significant role in reducing youth gang participation in their schools and communities. Respondents' views about G.R.E.A.T. were related to several attitudes elicited in the earlier sections of the survey; specifically, greater fear of crime in and around school, greater perception of existence and enforcement of school rules, and more positive views of law enforcement and prevention programs in school were all related to more favorable views of G.R.E.A.T., and vice versa.

The G.R.E.A.T. officer teaching the program was also viewed favorably by the majority of respondents, in terms of both preparation and delivery of program and their interactions in the classroom. Despite this overall positive assessment, responses to both the closed-ended and open-ended questions indicated that some officers struggled with classroom management or failed to attend on scheduled days. Open-ended comments revealed that many educators believed the success of the program to be tied to the officer, and additional analyses showed that respondents' views of the program were related to their views about the officer teaching the program. Views of the G.R.E.A.T. officer were also positively related to attitudes about law enforcement officers and prevention programs in schools.

School personnel in whose classrooms G.R.E.A.T. had been taught also provided comments about their role in the program, and several findings are worth reiterating. Most educators played at least some role in the program; although this was largely classroom management activities, some assisted the officer and others actively participated. Many used the time for grading or other paperwork. Almost half (45%) did not incorporate G.R.E.A.T. lesson content into their own curricula, mostly due to lack of time (a large concern was the amount of material to cover for mandated testing), but also because it was not relevant to their subject. The other 55 percent, especially those in relevant courses such as social studies, language arts, and health, did cover or reinforce G.R.E.A.T. content. Most (84%) did not use extended teacher

activities associated with G.R.E.A.T. lessons, often due to lack of time, but almost as often because they had not been made aware of the activities by the G.R.E.A.T. officer.

We close this report with a number of recommendations that can be drawn from these findings from school personnel. Although educators were very positive overall about the G.R.E.A.T. program and officers, the findings suggest a number of steps that can be taken to potentially improve school personnel attitudes even more and make the experience of the G.R.E.A.T. program in schools even better.

1) The length of the curriculum and of each lesson may need to be revisited. Just over 60 percent of respondents agreed that the length of the curriculum is enough to cover important topics and that officers have enough time during the class period to cover each lesson (almost 40% indicated that the program was not long enough and that officers did not have adequate time for each lesson). It may be difficult to increase the length of the curriculum: at 13 weeks, officers already have a challenge to complete the program in a semester (if that is their goal), taking into account assemblies, field trips, mandated testing, snow days, and other disruptions to the schedule. And, while class periods cannot necessarily be lengthened, our observations of G.R.E.A.T. Officer Trainings (GOTs) indicate a possible resolution: in trainings, lessons are modeled in a 50-60 minute time frame, while the average class time available is about 35 minutes (see Taylor, Esbensen, and Peterson 2009). In our report on GOT observations, we recommend that lessons be modeled and that officers practice modeling lessons in a shorter time frame that more realistically represents what officers will face when implementing the program in schools.

2) Officers should be encouraged in the GOTs to ensure they distribute the extended teacher activities to their classroom teachers, discuss their importance in reinforcing the program lessons, and remind teachers of the activities throughout the course of program delivery. Our observations of GOTs found variation in the extent to which these activities were covered, with some trainings covering their content in detail and strongly encouraging officers to work with teachers to implement them and other trainings covering them briefly or giving them little attention at all (see Taylor, Esbensen, and Peterson 2009 for a complete report of our GOT observations).

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3) In GOTs, strongly encourage officers to work with schools to offer the G.R.E.A.T. program in subjects that have similar or related content. This will, as intended, assist teachers in achieving mandated standards (a great concern as far as time and a limitation to reinforcing G.R.E.A.T. in their own curricula), while also providing integration of and continuity in G.R.E.A.T. content and skills, to better drive home the lessons and allow students multiple opportunities for exposure and practice. Such courses include language arts, health, and social studies. Respondents who taught subjects such as math, science, and physical education rarely, if ever, incorporated G.R.E.A.T. content/lessons into their own curricula or used extended teacher activities, as they viewed them as not relevant to their subjects.

4) Although the proportion was small, a not-insignificant percentage of respondents indicated that G.R.E.A.T. officers had difficulty controlling the class (14% overall agreed, with a range of 0-22% across sites). Our classroom observations of program delivery also found that some officers struggled with classroom management (see Leugoud, Esbensen, Brick, and Taylor 2009 for a complete report of observations). These findings may suggest that more attention to classroom management techniques in GOT would benefit officers in the field; GOT trainers might consider encouraging trainees to practice such techniques during their lesson modeling or in a separate activity (so that they may focus on content and delivery during modeling).

5) GOTs should ensure that they stress the importance of punctuality, dependability, and communication; in a few sites (Albuquerque, Nashville, and Portland), over 20 percent of respondents disagreed that the officer was punctual or notified the teacher if s/he would be late and that the officer attended when scheduled or made other arrangements. This was also noted in a number of our classroom observations of program delivery. Officers should make every effort to be on time each scheduled day or to contact the teacher to notify her/him and re-schedule. It is also the case that teachers should be communicative with officers; our observers noted several times when officers arrived to teach the program and learned only then of an assembly or field trip that prohibited teaching that day.

In sum, there appears to be a good deal of support for both the G.R.E.A.T. program and officers. These views are most strongly tied to views of the role of law enforcement officers and prevention programs in schools and do not appear to be related to problems in schools such as delinquency and gangs, to fear of crime or crime victimization, to job satisfaction or other perceptions about school as a work environment, or to whether the respondents' school has a School Resource Officer. Aspects of the current educational climate, such as meeting standards set forth in the "No Child Left Behind" act, provide challenges to delivery and reinforcement of the G.R.E.A.T. program that can be addressed, in part, by locating the program in specific subjects. Finally, views of G.R.E.A.T. and the G.R.E.A.T. officer are related to each other, an important tie that provides avenues for improving even more the overall positive attitudes of school personnel.

References and Resources

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Taylor, Terrance J., Finn-Aage Esbensen, and Dana Peterson. 2009. *National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program: G.R.E.A.T. Officer Training (GOT) Report*. St. Louis, Missouri: University of Missouri-St. Louis.

For more information about the Gang Resistance Education and Training (G.R.E.A.T.) Program, see the official G.R.E.A.T. website located at http://www.great-online.org/ .

For more information about youth gangs and effective responses, see the official website of the National Youth Gang Center located at http://www.iir.com/nygc/ .

For more information on the earlier National Evaluation of G.R.E.A.T., consult the following (NOTE: Peterson & Esbensen 2004 contains results of the previous School Personnel Survey):

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National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program

Observing the Implementer: Description of Findings, Recommendations, and Conclusions from G.R.E.A.T. Program Implementation Observations

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Observing the Implementer: Description of Findings, Recommendations, and Conclusions from G.R.E.A.T. Program Implementation Observations

ABSTRACT

As part of the process evaluation for the National Evaluation of the G.R.E.A.T. program, this report summarizes the findings from direct observations of program implementation. For this component of the evaluation, trained research assistants observed G.R.E.A.T.-trained police officers as they taught the G.R.E.A.T. program to middle school youth. With a total of 492 unique and separate observations, this report explores the following topics in relation to program fidelity: 1) adherence to suggested time frames/time management, 2) coverage of topical areas/lesson adherence, 3) overall quality of the lesson, 4) discussions, activities, and student participation, 5) officer teaching characteristics and interactions with students, 6) student final projects, 7) atypical situations that disrupted the flow of the lessons, 8) the extent and nature of combined lessons, and 9) officer implementation fidelity. This report also addresses observer reliability through the analysis of 26 sets of inter-rater reliability observations. Findings are discussed in relation to implementation and program fidelity across sites. Recommendations for strengthening future implementation of the G.R.E.A.T. program are suggested based on observers' qualitative comments and analysis of completed observation instruments.

The current report provides an in-depth examination of G.R.E.A.T. program delivery by officers within schools. Both University of Missouri-St. Louis "in-house" (i.e., UMSL researchers) and "on-site" (i.e., trained undergraduate and graduate students residing within or near the seven study sites) research assistants used structured instruments derived from the G.R.E.A.T. Instructor's Manual to assess issues of program fidelity. The purpose of these observations was to determine the extent to which officers delivered the G.R.E.A.T. program in the field "as intended" (i.e., as developed and conveyed during G.R.E.A.T. Officer Training). A total of 520 classroom observations covering 33 officers in the seven G.R.E.A.T. Evaluation sites were conducted.

While often excluded from program evaluations, assessments of program fidelity are critical components of successful evaluations. Program fidelity assessments allow insight into the context of outcome results by uncovering successful strategies used in the program, as well as barriers to successful implementation. The purpose of this report is to provide an assessment of how the G.R.E.A.T. program is delivered in the field, with a particular emphasis on quality of discussions and activities, adherence to suggested time frames, coverage of the topical areas, overall lesson adherence, and the overall quality of the lessons. Illustrations of successful strategies, as well as areas where improvement is needed, are included.

Results illustrate an overall strong fidelity to the G.R.E.A.T. program by officers delivering the program in the classrooms. ***It is important to highlight that 27 of the 33 officers were considered to have implemented the G.R.E.A.T. program with average or better than average fidelity. That is, if treatment effect is detected in the outcome evaluation, then it would be feasible to attribute this effect to the G.R.E.A.T. program. Three additional officers***

delivered the program with below average fidelity but students in these classrooms still received a sufficient amount of the program (dosage) with sufficient fidelity (program adherence) to link outcome effects to the program. Only three officers failed to teach the program with sufficient fidelity to reasonably expect the program to have any effect on the students in those classrooms. The clear majority of officers were classified as having good to excellent time management skills, adherence to suggested program time frames, making considerable effort to cover all topical areas in each lesson, and stimulating student interest and participation. Variations were found across officers, but typically not across classrooms; that is, officers were generally consistent in their program delivery when teaching in different classrooms.

The observations also identified a number of areas where difficulties arose, detracting from program fidelity. These were generally due to situations outside of the control of officers. Examples include shortened school days (i.e., schedule changes) or other policing duties which pulled officers from the classroom. Other situations, however, could be addressed by officers delivering the program. For example, officers sometimes had difficulties with disruptive students, often in combination with inattentive teachers. A diligent attempt at improving teacher involvement, as well as communication between G.R.E.A.T. officers and classroom teachers, may be warranted.

This report presents a detailed discussion of the observation findings. Themes which arose from the observations are highlighted, and information for understanding how the G.R.E.A.T. program operates "in the field" is provided. Finally, recommendations for ways to enhance program fidelity are offered.

INTRODUCTION

Process evaluations are an important component of outcome evaluations of social

programs. Whereas an outcome evaluation focuses on the success or failure of a program to

produce a desired effect, process evaluations assess program fidelity – that is, the extent to which

proper program implementation occurs. By utilizing both components in the evaluation of a

program, evaluators are able to link program effects to the actual program.

Process evaluations that look at program fidelity provide evaluators with more

information as to why a program does or does not work compared to stand-alone outcome

evaluations (Melde, Esbensen, and Tusinski, 2006; Summerfelt, 2003). Evaluating program

implementation is essential to understanding the program and how its components fit together to

create a program that works.   Failure to use a process evaluation in conjunction with an outcome

evaluation may lead to faulty conclusions about the program and the strength of its components

(Dusenbury, Brannigan, Falco, and Hansen, 2003). Without proper implementation, program

effects may not be as strong or long-lasting as the program providers intended (Dusenbury et al.,

2003). This report discusses one aspect of the process evaluation for the National Evaluation of

the G.R.E.A.T. program - the use of classroom observations of program implementation.

Classroom observations provide an important mechanism by which researchers may

determine the implementation of a program because use of this technique involves direct

observation of the implementation as it exists in the field (Melde et al., 2006). Results from such

observations can then be used to determine the level of implementation within classrooms. For

this process evaluation, we chose to use both quantitative and qualitative components from the

classroom observation instrument in order to gain a thorough understanding of the manner in

which the program was taught, the level to which the delivery adhered to the actual material, and

the way teachers, officers, and students responded to the program, its messages, and techniques of teaching. Because this program is offered nationwide, a number of factors can influence program fidelity (e.g., officer characteristics and teaching styles, student and classroom characteristics, and school setting). With observations from 33 officers teaching G.R.E.A.T. in 31 different schools, we are able to examine the role of these factors.

This report addresses the use of observations to determine program fidelity in the areas of dosage, adherence, and quality. More specifically, we examine the components of the observations that include adherence to suggested timeframes, coverage of topical areas/lesson adherence, and overall quality of the lessons. Qualitative comments gathered from the observations are used to derive general conclusions as to the following: 1) classroom discussions; 2) activities and student participation; 3) information about officers; 4) the nature of student final projects; and 5) atypical situations that officers faced in the classrooms (i.e., something that occurred that interrupted the natural flow of the lesson).

OVERVIEW OF THE PROGRAM

The G.R.E.A.T. program is a school-based, officer-instructed program that targets primarily middle school students in the sixth and seventh grades across the country. The program is preventative in that it aims to provide students with the tools and skills necessary to resist delinquency, youth violence, and gang membership. As such, the program focuses on the following four skill areas: 1) personal skills (goal-setting, decision making, anger management); 2) resiliency skills (message analysis, problem solving); 3) resistance skills (refusal skills, recognition of peer pressure, anti-gang and anti-violence norms); and 4) social skills (communication skills, conflict resolution, social responsibility, empathy/perspective taking).

The G.R.E.A.T. program consists of thirteen 30-45 minute lessons that are designed to be taught in sequential order, with no more than one to two lessons taught to students each week. The program is predicated on a skills-building approach; that is, as the students are exposed to new skills or information they must be allowed to practice these newly acquired skills. Subsequent program components build on prior lessons (and sections within each lesson) in a logical manner.

An important characteristic of the G.R.E.A.T. program is that police officers go to the classrooms and teach students each lesson. This is partially to build a community partnership between students and officers and to enhance the development of positive attitudes towards the police. While improving student attitudes toward the police is one of the stated goals of the program, it also appears that the officers had another unintended role in the classroom; many of the officers observed in the course of this evaluation told students stories about their experiences as police officers. The stories they told reinforced the G.R.E.A.T. lessons by highlighting the consequences of illegal activity (e.g., they told stories about people they had arrested in the past, people who had been injured or hurt others because of bad decisions, and some even related their own stories of peer pressure and drug use/resistance in their past).

G.R.E.A.T. Lesson Overview:

The G.R.E.A.T. program consists of the following thirteen 30-45 minute lessons:

- Lesson 1 – Welcome to G.R.E.A.T. - acts as the introduction to the program and introduces the relationship between gangs, violence, drug abuse, and crime.

- Lesson 2 – What's the Real Deal - consists of message analysis skills and "facts and fictions" about gangs.

- Lesson 3 – It's About Us - focuses on different communities and how students are a part of these, including their responsibilities to their community or communities.

- Lesson 4 – Where Do We Go From Here - introduces students to the concept of goals and how to set realistic and achievable aspirations.

- Lesson 5 – Decisions, Decisions, Decisions - focuses on decision-making, in which students learn the G.R.E.A.T. decision making model and the impact their decisions have on their goals; students are able to practice making positive decisions.

- Lesson 6 – Do You Hear What I'm Saying? - teaches the importance of listening to others and the difference between verbal and non-verbal communication.

- Lesson 7 – Walk in Someone Else's Shoes - instructs students in active listening skills and how to identify others' emotional states through empathy-building techniques.

- Lesson 8 – Say It Like You Mean It - teaches refusal skills so students may resist peer-pressure to engage in deviant or delinquent acts; this includes learning about body language and tone of voice.

- Lesson 9 – Getting Along Without Going Along - consists of recognizing peer pressure and other influences that may push students into delinquency.

- Lesson 10 – Keeping Your Cool - teaches students to keep calm in the face of anger with anger management tips and practicing the "cooling-off" technique.

- Lesson 11 – Keeping It Together - consists of recognizing anger in others and learning to calm them.

- Lesson 12 – Working It Out - teaches students to work through problems without fighting and provides tips for conflict resolution, practice of such, and information about where to go for help in their communities.

- Lesson 13 – Looking Back - consists of a program review and the presentation and discussion of student final projects.

One program component that officers assign during Lesson 1 and provide several reminders throughout the program is the student final project. These projects are intended to capture the main messages of the G.R.E.A.T. program and/or to motivate students to think about positive ways to improve their schools and communities. Through this process of completing a final project, students often make others who are not in the program aware of the main messages of G.R.E.A.T. Although the Instructor's Manual suggests that each student think of and complete their own project, some officers combined the projects into one large class project to be better able to monitor students while they completed their project. It should also be noted that several officers instructed their students to think of a project that could be done and then to write a short paper about what the project would consist of and how the students could accomplish the tasks if they were to put their ideas into practice (without actually completing the project).

The G.R.E.A.T. program also includes a short skit at the beginning and end of each lesson, entitled "Life in the Middle." This introduction and review of the day's lesson are structured into a skit so that students may either just read them aloud, or they may actually act them out for the classroom. The program materials also include parent letters to encourage parents to ask their children what they are learning in the program, as well as extended teacher activities that are optional for teachers to use. These consist of additional ideas for teachers to incorporate G.R.E.A.T. messages within other subject matter and/or class periods. These activities are suggested in the Instructor's Manual, which all officers receive at training; however, it is up to the individual officer to inform the teacher of these possible activities. Because these activities take place during class time not devoted to the program, the observations

in this study were unable to capture the extent of, and/or use of this supplemental material (see the School Personnel Report for discussion of teacher use of these extended teacher activities).

DATA AND METHODS

Two different sets of observations were collected: 1) observations of lessons being taught and 2) observations of both treatment and control classrooms during which time the program was not being taught. Observations of control classrooms were important to determine whether there were any unique characteristics of the different classrooms (e.g., physical arrangement of classrooms, resources available to students, etc.) that might produce systematic differences between treatment and control classrooms. Additionally, these observations allowed us to determine if there were any systematic differences between teachers in whose classes G.R.E.A.T. was taught compared with teachers in the control classes. While the random assignment of classrooms should have controlled for this potential problem, we nonetheless wanted independent confirmation that there was no confounding effect associated with the classroom assignment. A total of 108 control observations were completed in both treatment and control classrooms. Based on these observations, we did not find any substantive differences between the treatment and control teachers or classrooms. In fact, in some instances the same teacher would have both control and treatment classes throughout the day.   For the remainder of this report, we will focus on the 492 observations of treatment classrooms. We will also report on the results of 26 sets of inter-rater reliability observations completed in treatment classrooms.

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Procedures

Both "in-house" (i.e., members of the UMSL Research Team) and "on-site" (i.e.,

advanced undergraduate and graduate students hired from universities in each respective site)

observers assessed program fidelity by visiting classrooms in which officers were delivering the

G.R.E.A.T. program. It was initially intended for all observers to come together for two days of

training so that uniformity in observing could be attained; however, such a strategy became

unworkable within the time constraints of the grant award and when G.R.E.A.T. instruction

began in each school. In-house research assistants were provided training on the program and

through observing the G.R.E.A.T. Officer Training sessions. All observers were provided

training on how to use the observation instrument and instructed on the extent of documentation

necessary. As completed observation instruments arrived at the central research office (upon

completion of a classroom observation, observers e-mailed or mailed them to the UMSL office

where they were reviewed and then sorted and filed by city and classroom), the Principal

Investigator and senior researchers reviewed the observation reports for quality control purposes

and contacted observers to give them feedback on the observational process.

Observation Instruments

In order to receive uniform observational reports, researchers created an observation

checklist instrument from the G.R.E.A.T. Instructor's Manual as an outline of each lesson.

These checklists included all aspects of the lessons that officers were to teach from the

Instructor's Manual. Components of these instruments included total time spent on the lesson,

total time spent on each section of the lesson, general qualitative comments, a checklist of lesson

components, and a rating system at the end of the checklist for observers to rate how interested

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students appeared to be in the discussions and activities. Observers were then asked to rate the lesson and the officer based on adherence to suggested time frames, coverage of topical areas, overall lesson adherence, and overall quality of the lesson. Finally, observers were instructed to write comments assessing the quality of student discussions/activities and the lesson in general. This approach mirrors that successfully used in prior studies (see Melde et al., 2006, Sellers et al., 1998).

In-house Ranking

Observers indicated in their reports whether program components were taught and the time spent on each lesson component; these data were entered into an SPSS database to facilitate assessment of program fidelity. We examined the length of time spent on each section of the lesson and the overall time devoted to each lesson. Further, each on-site observer also included rankings of the quality of discussions, activities, adherence to suggested time frames, coverage of the topical areas, overall lesson adherence, and the overall quality of the lesson. After reviewing each observation and its components, one of the UMSL research assistants conducted an in-house ranking for each of the items scored by the observers in the field. These in-house rankings were completed based on the information given in the observation instrument. This allowed for two rating systems, one in which the person observing rated the lesson and one in which the in-house researchers rated the lesson based on the completed observations. This was done in order to achieve consistency on the rankings as the observations were completed by numerous researchers at the seven evaluation sites.

"In-house" observers were employed at UMSL and their work was devoted entirely to the project. "On-site" observers were recruited through contact with colleagues at local universities.

Known colleagues at local universities were contacted and asked to refer students who they considered to be particularly qualified to conduct these duties. Additionally, we requested that job announcements be posted in the local universities. Potential observers were screened and hired by senior researchers at UMSL. This approach yielded mixed results across the sites. In six sites, "on-site observers" were located and hired. In one of these sites, scheduling conflicts arose during the study period which limited the lessons observed by on-site personnel; thus, "in-house" observers attempted to pick up observations when possible. In one site, no on-site observers were located, necessitating in-house researchers to complete all observations in the site. Clearly, this required considerable additional travel and expense and resulted in fewer observations than initially intended. In spite of such logistical issues, we were still successful in completing at least six observations per officer in all seven sites.

Table 1 displays the total number of observations by lesson and officer that are included in this report. There were a total of 492 separate and unique observations.[1] Lesson 2 was the most frequently observed lesson across all cities and schools (53 observations). Lesson 10 had the fewest observations with a total of 29. Each lesson was observed at least once in every site with only four exceptions (Lessons 12 and 13 were not observed in Chicago and Lessons 7 and 11 in Nashville). The average number of observations per officer in this study was 15 times.

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[1] In addition to unique observations, 26 observations were conducted for inter-rater reliability (IRR). A total of 26 IRR observations were completed with the 'regular' observer and one IRR observer; two sets of IRR observations were completed with the 'regular' observer and two IRR observers. Thus, the total number of IRR observations is 28; however this report will use the number of 'sets' of observations (n=26).

Table 1. Number of Observations of G.R.E.A.T. Officers by Lesson.

City	Officer	G.R.E.A.T. Lessons													Totals
		1	2	3	4	5	6	7	8	9	10	11	12	13	
Albuquerque, NM															
	A	1	1	1	2	2	2	2	1	1			2		15
	B		2	4	2	4		3	4	2	2	2	1	1	27
	C	1	2	2	2	3	3	1				3	3	1	21
	D		3	3						1	2	2			11
Chicago, IL															
	A	3	1	1	1										6
	B*		3	3	2	2	1	1							12
	C		1	1	1	1	1	1	1	1	1				9
	D*		4	1	2		2	1	2	1		2			15
Dallas/Ft. Worth, TX															
	A	2	2	2	2	2			2	1		1	1	2	17
	B	2	1	2	1	1	2	2	1	3	1		2	2	20
	C	2	2	2	2	1	4		3	2	1	2	2	2	25
	D			4	2	2	4		2	2	2		2	2	22
Greeley, CO															
	A	1	2		1	1	2	2	2	1	1	2	2		17
	B	2	1	2	1	2	1	1	1	2	2	2	1	2	20
	C	1	2	1	2	1	1	1	2	1	2	1	2	1	18
	D	2	1	2	1	2	1	2	1	2	1	1	1	2	19
Nashville, TN															
	A	2		2		1			2		1		2		10
	B	2	2			2			1	1					8
	C		2	1	1	1	2			1	1				9
	D	1	3	1			2			2				2	11

City	Officer	1	2	3	4	5	6	7	8	9	10	11	12	13	Totals
							G.R.E.A.T. Lessons									
Philadelphia, PA															
	A	2	2		1	1	1	1		3	1	2	1	2	17
	B	2	1	1	2		1	1		2	1		2		13
	C	1	1	1	1	1		1		2		1	1	1	11
	D	1	2	1		1	1	2	2	2					12
	E	2	2			2	2		2	2		2	2	2	18
Portland, OR															
	A	1		1		1	1		1				1		6
	B	1	1		1	1	1		1	1	1	1	1	1	11
	C	1	1	1	1	1		1		1	1	1	1	1	11
	D	2	2	1	2		2		1		2	2	2	2	18
	E	1	2	1	1	2	2	2	1		2	2	2	1	19
	F	1	1	1	2	2			1					1	9
	G	2	2	2		2	2	2	2	2		2	2	2	22
	H	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Totals		40	53	46	37	43	42	28	37	40	26	32	37	31	492

Note: Based on 492 unique observations.
*Officers taught G.R.E.A.T. in multiple schools.

Inter-rater Reliability

Throughout the observation period, steps were taken to provide inter-rater reliability assessments of the observations. As a general rule, UMSL research staff conducted the inter-rater reliability assessments but in a few instances, the on-site observers did so.   A total of 26 classroom observations were included in the inter-rater reliability (IRR) observations - that is, two researchers observed the same lesson in the same classroom and independently took notes. The observations from the "regular" observer were treated as any other report with the exception that they were flagged to allow for subsequent comparison with the second observer's report.

To determine the inter-rater reliability concordance, both the qualitative and quantitative components of the two sets of observations were compared and contrasted. The primary determinant of reliability was observer indication that lesson components were taught by the officer. Observers completed IRR observations for 14 of the 33 total officers; therefore, almost half of the officers included in this evaluation were observed by multiple researchers.

The overall inter-rater reliability percentage of agreement was a respectable 85.43 percent; 11 of the IRR observations had a concordance rate of 90 percent or higher, seven sets of observations were between 80 and 89 percent, six were between 69 and 79 percent, and only two were less than 69 percent (46% and 29%). These last two IRR observations were from one officer who was determined to have delivered the program with such low quality that one could not conclude that the program was actually taught with sufficient fidelity to have the desired program effect.

RESULTS

Time Management and Adherence to Suggested Time Frames

Adherence to suggested time frames for the program is related to time management on the part of the officers in that it impacts whether all components of the lessons could be taught. The clear majority of officers had good to excellent time management skills. This is despite the different school schedules and class time allocated for the program across schools and sites. When officers appeared to have trouble adhering to the suggested time frames, it was either because of disruptive student behavior or an atypical situation (something that occurred that interrupted the natural flow of the lesson).

Officers used a variety of methods in order to keep the students focused, which appeared to greatly increase their adherence to suggested time frames. In this regard, officer strengths appeared to be calling on a limited number of students in order to complete a discussion without losing valuable time. Another technique that allowed officers to complete lessons on time was their ability to control student behavior. One observer noted how an officer did this,

> "The officer exercised good classroom management. To control classroom volume, the officer would use phrases like, 'folks, what is with the noise?' and 'show respect!' At one point the officer warned them that if they continued to talk, he would wait until they were ready. He notified them that they have a choice to be quiet or not. If not, the consequence would be that they would have to conduct more work at home."

One officer whose classes proved problematic stopped a lesson in order to have a "heart-to-heart" talk with the students about why they were participating in the G.R.E.A.T. program and what benefits came from the program, even if it did not seem like it at the time. After this talk, the students in this officer's class appeared to calm down and focus their attention on the officer.

Another officer had an inventive idea for controlling students when they were rowdy and would not be quiet. After several reminders to students that they must stay in their seats and quit

talking, the officer finally stopped the lesson and told the students they would be doing a different activity. He told students to sit in their chairs and be quiet. As an activity, he introduced the concept of listening to his police radio (which he turned on in class, but did not turn the volume up all the way). He instructed students to write down everything they heard on the radio, and they had to be quiet while doing so in order to hear it. After about five minutes, the officer turned off the radio and asked what students heard, and then he interpreted what they heard on the radio and told them what it meant. The observer in this instance noted that this activity had a positive effect on students in that they quieted down and sat in their chairs for the remainder of the lesson.

Those officers who had trouble controlling student behavior in their classrooms did not fare as well on adherence to suggested time frames because the students themselves became disruptive to the officers, and it was often hard for officers to stay on topic. Those who had trouble controlling behavior or who had problem students appeared to struggle for the majority of the lesson with correcting behavior, and thus lost valuable time in each lesson. In some of these instances, student behavior was made worse when the regular classroom teacher left the room during lesson delivery or if teachers did nothing to correct student misbehavior during the lessons, leaving discipline and teaching to the officer.

If officers had problems with adherence to suggested times and it was not because of student behavior, it was often because of an atypical situation. Some of the atypical scenarios that arose were fire drills, announcements, school assemblies, state testing, activity day schedules, and field trips. Some of these instances would affect an entire class (e.g. if the fire drill was during the G.R.E.A.T. lesson, then all students were affected). If the situation involved school assemblies (such as recognizing honor students), then the situation tended to affect about

half the class as those who made the honor roll were called out of class. In these instances, the officer continued teaching the G.R.E.A.T. lesson to those students who remained in the class. In the case of fire drills, officers stopped instructing and began again after the drill ended.

A common trend throughout the observers' notes was that officers often did not know ahead of time when scheduled activities were taking place at the school; and therefore, could not prepare for the situation. Sometimes observers noted that the officer came to class at the regularly scheduled time and therefore missed part of the "re-scheduled" or shortened class period. When officers had less time due to a school schedule conflict, they quickly taught the lessons and appeared to make an effort to cover the main points of the lesson before leaving the class. The part of the lessons that officers most often skipped for the sake of time appeared to be the Wrap-Up section of the lessons, which consisted of a review of the day's activities. The second most skipped section of the lessons due to time constraints were the Introductions to the lessons, which familiarized students with what the lesson was going to cover that day. It should be noted that when officers left out the Introduction aspect of the activities, they still allowed students to participate and read aloud the "Life in the Middle" (LIM) skit. This is consistent with training guidelines about how officers are to handle time management (i.e., skimming introductions and wrap-ups if necessary, but always including LIM). It also appeared in the clear majority of observations that students thoroughly enjoyed the LIM component of each lesson.

Some officers, in spite of outside occurrences, still exhibited excellent time management skills. It was common for these officers to do so by shortening discussions, activities, and student writing projects. It appeared that officers covered the main components of each part of the lessons, but may have eliminated some of the time students had to complete such activities. Those officers who chose this method of delivering the lesson in the face of a shortened class

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period tended to have better on-site and in-house implementation scores due to the fact that they still taught the lesson as intended, but merely shortened some of the time frames for each section of the lesson.

Some officers had more time than was necessary to teach the entire lesson for the day. These officers tended to fill the extra time by allowing students more time for discussion and completion of workbook activities; some filled the extra time with stories based on their experiences working with suspects. Students appeared to really enjoy it when officers had time to answer their questions in relation to what they did on patrol, and students appeared interested when officers related G.R.E.A.T. material to their experiences on patrol.

Again, the majority of officers had good or excellent time management skills. Among the few exceptions to this was one officer who was noted as a "slow talker" by numerous observers - and therefore had trouble getting through the entire lesson. Instead, this officer would thoroughly cover the first part of the lesson until time ran out, at which point the officer would end the lesson and appeared to not come back to the missed sections. Another officer taught 62% of his lessons in 20 minutes or less. This officer was deemed to have poor time management because this officer combined lessons, therefore not covering any particular lesson in great detail. Combining lessons appeared to be due to the fact that this officer was being reassigned at the end of the calendar year (December) and therefore unable to finish the curriculum after the winter break.

Adherence to Suggested Time Frames and Fidelity Scores for Officers

For the purpose of assessing program fidelity, we determined that any lesson taught in 20 minutes or less would be deemed as not implemented as intended. This is because 20 minutes is

about (or a little under) half of the estimated time for each lesson. When using this criteria, the majority of officers (n=19) had no lessons completed in 20 minutes or less and another nine officers had only one observed lesson completed in this time frame. Table 2 shows the number of officers that taught lessons in 20 minutes or less. It can be assumed that those officers who taught only one, two, or even three lessons in 20 minutes or less may have done so because of influences beyond their controls (atypical situations). Therefore, it appears only one officer had poor adherence to suggested time frames, and this was an officer who was being reassigned at the end of the year. This finding is supported by the qualitative comments offered in the observations and by the officer implementation score assigned in-house. Such a score was based on all six topical areas where observers could rate officers. It was determined that only three officers had the lowest implementation score (poor), and of these officers, only one was given this low score based on poor time management.

Table 2. Number of Officers Teaching Lessons in 20 Minutes or Less.

# of Lessons under 20 min.	*# of Officers*
0	19
1	9
2	3
3	1
More than 3	1

In the area of adherence to suggested time frames, it appears that the atypical scenarios, which tended to result in less class time to teach, presented officers with the most problems. Therefore, a recommendation for future implementation would be to increase and/or strengthen

communication between teachers and the officer. If the lines of communication are open (in that officers know how to contact teachers and teachers know how to contact officers), officers may be more prepared to deal with these atypical scenarios. In situations where the teachers and officers have each other's contact information, they should be encouraged to communicate scheduling changes well in advance. If officers can plan for some of these scenarios, they may be able to teach a quality lesson even though there is less time to do so. In addition, officers might be encouraged each week to review the next week's schedule with the teacher, in hopes of learning about schedule changes.

Because student misbehavior also became a problem for some officers, regular communication between the officer and teacher should again be encouraged. If officers and teachers give each other mutual feedback, then the officer may feel more compelled to ask for the teacher's help in disciplining students when they prove to be a distraction. In classes where the teacher was attentive to the lesson, officer, and students, the teacher was better able to help the officer maintain control of students. Further, it appeared that students were slightly more receptive to their teachers when s/he corrected their behavior compared to when it was just the officer correcting behavior. This type of recommendation would require teachers to be in the classrooms and to pay attention to student behavior when officers are teaching the lessons. Observers noted that many teachers left the room while the officer was there, or used the time as a planning period, or they simply read a book or played computer games. Although districts may require the teacher to stay in the classroom while G.R.E.A.T. is being taught, observers often commented that the teacher left the classroom for parts of, or the majority of the lesson. Perhaps officers could enlist teacher help from the beginning by visiting, or setting up a meeting, with the

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teacher before the program begins so that they can both plan a course of mutual action for when students misbehave and do not listen.

A final recommendation would be for teachers not to interrupt the lesson when the officer is teaching. A few teachers would call students over to their desks for meetings, or would actively grade student assignments while giving feedback to the student. In these scenarios, the officer and the lesson were both interrupted and it appeared difficult for the officer to stay on topic. In addition, when teachers called students aside during the lessons, observers noted that other students would watch what the teacher and student were doing, even if they were in the back of the classroom. This is an additional area which can be addressed through officer – teacher communication.

Coverage of Topical Areas/Lesson Adherence

Officers appeared to make considerable effort to cover all topical areas in each lesson even when they were short on time. Those who had "excellent" adherence had near perfect coverage of the topical areas and they followed the lesson plans and components from the G.R.E.A.T. manual in the order in which they were intended to be presented. These officers also adhered to the intended discussions and activities and made sure that students were instructed to talk or discuss correct topics.

Officers who had "average" coverage of topical areas and average lesson adherence tended to teach the program as intended; however, some of their lessons may have been combined, and thus the officer was not able to review all topics in one class period. Another characteristic of officers' average coverage of topical areas and lesson adherence was when they covered all or most topics, but they did so out of order. Presenting lesson components out of

order is counted against officers in this study because G.R.E.A.T. is a skills building program, in which the topics are intended to be taught sequentially so as to build-on and strengthen skills learned in prior lessons. Each lesson itself also builds on skills learned within the same lesson.

Other officers received average topical coverage and lesson adherence ranking because they tended to lecture instead of pushing students to discuss and participate in activities. The Instructor's Manual and G.R.E.A.T. Officer Trainings (GOT) indicate that officers should not rely exclusively on lectures, but instead should strive to include students in active learning techniques by having them participate in discussions, group activities, and by sharing their written answers. An example of this is when officers would attempt to start a discussion by asking a question. If no one volunteered, they would answer the question themselves. This differed from officers who had excellent lesson adherence and coverage of topical areas because these officers would call on students if no one volunteered. Those officers with excellent adherence would often ask every student to share his/her answer and they would sometimes bring in small gifts for students who did participate. This seemed to set a tone for the classroom that students should feel free to participate. Those officers who had average implementation generally would not institute these ideas; and therefore, their lessons tended to be focused more on lectures than student activities. Officers who tended to have "poor" coverage of topical areas and lesson adherence were ranked as such because they combined lessons (necessitating a reduction in the content/topical areas of each lesson) or because their presentation of the material was so disorganized that it was difficult for the observer to note each topical area covered. One observer commented,

> "The officer rambles so it is hard to follow the lesson; officer talks a lot about personal life and experiences such as family and past arrests."

The other characteristic that led officers to have poor lesson adherence/coverage of topical areas was going over lesson components in great detail, which generally resulted in the officer not being able to finish the lesson in its entirety. When officers slowed down the lessons, it not only added to students losing attention to the program components, but also did not allow the officer to finish the lessons.

Those officers who covered topical areas in an exceptional manner nonetheless would experience difficulty covering all topical areas when an atypical situation occurred. When officers were seemingly surprised by an atypical situation or student behavior problems, they would skip topical areas as needed in order to be able to finish the lesson in the designated class period. One teaching method that appeared to allow officers to stay on topic was to have class discussions, led by the officer, instead of breaking students into small groups for discussion, which tended to result in students getting off topic. This technique had the added benefit of allowing the officer to be able to participate in the conversation and s/he could then clarify concepts for students if they had trouble understanding, instead of waiting to come back together as a class and discovering students did not understand what they were to be discussing. This technique required students to stay on-topic during discussions and allowed officers to cover topical areas more thoroughly.

When officers with lower lesson adherence faced an atypical situation, it tended to result in the officer getting off-track in the lesson. Atypical factors consisted of, on average, shortened class periods due to an "activity schedule," fire drill, or snow day. Officers also had to manage teaching lessons during instances when some students were not in the classroom because of an award ceremony. Field trips in other classes also contributed to some students not being in the classroom when the officer arrived, although this only occurred twice. Further, when it began

snowing outside, students often got distracted. Albuquerque experienced an unusually wet

winter when the observations were being completed, and it was noted in several observations

that students ran to the window to watch the snow fall. When officers faced these situations,

they tended to not cover all topical areas, and would sometimes present the lesson out-of-order.

An example of this is when one officer decided to draw student attention away from the window

by completing the activity first, instead of after teaching the lesson and discussions. Completing

the sections of the lesson out of order slightly counted against officers in scoring lesson

adherence and coverage of topical areas.

Recommendations to help officers with future coverage of topical areas and lesson

adherence would be to have officers review the specific lesson and components they will be

teaching that day. Perhaps then, if a situation arises where the officer is unable to teach the

entire lesson, he/she may pick the main topics and still provide a quality lesson. This ability

requires that officers familiarize themselves with the program and its components to the extent

that they know which topics can be covered quickly in the face of impromptu problems.

Trainers at the G.R.E.A.T. Officer Trainings (GOTs) might suggest to officers that they consider

using guided class discussion rather than group activities if time is short. Further, officers should

try to stay within the time estimates for each section of a lesson. Although this may be stressed

in training, it appears that in practice this is harder to implement and deserves special attention

from officers.

Overall Quality of Lessons

Lessons were as good as the officers were at teaching them and as good as the students

were at behaving and being involved in the lessons. Our observations of lesson delivery lead us

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to conclude that the vast majority of lessons were taught in a manner consistent with the training provided at the GOT. It appeared the best quality lesson resulted from a strong and supportive relationship between officer and teacher, and positive and respectful student behavior. When teachers helped officers maintain classroom control, the lessons tended to run smoothly and quickly. Further, when teachers reinforced points of the lessons by being involved in discussions, the students appeared to have greater interest in the program and showed more respect and were better behaved overall. In a classroom where the teacher appeared to have a positive relationship with the officer, the observer noted the following,

> "Students raise hands and ask questions. The teacher is involved in the discussion on how to improve your community; teacher stresses keeping the community and neighborhood nice and the school clean."

Another positive relationship appeared when one observer noted, "(The) teacher walked around the room to check students' (G.R.E.A.T.) books and quietly ensured that they were completing the activities."

When teachers ignored student misbehavior, used the telephone in the classroom, left the room, or interrupted the lessons themselves, then student behavior tended to become a problem in the classroom. Students appeared to not take the program as seriously if they had teachers who were not involved and/or listening to the classroom instruction. This was especially the case when teachers would call students over to their desk to give students grades or talk to them about an assignment. In such an instance one observer noted,

> "(The) teacher was not only completely uninvolved in the G.R.E.A.T. program, but was disrupting the discussion by calling out students to bring their (unrelated) journal assignments to her and going over their journals with them while the officer was teaching the lesson. Also, the teacher did not control students when they were loud or not paying attention. The officer just tried to talk over them."

Occasionally, researchers noticed such things as "funny" comments and student suggestions and ideas that were contrary to the G.R.E.A.T. program content. In one class, during

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a skit in which students were supposed to reject delinquent behavior, a boy in this class agreed to spray paint the boys' bathroom (instead of refusing the peer pressure to do so). This required the officer to take an additional five minutes to explain to the student and the class that this was not the correct response and why this behavior was unacceptable.

One classroom in particular displayed very disrespectful behavior toward the officer during one lesson. The teacher had the students write apology letters to the officer and to apologize as a class when the officer arrived for the next G.R.E.A.T. lesson. This technique seemed to work as students were subsequently much more respectful toward the officer.

Because the overall quality of the lesson heavily relied on teacher and student behavior, the importance of forging a relationship with the teacher(s) in whose classes they will be teaching should be stressed to the officers. If the officer attempts to relay his/her frustrations and suggestions in relation to students and student behavior, then teachers may be able to assist officers in maintaining student control during the lesson delivery. If officers and teachers can come together and cooperatively agree to help each other, then the overall quality of lessons can only improve. A synergistic approach between teachers and the program is stressed to officers at G.R.E.A.T. Officer Training and can be enhanced through use of the extended teacher activities.

Discussions, Activities and Student Participation

Students appeared to enjoy discussions more when they were able to ask officers about their jobs, weapons, and stories from "the streets." In classes where a School Resource Officer (SRO) taught students, the students were very interested in stories from their schools, such as gang incidents and fights that the officer helped to control. Students tended to like discussions about the G.R.E.A.T. material, as well; however, students appeared to be less interested in the

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follow-up discussions of activities they completed in groups or as a class. These follow-up

discussions generally occurred after a student activity and after students wrote about the activity

in their workbooks. When it came time to discuss the students' written answers, officers often

had to push for answers by calling on students if there were no volunteers. One observer noted

that this problem was alleviated by the officer changing these discussions so that they were done

as a class and not in small groups, with the officer overseeing all aspects of the follow-up

discussions.

> "Compared to the other officers, this officer's method of doing the review questions as a class, as opposed to giving the students time to answer them independently, generated more discussion. This may be because students may not always understand the questions, but doing it as a class offers the officer the opportunity to paraphrase the questions when necessary. This method is also less time consuming."

To facilitate discussion, officers should be encouraged to review lessons in advance in

order to be better prepared to highlight lesson goals and objectives. This enhanced familiarity

with the teaching goals of each section would allow the officer to guide the discussions by

informing students about the lesson goals. When students know what to look for from the

beginning of the activity, they may feel more compelled to answer questions afterward as they

would have prepared the answers during the activity. Further, this would give the officer greater

comfort with the material and allow him/her to rephrase questions from the student workbook in

order to encourage student participation in these discussions.

Students appeared to enjoy activities, especially the ones that required getting out of their

chairs and acting in front of the class. One activity that students enjoyed was the "refusal skills

practice" (Lesson 9), which required the officer to give each student a possible peer pressure

scenario which they were to refuse using one of the skills they learned in the program. One

observer noted, "Because both officers and students could be creative in this activity, it tended to

result in students laughing and having a good time." In one class, the students begged the officer

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to be able to refuse more scenarios. Students also appeared to enjoy other activities, although in some classes (usually in disordered schools or when teachers were not present) it was often hard for the officer to keep control of students if they were instructed to complete the activities in small groups, as the G.R.E.A.T. program suggests.

Student participation tended to be good overall; however, there was a definite pattern of low student participation in the early morning and in the last class period before school dismissal. In one class, the schedule was such that the officer began the lesson (about 15 minutes), then had to break for lunch (about 30 minutes) and then return to class to finish the G.R.E.A.T. lesson (this is a schedule to be avoided). This caused the officer to have to vie for student attention, and therefore, resulted in less time for the officer to present the material. Several observers noted that after lunch, the students tended to be more disruptive and it was hard for the officer to finish the lesson in a timely manner because of student disruptions and bad behavior.

Overall students seemed to enjoy the program. Across the multiple schools, there was similarity in the "flow" of the G.R.E.A.T. program. The program tended to start with the students being shy in front of the officers; however after Lesson 2, student participation increased. Around Lesson 10, student participation started to wane again. Observers noted student enthusiasm and participation lessened as the program progressed as indicated by the following statement, "Students show a definite decline in participation and enthusiasm as compared to earlier in the program." Students generally appeared to enjoy learning about gangs ("Facts and Fictions about Gangs," in Lesson 2), but did not appear to care as much for the second half of the program in which they learn anger management skills, how to calm others, and conflict resolution skills (Lessons 10, 11, and 12). In all classes, student participation was

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enhanced when officers dispersed small prizes for those who participated in discussions and activities. In the GOT, the facilitators inform the officers that G.R.E.A.T.-logo items can be found online from the official G.R.E.A.T. website. Some officers used these items, while others were able to bring items with their department logo, and still other officers would bring small gifts like pencils and erasers.

Officers may also be able to increase student participation by using "name tents," which was a technique suggested in the GOT. These "tents" consist of a piece of construction paper folded to sit upright or hang over the front of a student's desk. Students can keep these name tents in their G.R.E.A.T. workbooks and put them on their desks so that officers can familiarize themselves with student names. The ability to identify students by name had two positive consequences: 1) it allowed the officer to better lead class discussion and 2) officers were able to call specific students out for negative behavior and quickly move on with the lesson. Officers appeared to encounter more disciplinary problems when they did not know student names and therefore could not reprimand them or call attention to them during the lessons. In these cases, the officers would often say things like, "hey, young man in the corner," which did not necessarily have the same effect as addressing the student by his/her name. If teachers did not intervene in these situations, it was not uncommon for the officers to lose control of the students and the lessons appeared to suffer in quality as a result.

The initial shyness of students that was noted in many of the observations of Lesson One suggests that officers may want to introduce ice-breaker games in the first and/or second lesson. Such ice-breakers are intended to increase familiarity and comfort; as students become more comfortable with the officer they will be more likely to participate in discussions of personal topics included in the G.R.E.A.T. lessons. Several observers noted that students were

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comfortable with the SROs because they had seen them on the school grounds and had some prior exposure to these officers. Several examples of potential ice-breaker activities include: throwing around a bean bag and naming one's favorite dessert or forming a circle and playing a short game of catch while naming funny television shows. Such activities would serve to introduce officers during a fun activity rather than beginning with a formal lesson delivery.

Officer Teaching Characteristics and Interactions with Students

One cannot forget the difficulty officers may have in managing their time between patrol, SRO and other duties, and teaching the G.R.E.A.T. program. Some of the officers in this study were school resource officers who were stationed at the school or within a school district and generally did not focus their time on street patrol duties. In these cases, the main issue these officers encountered was when they were needed to respond to a school disturbance.   When this occurred, officers left the classroom but usually returned after a short absence to continue teaching the lesson.   This type of interruption did not tend to impact the G.R.E.A.T. lessons as much as when officers were called back to patrol duty to assist another officer. In a few instances, observers noted that the regular classroom teacher wrapped up the lesson for the officer, but the more common situation was for the officers to excuse themselves from the class and return to that lesson the following week.

Despite these slight interruptions, overall officers did well in the classrooms when teaching the G.R.E.A.T. program. Even if a particular officer was rated as average or below average in program implementation, observers still noted that officers were interacting in a positive manner with students. Officers commonly told stories of juveniles they encountered on the streets while on patrol and the bad decisions some of these teenagers made. Many officers

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attempted to teach students "life lessons" and be a positive role model for them. One officer put his name and cell phone number on the chalkboard and told students to write it down and to call him if they ever needed help or had questions or just needed to talk with someone.

Overall, the majority of officers maintained a positive attitude when teaching and tried to be a positive influence on the students. Many officers provided examples from their own childhood and school experiences. One officer told a story about a friend when they were both teenagers; this officer pointed out that because his friend made bad decisions he ended up in prison. Another officer shared his story about a time in high school when two friends asked him to smoke marijuana with them; this officer pointed out that in hindsight they were probably not such good friends. The officer explained what went through his mind in this situation and how he said 'no' to the offer of drugs.

There were a few observations in which officers made derogatory comments and/or insensitive remarks toward students. In one class, for instance, the observer wrote the following commentary:

> "Officer still picks on the students and says: 'I know you're a rumor-spreader; you look like a rumor-spreader,' to one girl; a bit of chauvinism/stereotyping going on; when (the officer) gave the scenario, it was two girl students, one who spread a rumor about the other; officer said, 'cuz it's always girls, huh?' Later, 'guys can just drop it, but not when it comes to girls, eh?' 'Guys forget about it in like, what, two minutes, and girls? Girls carry it for two years.' Most students seem okay with this type of talk, but a few looked uncomfortable, especially when comments were directed at them."

Recommendations to increase positive relationships between officers and students include the provision of an officer phone number or general hotline for students to call when they are facing trouble or need advice. Although one officer gave students his cell phone number, it might be a better idea for those officers who teach many students to give the non-emergency phone number to the police station or create a hotline or a designated officer who is to receive

calls from G.R.E.A.T. students. This potential for interaction between officer and students may help reinforce the concepts of the G.R.E.A.T. program for students beyond the school year in which they were taught and allow the positive relationships the officers hope to establish with students to be maintained over time.

Another recommendation is for officers to stay upbeat and positive. Although the majority of officers in this study were positive and acted as positive role-models, a few officers were not quite as positive. We could not determine from the observations if the officers who made negative comments to students were new, did not like teaching G.R.E.A.T., or if this was their general demeanor. GOT trainers may want to re-enforce the importance of a positive presentation of self when the officers are teaching G.R.E.A.T.

Student Final Projects

Based on observer comments, it appeared that the G.R.E.A.T. student projects assigned in Lesson 1 and due during Lesson 13 did not always go as planned. It was not clear from the observations if students enjoyed these projects and if they understood how these projects fit into the G.R.E.A.T. curriculum. The low completion rates of the projects may hint that students did not understand that this project was to be the culmination of information they learned in the program and their chance to show others in their schools how to apply what they learned.

Many observers noted that almost half of students in most classes did not complete the project. The final project is intended to be adaptable to numerous school and community environments; therefore, officers are instructed in both trainings and the manual that they have considerable freedom with regard to appropriate G.R.E.A.T. projects. In this regard, some officers assigned each student an individual project of their choosing, others decided it would be

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better to do one project as a class, one officer turned the project over to the teacher who decided to complete a class project, and still other officers had students make posters or write a short paper (1-2 paragraphs) about what they would do if they were to do a project and how they would complete it. Only one officer did not assign or even address the final project.

Some examples of complications associated with the projects follow. In one class, the observer noted that 17 out of 25 students did not complete a project. This was a class in which students were expected to think of, design, and complete their own projects. In another class where students were also supposed to complete their own projects, the observer noted, "Over two-thirds of the students did not complete project or take project seriously. The students laughed about not having completed the project."

As may be expected, classes that initiated a group project were more likely to complete the final project than were classes that did individual projects. Completed student projects included the following: 1) one class implemented an after-school program titled "Stay Active," designed to encourage physical fitness and discourage the use of drugs, alcohol, and cigarettes; 2) one student wrote about expanding bus services in the school district to those students not currently served; 3) another student decided to implement a program called "Making Recycling Fun," which was an idea to install a small basketball hoop over recycling bins already in the schools so students might feel more compelled to recycle paper products; and 4) another student suggested that the G.R.E.A.T. graduates work with the local police department in order to get more officers in the schools to increase student safety and "overall peacefulness."

To increase student project completion rates, officers may want to consider offering incentives for completing the projects. For example, one officer worked with the classroom teacher so that those who completed a project received 100 points and those not completing the

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project received no points toward a grade in the class. Another officer offered small prizes to students who completed their projects. These prizes included G.R.E.A.T. t-shirts, pencils, erasers, and rulers. Yet another officer told students they must present a project idea or they would not receive a G.R.E.A.T. graduation party. This appeared to work in that all students completed the project in that class. Officers might also be encouraged to have students discuss their projects and challenges throughout the curriculum or to describe projects completed by previous classes, highlighting the fact that students found these school/community improvements helpful and useful in their daily lives. Showing students the impact these projects can have on their communities appears to enhance student interest. This would help reinforce the importance of the student projects and also provide examples of potential projects to students who are having difficulty deciding on a project. By being aware of student projects, officers could link lesson components to the projects, thereby reinforcing how the projects relate to the skills they are being taught in the G.R.E.A.T. program. Teachers could also be encouraged to remind students about the importance of completing their projects.

Atypical Situations

In this study, atypical situations occurred when something external to the officer disrupted the regular flow of the lesson. The most common atypical occurrence was an outside influence (n=57), such as an activity day schedule, snow day, fire drill, or some other event that required the school to shorten class periods. Sometimes these shorter periods resulted from field trips the students took in another class or assemblies that were held at the school which necessitated the shortening of class periods throughout the day. The weather outside also proved to be a distraction in classroom that had windows. When it snowed or when it stormed, typically

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student attention was drawn to what was going on outside. One observer noted in Albuquerque that when it started to snow, students ran over to the windows, which required the officer to take five minutes out of the lesson delivery. It should be noted that outside influences also occurred when the officers' job duties required them to leave during the middle of a lesson in order to attend to SRO or patrol duties.

Unique and rare outside influences also occurred, such as when a mouse was present in one classroom during the delivery of an entire lesson. Another officer encountered a group of school principals from China that was touring the school and stopped in this officer's class because they had never before seen police officers in schools. These principals stayed in the classroom for 30 minutes and asked questions of the officer. When this occurred, the officer was unable to finish the G.R.E.A.T. lesson in that class.

Another atypical situation was when the class had a substitute teacher (n=14). This was considered atypical because it usually resulted in the students being more disruptive during the lesson. Classes tended to be slightly disorganized when substitute teachers were present (causing lessons to start late). The substitute teachers also were unfamiliar with student names and were less able to assist the officer with classroom control of student behavior, resulting in some of these lessons not being completed.

One last example of an atypical situation was the presence of a substitute officer (n=4) in the classroom. This occurred only at one site where the officers taught the G.R.E.A.T. program on their days off; however, if they had to go to court or work overtime, another officer would teach the class at the scheduled time. Having a different officer was considered an atypical situation because the new officer often did not know student names and sometimes was not familiar with the particular lesson he/she had to teach that day. The substitute officers were

G.R.E.A.T.-trained, but observers noted that these officers appeared unsure of their lesson delivery. This required the substitute officers to proceed slowly through the lessons in comparison to the officer who regularly taught these classrooms. Importantly, student behavior did not seem to suffer when there was a substitute officer.

Atypical situations will be omnipresent during the implementation of school-based programs. This reality should be discussed in the GOT so officers will be better able to adjust to these unexpected situations. Suggestions could be given by the trainers as to how the officers could make accommodations in these situations. As mentioned above, one strategy to minimize the effect of atypical situations is for officers to review their lesson at the beginning of the day so that they can more readily adjust to atypical situations. While officers generally did not know when an atypical situation would occur, some situations (e.g., shortened class schedule or change in school schedule) could be avoided through better communication between the officer and teacher. The bottom line, however, is that officers need to be flexible and patient with schools, teachers, and students because things do not always go as planned in the classroom.

Combined Lessons: Why, how, and how often?

Contrary to concerns that had been raised by some of the G.R.E.A.T. Regional Administrators, we did not find officers combining lessons on a regular basis nor did there appear to be any systematic pattern to the instances in which lessons were combined. It appears safe to conclude that when officers did combine lessons, it was in response to external conditions. In the following paragraphs, we detail these cases in which we observed officers combine the teaching of two lessons during one class period.

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The combining of lessons was most common in Albuquerque (n=16 lessons combined), but it was also the site with the most disruption to the school schedule due to an unusually snowy winter. Three of four officers in this site were observed combining lessons. One officer with a poor implementation rating accounted for eight of these combined lessons. This particular officer took a number of personal or vacation days that contributed to the need to combine lessons in order to finish the program on schedule. Compounding these numerous absences was the officer's failure to communicate with either the teachers or the schools about these absences, resulting in considerable confusion about program delivery. This officer appeared to combine almost every lesson and therefore did not have any particular lessons that were always combined. When this officer combined lessons, he usually turned them into a strictly lecture-based format, with some student discussion, but little or no student activities or group work.

For the other officers in this city, it appeared officers combined lessons toward the end of the program for either personal reasons or based on their opinions of the core component of each lesson. One officer combined some of the last lessons because of personal reasons that required him to be out of the school. Another officer determined that Lessons 12 and 13 should be combined because Lesson 13 "was just review." It appeared this officer failed to realize the core component of Lesson 13 was for students to present their final projects and what they had learned throughout the program, and not necessarily just to review the entire program.

Two officers in Nashville combined a total of five lessons. However, one officer who combined two lessons did so because early in the program there were many students absent in the class. Therefore, when he came the next week, he reviewed the second lesson and then taught the third lesson in its entirety. In these circumstances, the lesson for the day was within the estimated time frames, with the review of the prior lesson only taking approximately five to

ten minutes of class time. This officer combined only Lessons 2 and 3 for this particular

circumstance of having many absences in the class during the previous lesson. The other

Nashville officer combined a total of three lessons because he was under the impression the

program had to be completed by December. When he realized he had until the summer to finish

the program, he discontinued combining lessons. Observers noted on the last combined lesson

checklist that this officer was performing "double duty at the high school," which required him

to leave the middle school (where he taught the program) on a regular basis. However, this

officer would finish the previous lesson before starting the next lesson.

One officer in Greeley combined Lessons 11 and 12. In this situation, the officer gave

students the definitions of key terms and allowed minimal classroom discussion, but no

activities. Lesson 12 lasted for 18 minutes; we do not know how long Lesson 11 lasted.

One officer in Portland combined four lessons, but this was due to the special nature of

the officer-teaching relationship, where officers from this city taught the program while working

overtime or on days off. Therefore, the lessons were sometimes not delivered every week, based

on the officers' schedule. Because of this, one officer had other responsibilities, such as patrol

duties, and therefore had to combine lessons near the end of the program in order to be able to

finish before the end of the school year. When this officer combined lessons, it appeared that

s/he was able to still spend almost up to the estimated time frame for each lesson because this

school district had classes that generally lasted from 50 to 65 minutes. Thus, when this officer

combined lessons, it did not affect the time spent on each lesson.

One Chicago officer combined three lessons because he was finishing the previous lesson

before moving on to the next lesson. This officer would teach a lesson until the class period

ended. If there was still part of the lesson remaining, the officer would finish it at the beginning

of the next class meeting. Therefore, when this officer combined lessons, he did so not to cut-out content within each lesson, but to thoroughly cover the material within each lesson in its entirety.

To summarize, of the 33 officers observed, eight were noted as combining lessons. With the exception of one officer, the combining of lessons did not appear to be a calculated attempt to reduce the length or coverage of G.R.E.A.T. lessons. Rather, the officers taught more than one lesson in a class period in order to complete the prior lesson (that had not been completed during the scheduled time) or to accommodate restricted time frames for completing the program. We should note that, in the course of the evaluation, we heard rumors that officers in one of the participating agencies had been instructed to teach the program by the book and not to combine lessons; the supervisor was apparently under the impression that their officers were being evaluated and wanted his agency to receive a positive review. Clearly this suggests that there may have been an evaluation bias in this particular site and that officers generally did combine lessons in this city.

Officer Implementation Fidelity

To determine officer implementation fidelity, we used the qualitative comments from completed observations and both the on-site and in-house rankings of discussions, activities, time adherence, coverage of topical areas, and overall quality of the G.R.E.A.T. lesson. The officers were then placed into one of five categories based on the rankings and qualitative comments. These categories consisted of: those with poor implementation (n=3), below average implementation (n=3), average implementation (n=10), above average implementation (n=8), and excellent implementation (n=9). ***It is important to highlight that 27 of the 33 officers were considered to have implemented the G.R.E.A.T. program with average or better than average***

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fidelity. That is, if treatment effect is detected in the outcome evaluation, then it would be feasible to attribute this effect to the G.R.E.A.T. program. Three additional officers delivered the program with below average fidelity, but students in these classrooms still received a sufficient amount of the program (dosage) with sufficient fidelity (program adherence) to link outcome effects to the program. Only three officers failed to teach the program with sufficient fidelity to reasonably expect the program to have any effect on the students in those classrooms.

Those officers who were determined to have poor implementation (n=3) were deemed to have not implemented the G.R.E.A.T. program with sufficient fidelity to reasonably expect program effects. These officers consistently eliminated student discussions and activities, and tended to deliver the lessons in a lecture format. These officers either failed to cover main topical areas or failed to complete the lessons. In some of the observed instances, these officers combined sections within the lessons, so that the topical areas were obscured to the point of not being recognized by observers.

The three officers judged to have below average implementation of the G.R.E.A.T. program tended to be inconsistent in their delivery of lessons across classrooms and across lessons. These officers appeared to suffer from lack of time management skills, therefore requiring them to omit parts of the lessons, such as discussions and activities. Further, these officers also tended to exclude some of the topical areas in their delivery of the lesson. All of these characteristics appeared to be due to poor time management skills, where the officers would start the lessons and teach the individual sections in order, and then run out of time and not be able to complete the lesson. These officers did not go back to finish the lessons in the following class periods. These officers were considered to have implemented the program, but not well.

Ten officers were judged to have delivered the program with average implementation fidelity. These officers tended to have reasonably good time management skills, but this group included many of the officers that combined two lessons in one class period. Some of these officers also tended to skip either the Introduction or the Wrap-up sections. Even though these sections serve as an overview of the lesson and a re-cap of the day's activities and topics, they are nonetheless important lesson components. Most officers omitted only one of these sections, not both. These officers led worthy student activities and students were allowed to participate in the lesson, discussions, and activities.

The eight officers implementing lessons in an above average fashion tended to do so by finding a balance between the positive and negative aspects of implementing a school-based program. For instance, if an officer's implementation of a lesson was interrupted by a school fire-drill, then the officer would adapt to the circumstances and cut-out less important aspects of the lesson, such as the Wrap-up, while still maintaining the integrity of the lesson by covering all topical areas. These officers tended to have a tight and succinct program delivery and appeared very knowledgeable and comfortable with the program material. These officers also tended to use examples from their patrol duties to supplement the lessons' messages. These officers covered all topical areas, although some skipped the Wrap-up section if time did not permit. Further, if these officers were short on time, they tended to adapt the activity to the circumstances. For example, one officer took a small-group activity and turned it into a classroom activity where he maintained control of the students and kept them focused while still allowing all students to participate and learn.

The remaining nine officers exhibited excellent program implementation. These officers showed great confidence with the G.R.E.A.T. material and were able to deliver lessons without

referring to the manual or the lesson outline. These officers adapted to atypical circumstances in the classrooms quickly and with efficiency. Further, these officers tended to correct negative student behavior without having to disrupt the flow of the lesson. These officers appeared to benefit from a strong officer-teacher relationship, where the teacher often stepped in to help the officer with student problems while s/he continued to teach the lesson. These officers showed enthusiasm about teaching and being in the classroom, were able to answer student questions without missing a beat, and were able to orchestrate student discussion and activities in spite of the typical interruptions encountered in the school setting. These officers often brought in small prizes to reward student participation and often enhanced lessons with examples and stories from their patrol duties.

CONCLUSION

One major component of the process evaluation of the G.R.E.A.T. program was the observation of program delivery. During the first two years of the funding period, members of the evaluation team observed officers teaching the program at the 31 schools participating in the evaluation (29 schools in AY2006 – 2007 and 2 schools in AY2007 – 2008). A total of 520 G.R.E.A.T. classroom observations provide the data represented in this report. An additional 108 control classrooms were observed to allow for assessment of the possibility of non-random bias of the sample. Our observations allowed us to conclude that there were no systematic differences between the G.R.E.A.T. classes and the non-G.R.E.A.T. control classes. As such, this report focused on the 520 observations of G.R.E.A.T. program delivery. Importantly, we structured the observation schedules to allow us to assess the fidelity of the program delivery for classrooms, officers, and lessons. Specifically, all G.R.E.A.T. classrooms were observed a

minimum of four times; this allows us to categorize each classroom according to its treatment level. All officers were observed teaching the program an average of 15 times; this allows us to assess the extent to which each officer adhered to program standards and to rate each officer's quality of implementation. Additionally, each lesson was observed an average of 40 times by a number of different observers across a variety of school settings. This allows us to address implementation issues associated with each of the 13 G.R.E.A.T. lessons.

Based on the observations summarized above, we provide three summary or concluding statements about program implementation fidelity. First, we did not observe any systematic differences in program delivery between different classes taught by the same officer. That is, each officer appeared to have similar levels of program implementation quality in all of his/her classrooms. One exception was noted; one officer taught the program in a very disruptive classroom in which the observers concluded that the program was not delivered. Four other classrooms taught by this same officer were rated as having average implementation. Second, with respect to officer level of implementation, there was a high degree of consistency in observer ratings and assessments of program implement fidelity. As reported above, 27 officers were rated as implementing the program with average to excellent fidelity, three officers had below average fidelity scores, and three other officers failed to meet minimum standards of implementation fidelity. Third, there was considerable consistency in observers' assessments of the various lessons. All of the lessons appeared to engage the students, although some lessons suffered when officers significantly changed the lesson outline by eliminating student discussions and activities. Of those officers who tended to alter the majority of the lessons they taught, student behavior appeared to worsen and students did not appear to be grasping the overall concepts taught within each lesson. However, when officers implemented lessons in an

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average to excellent fashion, students appeared interested in the lessons and tended to complete the final project. To conclude, our structured observation outline provided guidelines for observers to record information concerning lesson content, officer adherence to program components, and student participation/reaction to the program. Based upon 520 observations of G.R.E.A.T. lessons, we conclude that, if taught with fidelity, the G.R.E.A.T. program is age-appropriate and keeps students interested and engaged in the program throughout all 13 lessons.

Recommendations

- Open and continued communication between officers and teachers is a necessity. If the lines of communication are kept open in regard to such things as scheduling conflicts, illnesses, or situations that preclude the officer from teaching the G.R.E.A.T. lesson of the day, both officers and teachers will benefit from knowing this in advance. If the officer has a scheduling conflict or if there is a schedule change at the school, this information should be conveyed in a timely manner to allow teachers and officers to better plan their class periods and program delivery.

- Not only do the lines of communication between officer and teacher need to be open; they also need to be used. If officers and teachers communicate, officers will also be able to communicate to teachers potential problems they are having with students in the class. If teachers know of problems, then they may deal with them at a time of their choosing, instead of during the G.R.E.A.T. lesson. If lines of communication stay open before, during, and after school, then teachers may not have to interrupt lessons to communicate with officers and/or students.

- Officers are encouraged to review their GOT Manual and/or the lesson(s) they will be teaching each day in order to reduce the potential that they will skip or inappropriately adapt sections of the lesson.

- After time in the classroom, officers may unknowingly adapt program material to their own needs and desires. Although the program is intended to be adaptable to differing school environments, it appeared that when an officer chose to modify program elements it was due to choice or an atypical experience. The changes that come from the latter reason are less worrisome as atypical situations are unavoidable. However, when officers knowingly or unknowingly adapt the material to their desires, the program risks losing its skills-building approach.

- Officers need to remember some of the simple ideas they learned in training (e.g., the use of name tents and "ice breakers"). Name tents allow officers to call-on students by name and enable officers to directly address students who are causing disruptions in the classroom. One goal of the G.R.E.A.T. program is to improve students' attitudes toward the police by allowing students to become familiar with officers in a non-threatening environment. Using name tents to get to know students can help officers achieve this goal. "Ice breakers" can also assist in breaking barriers between students and officers. By increasing student comfort these activities encourage students to participate in class activities and discussions sooner rather than later in the program.

- As taught in training, officers must remember to leave their stress and outside problems on the school-house steps. Although it can sometimes be difficult for an officer not to do, it appeared that when officers made insensitive and/or

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derogatory comments to students, it was out of frustration or due to a negative attitude toward the lesson or the students.

- Police departments may consider not wasting precious resources on officers by sending them to training if they are not interested in teaching students the G.R.E.A.T. program in the first place. If officers are not interested in interacting with students or if they lack the patience for such tasks, they should be encouraged to maintain their officer duties and let another officer who appreciates the subtleties of teaching students attend training and implement the program.

- To increase positive relationships in general between police departments and middle school students, police departments may want to consider instituting a phone line for students to call if they need help in non-emergency situations. This may help students view the entire police department as being helpful and effective and not just the officer that comes into their school to teach them. This would help to broaden one of the main goals of the G.R.E.A.T. program in improving officer and student relationships.

- Finally, officers and teachers may want to discuss the necessity of a final project for students. If students understand the project is a culmination of what they have learned over the school year, they may be more apt to complete the project and/or take it more seriously. In addition, officers should encourage teachers to provide credit for the final project as those teachers who did offer grades to students for the projects tended to have higher rates of student participation.

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National Evaluation of the

Gang Resistance Education and Training (G.R.E.A.T) Program:

2007 Report to Schools and Communities

by

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The Gang Resistance Education and Training (G.R.E.A.T.) Program

The Gang Resistance Education and Training (G.R.E.A.T.) program is a gang and delinquency prevention program delivered by law enforcement officers within a school setting. Developed as a local program in 1991 by Phoenix area law enforcement agencies, the program quickly spread throughout the United States. The original G.R.E.A.T. program operated as a nine-lesson lecture-based curriculum taught primarily in middle-school settings. Results from an earlier National Evaluation of the G.R.E.A.T. program found no differences between G.R.E.A.T. and non-G.R.E.A.T. youths in terms of behavioral characteristics (i.e., gang membership and involvement in delinquent behavior).

Based in part on these findings, the G.R.E.A.T. program underwent a critical review that resulted in substantial program modifications. The revised curriculum (see box at right) consists of 13 lessons aimed at teaching youths the life-skills (e.g., communication and refusal skills, as well as conflict resolution and anger management techniques) necessary to prevent involvement in gang behavior and delinquency. The revised G.R.E.A.T.

The G.R.E.A.T. Lessons

1. **Welcome to G.R.E.A.T.** – An introductory lesson designed to provide students with basic knowledge about the connection between gangs, violence, drug abuse, and crime

2. **What's the Real Deal?** – Designed to help students learn ways to analyze information sources and develop realistic beliefs about gangs and violence

3. **It's About Us** – A lesson to help students learn about their communities (e.g., family, school, residential area) and their responsibilities

4. **Where Do We Go From Here?** – Designed to help students learn ways of developing realistic and achievable goals

5. **Decisions, Decisions, Decisions** – A lesson to help students develop decision-making skills

6. **Do You Hear What I Am Saying?** – Designed to help students develop effective verbal and non-verbal communication skills

7. **Walk in Someone Else's Shoes** – A lesson to help students develop active listening and empathy skills, with a particular emphasis on understanding victims of crime and violence

8. **Say It Like You Mean It** – Designed to help students develop effective refusal skills

9. **Getting Along Without Going Along** – A lesson to reinforce and practice the refusal skills learned in Lesson 8

10. **Keeping Your Cool** – A lesson to help students understand signs of anger and ways to manage the emotion

11. **Keeping It Together** – Designed to help students use the anger skills learned in Lesson 10 and apply them to interpersonal situations where conflicts and violence are possible

12. **Working It Out** – A lesson to help students develop effective conflict resolution techniques

13. **Looking Back** – Designed to conclude the G.R.E.A.T. program with an emphasis on the importance of conflict resolution skills as a way to avoid gangs and violence. Students also present their projects aimed at improving their schools.

curriculum was piloted in January 2001 with full-scale implementation occurring the following year.

The program's two main goals are:

1. To help youths avoid gang membership, violence, and criminal activity.
2. To help youths develop a positive relationship with law enforcement.

The National Evaluation of G.R.E.A.T.

In 2006, following a competitive peer review process, the National Institute of Justice awarded the University of Missouri-St. Louis funding to conduct the National Evaluation of the G.R.E.A.T. program. The evaluation consists of a number of different components, including student surveys, classroom observations, surveys of teachers and law enforcement officers, interviews with G.R.E.A.T. officers and G.R.E.A.T. supervisors, and observations of G.R.E.A.T. Officer Training (G.O.T.) and G.R.E.A.T. Family sessions.

The current report provides city-level information obtained from more than 3,600 students enrolled in 186 different classrooms in 29 schools in seven cities across the continental United States during the 2006-2007 school year. This report is the first of a series of annual reports intended to provide school personnel, law enforcement, and other interested community members with information about issues related to youth attitudes and behaviors in their communities. Data described herein are drawn from the pre-test survey of students (i.e., assessments prior to G.R.E.A.T. implementation), which asked students a variety of questions about students' attitudes and behaviors associated with gangs, violence, experience with and perceptions of police. The questions were drawn from a variety of empirical studies assessing key risk and protective factors associated with youth problem behaviors.

Site Selection

During the summer of 2006, efforts were made to identify cities for inclusion in the National Evaluation of G.R.E.A.T. Site selection was based upon three main criteria: 1) existence of an established G.R.E.A.T. program, 2) geographic and demographic diversity, and 3) evidence of gang activity. This site selection process was carried out in a series of steps.

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First, the research staff contacted the G.R.E.A.T. Regional Administrators[1] and Bureau of Justice Assistance[2] personnel to identify locales with institutionalized programs. Consideration was given to factors such as the length of time the program had been in operation, number of G.R.E.A.T.-trained officers, number of schools in which the program was offered, and the components of the G.R.E.A.T. program implemented. Second, once this list of agencies was constructed, the research staff contacted representatives in these cities to obtain more information about the delivery of the G.R.E.A.T. program. Third, given the focus of the program, information about gang activity in these potential cities was obtained from the National Youth Gang Center. Ultimately, a list of seven cities varying in size, region, and level of gang activity were identified.

Once the cities were selected, the research staff worked with the primary local law enforcement agency and the school district in each city to secure their cooperation. Upon district approval, either four or five schools were identified for study participation and principals were contacted. The goal of the school selection was to identify schools that, taken as a whole, would be representative of the districts. Once initial agreement to participate was obtained from the school administrator, more detailed discussions/meetings were held between school personnel, G.R.E.A.T. officers, and the research team. Whenever possible, face-to-face meetings were held, but in some instances final arrangements were made via telephone. School and police personnel were informed of the purpose of the evaluation, issues related to the random assignment of classrooms to the treatment condition (i.e., receive G.R.E.A.T./not receive G.R.E.A.T.), procedures to obtain active parental consent for students in these classrooms, scheduling the G.R.E.A.T. program delivery, and other logistical issues associated with the study design.

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[1] G.R.E.A.T. is a national program overseen by the G.R.E.A.T. National Policy Board (NPB). For administrative purposes, responsibilities for program oversight are held by (or "given to") agencies operating in different geographic regions: Northeast, Midwest, Southeast, Southwest, and West. Additionally, two federal partners—the Bureau of Alcohol, Tobacco, Firearms, and Explosives (BATF) and the Federal Law Enforcement Training Center (FLETC)—are involved in program training and oversight.

[2] The Bureau of Justice Assistance (BJA) oversees the allocation of federal funds and grant compliance associated with the G.R.E.A.T. program.

To maintain the scientific rigor of the evaluation design, in each participating school, classrooms were randomly assigned to treatment (i.e., G.R.E.A.T.) or control condition. All students in the selected classrooms were eligible to participate in the evaluation. The 186 participating classrooms had a total of 4,653 students enrolled at the beginning of the data collection process.

Federal law considers youth under the age of 18 a "special population" requiring additional safeguards in research. The consent of the youth's parent/guardian is required for the youth's participation in any research study. Parental consent generally takes one of two forms: 1) passive consent (i.e., parents must specify that their child be excluded from participation) or, 2) active consent (i.e., parents must specify that their child be included in participation).

Active parental consent procedures were implemented as part of this evaluation. The research staff worked closely with the principals and classroom teachers during the consent process. Teachers distributed and collected "consent form packets." Each packet included a cover letter explaining the purpose of the evaluation and an informed consent form (explaining the risks and benefits of the students' participation) for parents/guardians to read, sign, and return to the teacher. When allowed by the districts, the research staff provided monetary compensation to the teachers directly for their assistance. In some instances, district regulations prohibited such compensation; in these cases, compensation was provided as a donation to the school or district made in honor of the teachers. Students were also provided a small personal radio in exchange for returning a completed consent form. These radios were provided to students regardless of whether the parent/guardian granted or withheld consent for the youth to participate in the study. Overall, 89.6 percent of youths (N=4,169) returned a completed consent form, with 78.9 percent of parents/guardians (N=3,671) allowing their child's participation.

Table 1 presents the demographic information of the National Evaluation of G.R.E.A.T. sample for the entire group of youths, as well as separately by site. The sample is evenly split between males and females, most (56%) youth reside with both biological parents, and the majority (88%) was born in the United States. The sample is racially/ethnically diverse, with Hispanic youths representing the modal category (38%). Approximately 2/3 of the youth (62%) were aged 11 or younger, representing the fact that 24 of the 29 schools delivered the G.R.E.A.T. program in 6th grade; three schools in Midwest City and one school each in Northeast and

Southwest cities taught G.R.E.A.T. in 7th grade. Thus, the students in Southwest City, Northeast City, and Midwest City were somewhat older than students in the other sites. Except in Midwest City (in which Hispanics are over-represented and African Americans under-represented), the sample is similar to the demographic composition of the respective school districts.

Table 1. Sample Characteristics

	Full Sample N=3,671	SW City N=591	West City N=486	South City N=613	Mtn. City N=582	SE City N=590	NE City N=457	MW City N=352
	%	%	%	%	%	%	%	%
Sex								
--Male	50	50	42	54	52	55	43	51
--Female	50	50	58	46	48	46	57	49
Race/Ethnicity								
--White	28	16	51	20	34	45	12	13
--African American	15	4	7	21	2	23	44	3
--Hispanic/Latino	38	49	13	46	50	17	20	76
--American Indian	4	10	4	2	5	1	4	1
--Asian	4	2	9	6	1	6	4	1
--Multi-Racial	8	14	13	5	4	4	12	2
--Other	4	5	3	1	5	5	5	2
Age								
--11 or younger	62	35	79	74	77	80	61	12
--12	29	43	20	25	22	19	35	41
--13 or older	9	23	1	2	2	<1	4	48
Mean	11.46	11.87	11.21	11.27	11.23	11.19	11.42	12.39
Living Arrangement								
--Both Biological Parents	56	52	58	60	58	60	38	71
--Single Parent	17	20	15	15	14	18	24	11
--1 Biological/1 Step-Parent	14	15	13	14	15	12	18	10
--1 Biological/1 Other Adult	7	7	8	7	7	7	11	4
--Other Relatives	4	6	5	3	4	2	8	3
--Other Living Arrangement	2	1	1	1	3	2	2	2
Resident Status								
--Born outside U.S.	13	10	9	13	11	15	11	21
--Born in U.S.	88	90	91	87	89	85	89	79

School Disorder

We asked students six questions about their perceptions of the school environment. These are presented in the text box labeled "School Disorder." Students were asked how much of a problem (i.e., not a problem, somewhat of a problem, or a big problem) each of the things was in their school. For the purposes of this report, we combined the "somewhat of a problem" and "a big problem" categories.

Students' responses to these items are included in Table 2. Overall, approximately 77 percent of the youths indicated that having things stolen at school was somewhat of a problem or a big problem, followed by 75 percent of students indicating that kids bullying other students was a problem, and 70 percent of students

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School Disorder

Please indicate how much of a problem each of the following is in your school...

1. Kids bullying other students at your school.
2. Places in school where some students are afraid to go.
3. Students beating up or threatening other students.
4. Kids of different racial or cultural groups not getting along with each other.
5. Students bringing guns to school.
6. Having things stolen at school.

Not a problem, Somewhat of a Problem, A Big Problem

---

stating that students beating up or threatening other students was a problem at their school. Approximately 56 percent of students indicated that cultural conflicts were a problem. Students were less likely (36%) to indicate problems with students bringing weapons to school or places in school where students were afraid to go (45%). Males and females perceived similar levels of school disorder, although females were slightly more likely to view school disorder as a problem for each of the measures examined.

A few site differences were found. Generally speaking, a larger percentage of students in Southwest City, Northeast City, and Midwest City viewed their schools as disorderly, with lower percentages reported in the other four cities. For example, more than 80 percent of students in Northeast City and Midwest City agreed that kids bullying and/or beating up other students were problems in their schools. Compare this with figures in West City (72% and 62%), South City (72% and 73%), Southeast City (71% and 55%), and Mountain City (63% and 55%).

Table 2: School Disorder

Item Frequencies by City

Items	Full Sample %	Male %	Female %	SW City %	West City %	South City %	Mtn. City %	SE City %	NE City %	MW City %
School Disorder*										
Kids Bullying Other Students	75	74	77	79	72	72	63	71	87	88
Places Students are Afraid to Go	45	43	47	46	41	54	42	33	58	44
Students Beating up Others	70	67	73	83	62	73	55	55	86	84
Kids of Different Races Not Getting Along	56	54	58	57	53	60	53	50	63	57
Students bringing Guns to School	36	35	38	38	25	46	34	28	48	41
Having Things Stolen at School	77	75	79	87	72	79	81	71	82	81

* Percentage of students who responded that these were somewhat of or a big problem.

Commitment to School

We also asked students to indicate how much they agreed or disagreed with seven statements about their level of commitment to school. These items are presented in the text box labeled "School Commitment." For questions 1 – 6, students were asked to select their answer on a five point scale (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree), while the response categories for question 7 were "definitely go with friends," "probably go with friends," "uncertain," "probably study," and "definitely study." For this report, we combined the agree/strongly agree and the probably/definitely study categories.

School Commitment

How much do you agree or disagree with the following statements?

1. Homework is a waste of time.

2. I try hard in school.

3. Education is so important, that it's worth it to put up with things about school that I don't like.

4. In general, I like school.

5. Grades are very important to me.

6. I usually finish my homework.

7. If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?

Students' responses to these statements are presented in Table 3. Generally, students indicated that they were committed to school. Eighty-eight percent of students indicated that they tried hard in school, approximately 86 percent of students agreed that grades were very

important to them, 77 percent indicated that they generally finished their homework, and 75 percent agreed that education was important enough to put up with the bad things. Approximately 59 percent of students indicated that they would probably or definitely study (as opposed to going out with their friends), and 58 percent of students indicated that they liked school. Conversely, only 21 percent of students agreed with the statement that "homework is a waste of time."

We again see relatively similar levels of commitment to school for males and females. On each of the questions, however, females were found to be slightly more committed to schools than males. We again see pronounced site differences in students' commitment to school. Students in Midwest City were generally less committed to school on each item compared with students in each of the other cities.

Table 3: School Commitment

Item Frequencies by City

Items	Full Sample %	Male %	Female %	SW City %	West City %	South City %	Mtn. City %	SE City %	NE City %	MW City %
School Commitment*										
Homework is a Waste of Time	21	25	17	27	13	19	15	23	25	28
I Try Hard in School	88	85	90	81	93	88	91	88	92	79
Education is So Important	75	74	77	72	80	74	77	73	82	68
In General I Like School	58	55	62	52	71	59	67	58	54	42
Grades are Very Important	86	84	87	80	88	88	89	85	93	76
I Usually Finish My Homework	77	75	79	68	81	78	80	80	82	70
*If you Had to Choose …***	59	56	61	50	68	60	63	52	70	46

* % Agree or Strongly Agree

** % Probably or Definitely Study

Delinquency, Drug Use, and Gang Membership

Students were also asked to indicate the number of times in the past six months that they had engaged in a number of delinquent activities, been involved with gangs, used drugs, and been victimized. The questions used to examine these issues are presented in the text boxes labeled "Delinquency & Gang Membership," "Drug Use," and "Victimization."

Table 4 presents the percentage of students who reported engaging in these behaviors one or more times during the past six months. Table 5 presents the percentage of students who answered affirmatively to the gang membership questions.

Delinquency & Gang Membership

Delinquency

During the past 6 months, how many times have you...

1. Skipped classes without an excuse?
2. Lied about your age to get into some place or to buy something?
3. Avoided paying for things such as movies, bus, or subway rides?
4. Purposely damaged or destroyed property that did not belong to you?
5. Carried a hidden weapon for protection?
6. Illegally spray painted a wall or a building?
7. Stolen or tried to steal something worth <u>less</u> than $50?
8. Stolen or tried to steal something worth <u>more</u> than $50?
9. Gone into or tried to go into a building to steal something?
10. Hit someone with the idea of hurting him/her?
11. Attacked someone with a weapon?
12. Used a weapon or force to get money or things from people?
13. Been involved in gang fights?
14. Sold marijuana or other illegal drugs?

Gang Membership

1. Have you ever been a gang member?
2. Are you now in a gang?
3. Do you consider your group of friends to be a gang?

Clearly, these items tap a broad range of offenses, ranging from status offenses to serious, violent offenses. Given the relatively young age of the sample, it is perhaps not surprising that a substantial minority of students reported engaging in these activities. The most common offenses were lying about age and hitting someone (22%) and damaging property (18%). Less common were things such as skipping school, avoiding paying for things, and stealing something worth less than $50 (approximately 11% for each offense). Very few students reported committing offenses such as vandalism, serious theft, burglary, robbery, and drug dealing (5% or less for each offense).

Although offending was uncommon for youths of either sex, males were more likely to engage in each type of offense, with the sex differences more pronounced for the most serious offenses. It is important to note, however, that approximately 12 percent of these youths had carried a hidden weapon for protection (16% of boys and 7% of girls) and eight percent had been involved in gang fights (11% of boys and 5% of girls). Additionally, males were more likely than females to report ever having been in a gang (11% of boys and 6% of girls), currently being in a gang (5% of boys and 4% of girls), and considering their current group of friends to be a gang (10% of boys and 7% of girls).

Table 4: Delinquency

Item Frequencies by City

Items	Full Sample %	Male %	Female %	SW City %	West City %	South City %	Mtn. City %	SE City %	NE City %	MW City %
Delinquency*										
Skipped School	11	12	11	23	9	6	6	8	11	14
Lied About Age	22	25	19	23	17	19	19	20	29	30
Avoided Paying for Things	11	12	10	13	10	10	5	9	17	21
Damaged/Destroyed Property	18	23	14	22	9	17	13	18	21	30
Carried Hidden Weapon	12	16	7	16	9	11	10	8	15	13
Illegally Spray Painted	5	7	3	9	2	4	4	4	8	8
Stolen Something Less Than $50	11	13	8	17	5	9	7	9	12	18
Stolen Something Over $50	3	5	2	6	2	2	3	2	4	5
Gone into Building to Steal Something	3	4	3	7	1	3	2	3	4	3
Hit Someone to Hurt Them	22	26	17	24	20	22	11	23	28	28
Attacked Someone w/ Weapon	4	6	2	5	2	4	2	5	5	9
Used Weapon/Force to Get Things	2	2	1	2	1	1	1	1	3	3
Been in Gang Fights	8	11	5	12	2	9	5	4	14	10
Sold Drugs	1	2	1	4	0	0	0	0	1	2

*% reporting one or more times in past year

Table 4: Gang Membership

Item Frequencies by City

Items	Full Sample %	Male %	Female %	SW City %	West City %	South City %	Mtn. City %	SE City %	NE City %	MW City %
Gang Membership*										
Ever been in a Gang	8	11	6	10	3	9	6	5	17	8
Currently in a Gang	5	5	4	6	2	5	1	4	11	3
Is Your Group of Friends a Gang	8	10	7	9	4	7	5	5	19	10

*% reporting yes

Students were also asked about their use of drugs. Specifically, students were asked to indicate the number of times (e.g., "0," "1-2 times," "about once a month," "about once a week," "every day") they had used tobacco, alcohol, marijuana or other illegal drugs, and inhalants during the past six months.

Table 5 presents the percentage of students who reported using each type of drug one or more times during the past six months. As with delinquency, use of each type of drug was uncommon for these youths. Alcohol was the most commonly used drug (11%) with much lower prevalence of tobacco (4%), inhalant (4%), and marijuana or other drug (3%) use. The percentage of boys and girls who reported using these drugs was virtually identical, although site differences were quite pronounced. Again, students in Southwest City, Northeast City, and Midwest City[3] were the most involved in delinquency, drug use, and gangs, while students in West City, South City, Mountain City, and Southeast City were less involved.

> **Drug Use**
>
> *Please indicate which category best describes how often you've used each drug in the past 6 months?*
>
> 1. Tobacco products?
> 2. Alcohol?
> 3. Marijuana or other illegal drugs?
> 4. Paint, glue or other things you inhale to get high?

---

[3] It should be remembered that students in these cities were slightly older than students in the other cities because the G.R.E.A.T. program was taught in the 7th grade in three of the four Midwest City schools and in one school each in Southwest City and Northeast City.

Table 5: Drug Use

Item Frequencies by City

Items	Full Sample %	Male %	Female %	SW City %	West City %	South City %	Mtn. City %	SE City %	NE City %	MW City %
Drug Use*										
Used Tobacco	4	4	3	8	2	2	3	2	3	6
Drank Alcohol	11	12	10	17	7	9	9	4	7	25
Used Marijuana/Other Drugs	3	3	2	9	1	1	2	1	1	5
Used Paint/Glue/Inhalants	4	4	5	7	2	4	2	5	1	9

*% reporting one or more times in past year

Finally, students were asked about the extent to which they had experienced different types of victimization, both in school and out of school, during the prior six months. These questions again address a range of victimization experiences, including theft, bullying, assault, aggravated assault, and robbery. The individual questions used to assess victimization are presented in the text box labeled "Victimization."

Table 6 presents the percentage of students who reported having experienced each type of victimization during the past six months. Theft was the most common victimization reported by these students. Forty-eight percent of students indicated that they had been the victim of theft while in school and 39 percent indicated that they had been theft victims outside of school. In general, students were

---

Victimization

How many times in the last 6 months have you...

School-Related Victimization

1. Been attacked or threatened on your way to or from school?
2. Had your things stolen from you at school?
3. Been attacked or threatened at school?
4. Had mean rumors or lies spread about you at school?
5. Had sexual jokes, comments, or gestures made to you at school?
6. Been made fun of at school because of your looks or the way you talk?
7. Been bullied at school?

Out-of-School Victimization

1. Been hit by someone trying to hurt you?
2. Had someone use a weapon or force to get money or things from you?
3. Been attacked by someone with a weapon or by someone trying to seriously hurt or kill you?
4. Had some of your things stolen from you?

more likely to report being victims at school, as opposed to being victimized outside of school. Part of this may be due to the fact that some of the school-related victimizations may be considered less serious than the out-of-school victimizations. (That is, the out-of-school victimizations measured are generally violent offenses, while the school-related victimizations include a broad range of items including rumors or lies, being made fun of, etc.) It is still important to note the relatively large percentage of students who experienced school-related victimizations: 44 percent of students reported having mean rumors or lies spread about them, 35 percent had been made fun of for their looks or the way they talked, 25 percent had had sexual jokes or comments made about them at school, and 21 percent said they had been bullied at school during the past six months. Violent victimizations were less common at school, but still noteworthy. Of particular import, 21 percent of students said that they had been attacked or threatened at school, and 20 percent indicated that this had happened to them on their way to or from school. Violence outside of school was less common, with robbery and aggravated assault victimizations particularly rare.

Males were more likely than females to experience serious violent victimization, both in and out of school. For example, 24 percent of boys had been attacked or threatened on their way to or from school or while at school, compared with 17 and 18 percent of girls, respectively. Similarly, six percent of boys had been the victims of aggravated assault and five percent the victims of robbery (both offenses occurring outside of school), compared with two percent of girls experiencing these types of serious violent victimization. The percentage of males and females who reported victimizations such as theft and bullying-type behaviors were similar. The only type of victimization experienced by girls more than boys was having had mean rumors or lies spread about them at school: 48 percent of girls, compared with 40 percent of boys, indicated that this had happened to them in the past six months.

Unlike the clear site differences we saw earlier, victimization experiences seem to be similar across settings. A slightly greater percentage of students living in Southwest City, Northeast City, and Midwest City report having experienced most types of victimization compared with the students in other sites, but the percentage differences across cities are rather minimal. Thus, it generally appears that students from each site experience similar likelihoods of being victimized.

Item Frequencies by City

Items	Full Sample %	Male %	Female %	SW City %	West City %	South City %	Mtn. City %	SE City %	NE City %	MW City %
<u>**Victimization***</u>										
<u>*School-Related*</u>										
Been Attacked on Way to School	20	24	17	26	12	23	17	14	30	23
Had Things Stolen at School	48	48	48	49	42	52	44	47	50	56
Been Attacked/Threatened at School	21	24	18	24	17	21	16	19	25	27
Had Mean Rumors/Lies Spread	44	40	48	44	40	46	42	43	45	51
Had Sexual Jokes/Comments Made	25	26	25	27	24	24	20	23	34	27
Been Made Fun Of	35	34	36	31	36	36	31	35	40	41
Been Bullied at School	21	22	21	22	20	20	21	24	19	24
<u>*Out of School*</u>										
Been Hit By Someone Trying to Hurt	18	24	13	20	17	22	14	16	20	19
Had Someone Use Force to Get Things	3	5	2	3	2	4	2	4	5	4
Been Attacked By Someone Trying to Hurt/Kill	4	6	2	6	2	5	4	3	5	5
Had Things Stolen From You	39	41	37	38	34	47	37	35	42	39

*% reporting one or more times in past year

Summary

The current report is the first report to schools and communities prepared as part of the National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program. The G.R.E.A.T. program was developed in 1991, underwent a rigorous evaluation from 1995 – 2001, and was substantially revised and implemented in 2002. The core of the current G.R.E.A.T. program consists of 13 lessons, delivered by law enforcement officers in middle-school settings,

intended to meet two main goals: 1) help youths avoid gang membership, violence, and criminal activity; and 2) help youths develop a positive relationship with law enforcement.

The University of Missouri-St. Louis is evaluating the current G.R.E.A.T. program in seven cities. Students have been pre-tested (surveyed prior to implementation of the G.R.E.A.T. program) and post-tested (surveyed shortly after the G.R.E.A.T. program was completed). We will continue to follow the same students, surveying them in their current school one time each year until 2010, to assess the impact that the G.R.E.A.T. program has on students' attitudes and behaviors. Program outcomes have not yet been assessed, but these will be shared in the future.

The current report provides descriptive information about some areas of interest for schools, police, and communities participating in the National Evaluation of G.R.E.A.T. Specifically, we have focused on issues related to youths' perceptions of and commitment to school; their involvement in delinquency, drug use, and gangs; and their victimization experiences during the prior six months. Our results show that students are generally committed to school and few of these students are involved in delinquency and drug use. Those students who are involved in delinquency are generally involved in relatively minor types of offending. Victimization experienced by these students is generally more common at school, but the types of victimization typically involve non-violent experiences. A substantial percentage of students, however, perceive their schools to be disorderly. Perceptions that theft is a problem at school are particularly salient for these youths. This is consistent with the relatively large percentage of students who reported having things stolen at school during the prior six months.

Our results also illustrate both similarities and differences between males and females and between youths residing in different cities. While males and females reported similar perceptions of school disorder, commitment to school, and drug use, more males were involved in delinquency, gangs, and serious victimization. Additionally, youths in Southwest City, Northeast City, and Midwest City were more likely than other youths to view their schools as disorderly, report lower commitment to school, engage in more delinquency and drug use, and belong to gangs. Conversely, victimization prevalence was relatively similar across each of the study settings.

For more information about the Gang Resistance Education and Training (G.R.E.A.T.) Program, see the official G.R.E.A.T. website located at http://www.great-online.org/ .

For more information about youth gangs and effective responses, see the official website of the National Youth Gang Center located at http://www.iir.com/nygc/ .

For more information on the earlier National Evaluation of G.R.E.A.T., consult the following:

Finn-Aage Esbensen. 2004. *Evaluating G.R.E.A.T.: A school-based gang prevention program – Research in Policy.* Washington, D.C.: U.S. Department of Justice, Office of Justice Programs. Available online at: http://www.ncjrs.gov/pdffiles1/nij/198604.pdf .

Esbensen, Finn-Aage, Adrienne Freng, Terrance J. Taylor, Dana Peterson, and D. Wayne Osgood. 2002. The National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program. Pp.139-167 in Winifred L. Reed and Scott H. Decker (Eds.), *Responding to Gangs: Evaluation and Research.* Washington, D.C.: U.S. Department of Justice, National Institute of Justice. Available online at: http://www.ncjrs.gov/pdffiles1/nij/190351.pdf .

Esbensen, Finn-Aage, D. Wayne Osgood, Terrance J. Taylor, Dana Peterson, and Adrienne Freng. 2001. How Great is G.R.E.A.T.?: Results from a quasi-experimental design. *Criminology & Public Policy* 1 (1): 87-118.

Winfree, L. Thomas, Jr., Dana Peterson Lynskey, and James R. Maupin. 1999. Developing Local Police and Federal Law Enforcement Partnerships: G.R.E.A.T. as a case study of policy implementation. *Criminal Justice Review* 24 (2): 145-168.

National Evaluation of the

Gang Resistance Education and Training (G.R.E.A.T) Program

2008 Report to Schools and Communities:

Anti-Social Norms among a

Sample of Middle-School Students

by

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The Gang Resistance Education and Training (G.R.E.A.T.) Program

The Gang Resistance Education and Training (G.R.E.A.T.) program is a gang and delinquency prevention program delivered by law enforcement officers within a school setting. Developed as a local program in 1991 by Phoenix-area law enforcement agencies, the program quickly spread throughout the United States. The original G.R.E.A.T. program operated as a nine-lesson lecture-based curriculum taught primarily in middle-school settings. Results from an earlier National Evaluation of the G.R.E.A.T. program (1995-2001) found no differences between G.R.E.A.T. and non-G.R.E.A.T. youths in terms of behavioral characteristics (i.e., gang membership and involvement in delinquent behavior).

Based in part on these findings, the G.R.E.A.T. program underwent a critical review that resulted in substantial program modifications. The revised curriculum (see box at right) consists of 13 lessons aimed at teaching youths the life-skills (e.g., communication and refusal skills, as well as conflict resolution and anger management techniques) thought necessary to prevent involvement in gang behavior and

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The G.R.E.A.T. Lessons

1. **Welcome to G.R.E.A.T.** – An introductory lesson designed to provide students with basic knowledge about the connection between gangs, violence, drug abuse, and crime

2. **What's the Real Deal?** – Designed to help students learn ways to analyze information sources and develop realistic beliefs about gangs and violence

3. **It's About Us** – A lesson to help students learn about their communities (e.g., family, school, residential area) and their responsibilities

4. **Where Do We Go From Here?** – Designed to help students learn ways of developing realistic and achievable goals

5. **Decisions, Decisions, Decisions** – A lesson to help students develop decision-making skills

6. **Do You Hear What I Am Saying?** – Designed to help students develop effective verbal and non-verbal communication skills

7. **Walk in Someone Else's Shoes** – A lesson to help students develop active listening and empathy skills, with a particular emphasis on understanding victims of crime and violence

8. **Say It Like You Mean It** – Designed to help students develop effective refusal skills

9. **Getting Along Without Going Along** – A lesson to reinforce and practice the refusal skills learned in Lesson 8

10. **Keeping Your Cool** – A lesson to help students understand signs of anger and ways to manage the emotion

11. **Keeping It Together** – Designed to help students use the anger skills learned in Lesson 10 and apply them to interpersonal situations where conflicts and violence are possible

12. **Working It Out** – A lesson to help students develop effective conflict resolution techniques

13. **Looking Back** – Designed to conclude the G.R.E.A.T. program with an emphasis on the importance of conflict resolution skills as a way to avoid gangs and violence; students also present their projects aimed at improving their schools

delinquency. The revised G.R.E.A.T. curriculum was piloted in 2001, with full-scale implementation occurring in 2003.

The program's two main goals are:

1. To help youths avoid gang membership, violence, and criminal activity.
2. To help youths develop a positive relationship with law enforcement.

The National Evaluation of G.R.E.A.T.

In 2006, following a competitive peer review process, the National Institute of Justice awarded the University of Missouri-St. Louis funding to conduct the National Evaluation of the G.R.E.A.T. program. The evaluation consists of a number of different components, including student surveys; classroom observations in both G.R.E.A.T. and non-G.R.E.A.T. classrooms; surveys of teachers, school administrators, and law enforcement officers; interviews with G.R.E.A.T. officers and G.R.E.A.T. supervisors; and observations of G.R.E.AT. Officer Training (G.O.T.) and G.R.E.A.T. Families sessions.

The current report provides information obtained from more than 3,800 students enrolled in 195 different classrooms in 31 schools in seven cities across the continental United States during the 2007-2008 school year. This report is the second in a series of annual reports intended to provide school personnel, law enforcement, and other interested community members with information about issues related to self-reported youth attitudes and behaviors in their schools and communities. With the exception of the sample demographic information, the data described herein are drawn from the one-year follow-up survey of students (i.e., assessments one year following G.R.E.A.T. program implementation), conducted during the 2007-08 school year, which asked students a variety of questions about their attitudes and behaviors associated with gangs and violence and their experience with and perceptions of police. The survey questions were drawn from a variety of empirical studies assessing key risk and protective factors associated with youth problem behaviors. **In this year's report, we focus upon youths' responses to a series of attitudinal questions that tap "anti-social norms."**

Site Selection

During the summer of 2006, efforts were made to identify cities for inclusion in the National Evaluation of G.R.E.A.T. Site selection was based on three main criteria: 1) existence of an established G.R.E.A.T. program, 2) geographic and demographic diversity, and 3) evidence of gang activity. This site selection process was carried out in a series of steps. First, the research staff contacted the G.R.E.A.T. Regional Administrators[1] and Bureau of Justice Assistance[2] personnel to identify locales with institutionalized programs. Consideration was given to factors such as the length of time the program had been in operation, number of G.R.E.A.T.-trained officers, number of schools in which the program was offered, and the components of the G.R.E.A.T. program implemented.[3] Second, once this list of agencies was constructed, the research staff contacted representatives in these cities to obtain more information about the delivery of the G.R.E.A.T. program. Third, given the focus of the program, information about gang activity in these potential cities was obtained from the National Youth Gang Center. Ultimately, a list of seven cities varying in size, region, and level of gang activity were identified: Albuquerque, New Mexico; Chicago, Illinois; Greeley, Colorado; Nashville, Tennessee; Philadelphia, Pennsylvania; Portland, Oregon; and a Dallas-Fort Worth (DFW), Texas area location.

Once the cities were selected, the research staff worked with the primary local law enforcement agency and the school district in each city to secure their cooperation. Upon district approval, schools were identified for study participation, and principals were contacted. The goal of the school selection was to identify schools that, taken as a whole, would be representative of the districts. Once initial agreement to participate was obtained from the school administrator, more detailed discussions/meetings were held between school personnel, G.R.E.A.T. officers, and the research team. Whenever possible, face-to-face meetings were

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[1] G.R.E.A.T. is a national program overseen by the G.R.E.A.T. National Policy Board (NPB). For administrative purposes, responsibilities for program oversight are held by (or "given to") agencies operating in different geographic regions: Northeast, Midwest, Southeast, Southwest, and West. Additionally, two federal partners—the Bureau of Alcohol, Tobacco, Firearms, and Explosives (BATF) and the Federal Law Enforcement Training Center (FLETC)—are involved in program training and oversight.

[2] The Bureau of Justice Assistance (BJA) oversees the allocation of federal funds and grant compliance associated with the G.R.E.A.T. program.

[3] In addition to the "core" middle school curriculum described in this report, three additional components are available for communities to adopt: an Elementary School component, a Summer component, and G.R.E.A.T. Families. Funders required the National Evaluation to assess both the middle school and Families components; thus, implementation of these components became part of the site selection criteria.

held, but in some instances final arrangements were made via telephone. School and police personnel were informed of the purpose of the evaluation, issues related to the random assignment of classrooms to the treatment or control condition (i.e., receive G.R.E.A.T./not receive G.R.E.A.T.), procedures to obtain active parental consent for students in these classrooms, scheduling G.R.E.A.T. program delivery, and other logistical issues associated with the study design.

Student Sample

To maintain the scientific rigor of the evaluation design, in each participating school, classrooms were randomly assigned to the treatment (i.e., G.R.E.A.T.) or control condition. All students in the selected classrooms were eligible to participate in the evaluation. The 195 participating classrooms had a total of 4,905 students enrolled at the beginning of the data collection process.

Federal law considers youth under the age of 18 to be a "special population" requiring additional safeguards in research. The consent of the youth's parent/guardian is required for the youth's participation in any research study. Parental consent generally takes one of two forms: 1) passive consent (i.e., parents must specify in writing that their child be excluded from participation) or 2) active consent (i.e., parents must specify in writing that their child be included in participation).

Active parental consent procedures were implemented in this evaluation. The research staff worked closely with the principals and classroom teachers during the consent process. Teachers distributed and collected "consent form packets." Each packet included a cover letter explaining the purpose of the evaluation and an informed consent form (explaining the risks and benefits of the students' participation) for parents/guardians to read, sign, and return to the teacher. When allowed by the districts, the research staff provided monetary compensation to the teachers directly for their assistance. In some instances, district regulations prohibited such compensation; in these cases, compensation was provided as a donation, made in honor of the teachers, to the school or district. Students were also given a small personal radio, calculator, or tote bag in exchange for returning a completed consent form. These rewards were provided to students regardless of whether the parent/guardian granted or withheld consent for the youth to

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participate in the study. Overall, 89.1 percent of youths (N=4,372) returned a completed consent form, with 77.9 percent of parents/guardians (N=3,820) allowing their child's participation.

To date, students in all 31 schools have completed pre-test surveys (prior to implementation of the G.R.E.A.T. program) with a completion rate of 98.3 percent and post-test surveys (shortly after completion of the G.R.E.A.T. program) with a completion rate of 94.6 percent. Students in 29 of the 31 schools have also completed the first annual follow-up survey (one year after pre-test surveys were administered) with a completion rate of 83.8 percent. As discussed in more detail in Footnote 4, below, two additional schools in Chicago were added to the sample one year after the evaluation began in the other 29 schools; thus, students in those two new schools have completed pre- and post-tests, but they will not complete their first annual follow-up survey until the 2008-09 school year.

Student Sample Characteristics

Table 1 presents the demographic information of the National Evaluation of G.R.E.A.T. sample for the entire group of youths, as well as separately by site, according to students' responses to the pre-test survey; thus, this table includes information for students in all 31 schools. The sample is evenly split between males and females; most (55%) youths reside with both biological parents; and the majority (88%) was born in the United States. The sample is racially/ethnically diverse, with Hispanic youths (37%), White youths (27%), and African-American (17%) youths accounting for 81 percent of the sample.

Approximately two-thirds of the youths (61%) were aged 11 or younger at the pre-test, representing the fact that 26 of the 31 schools delivered the G.R.E.A.T. program in 6th grade; three of the six Chicago schools and two of four schools in Albuquerque taught G.R.E.A.T. in 7th grade. Thus, the students in Chicago and Albuquerque were somewhat older than students in the other sites. Except in Chicago (in which Hispanics are over-represented and African Americans under-represented), the sample is similar to the demographic composition of the respective school districts.[4]

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[4] This disproportionate representation in Chicago occurred despite efforts by the research team to recruit schools that would be representative overall of Chicago Public Schools. One of the five originally-selected schools, which was comprised of nearly 100 percent African American students, was unable to meet the requirements of the study and was dropped from the sample. Given time constraints (i.e., too late in the school year to select a comparable school and implement the program with fidelity), we were unable to replace the excluded school during 2006-2007. Thus, the resulting sample was largely Hispanic, while the district was largely African-American. To increase

Table 1: Sample Characteristics at Wave 1

		Full Sample N=3,820	ABQ N=591	POR N=486	DFW area N=614	GRE N=582	NSH N=590	PHL N=457	CHI N=500
		%	%	%	%	%	%	%	%
Sex									
--Male		50	50	42	54	52	55	43	50
--Female		50	50	58	46	48	46	57	50
Race/Ethnicity									
--White		27	16	51	20	34	45	12	7
--African American		18	4	7	21	2	23	44	29
--Hispanic/Latino		37	49	13	46	50	17	20	56
--American Indian		4	10	4	2	5	1	4	1
--Asian		4	2	9	6	1	6	4	1
--Multi-Racial		8	14	13	5	4	4	12	2
--Other		4	5	3	1	5	5	5	2
Age									
--11 or younger		61	35	79	74	77	80	61	18
--12		29	43	20	25	22	19	35	44
--13 or older		10	23	1	2	2	<1	4	38
	Mean	11.48	11.87	11.21	11.27	11.23	11.19	11.42	12.22
Living Arrangement									
--Both Biological Parents		55	52	58	60	58	60	38	57
--Single Parent		20	20	15	15	14	18	24	19
--1 Biological/1 Step-Parent		13	15	13	14	15	12	18	12
--1 Biological/1 Other Adult		7	7	8	7	7	7	11	7
--Other Relatives		3	6	5	3	4	2	8	3
--Other Living Arrangement		2	1	1	1	3	2	2	1
Resident Status									
--Born outside U.S.		12	10	9	13	11	15	11	15
--Born in U.S.		88	90	91	87	89	85	89	85

representativeness of the sample, the decision was made to add two primarily African-American schools to the evaluation in the 2007-2008 school year, even though this meant that these schools would be one year behind other schools in the evaluation.

In the sections that follow, we describe the extent to which students in our sample adhere to a number of "anti-social norms." In the year-one follow-up survey, students were asked about their likelihood of giving in to **peer pressure** to engage in deviance, their level of **commitment to negative** (i.e., deviant) **peers**, their use of justifications or "**neutralizations**" for deviant behavior, their adoption of values associated with the "**street code**," and their **likelihood of reporting** deviant behavior if they were to witness it. Although demographic information for students in the two Chicago schools added to the evaluation in 2007-08 was included in sample characteristics described in Table 1, these students' responses were not included in the following analyses because the year-one follow-up survey will not be administered to them until the 2008-2009 school year. Thus, the remaining analyses were conducted with responses from about 3,200 students in the seven cities. **It is also important to note that since the responses reported in the remainder of this report are from the first annual follow-up survey, students are one year older than the data reported in Table 1 (which is based on information given by students in the pre-test survey).**

Peer Pressure

We asked students seven questions about their likelihood of engaging in deviant behavior if their friends wanted them to do so. These questions are presented in the text box labeled "Peer Pressure." Students were asked to respond on a scale of 1 to 5 (not at all likely, a little likely, somewhat likely, likely, very likely) how likely it is that they would go along with their friends in each situation. Table 2 displays the proportion of students who responded "not at all likely" to each of the questions, first for the overall sample, then by age and by site.

Overall, the majority of students reported it was not at all likely that they would engage in any of the behaviors, although a lower proportion reported this response in regard to "bullying another student at school" (57%) and "cheating on a test at school" (54%) than the other potential

> **Peer Pressure**
>
> *Still thinking about your current friends, how likely is it that you would go along with them if they wanted you to do the following things with them?*
>
> 1. Bully another student at school?
> 2. Break into a home in your community?
> 3. Beat up a stranger on the street?
> 4. Cheat on a test at school?
> 5. Steal something from a store?
> 6. Drink alcohol?
> 7. Use illegal drugs?
>
> *Not at all likely, A little likely, Somewhat likely, Likely, Very likely*

behaviors. Very few youths reported that it was "likely" or "very likely" that they would give in to peer pressure and go along with friends (these results not shown in Table 2). The largest proportion was for cheating on a test: twelve percent of students indicated it was likely/very likely they would do this if friends wanted them to. Approximately seven percent of students indicated that it was likely or very likely they would go along with friends if they wanted to bully another student at school or that they would drink alcohol with friends.

Differences between students of different ages[5] were found, as can be seen in Table 2. Twelve-year-olds in the sample were less likely than 14-year-olds to report that they would engage in any of the potential behaviors. Likelihood of drinking alcohol represents the greatest disparity between the two age groups, with 85 percent of 12-year-olds and only 57 percent of 14-year-olds reporting that they were "not at all likely" to engage in this behavior if their friends wanted them to. Looking at the other end of the spectrum—the proportion of students who said it was either "likely" or "very likely" they would engage in the behaviors (results not shown in table)—the largest difference between the age groups is seen for cheating on a test: one-fifth (20%) of 14-year-olds reported it was likely that they would do this if friends wanted them to, compared to just seven percent of 12-year-olds.

The results by site show that, overall, with three exceptions, the majority of youths (over 50%) in all sites indicated they would not give in to peer pressure to commit deviance. The behaviors with the biggest range across sites were cheating on a test and drinking alcohol. Greeley had the highest percentage of students (63%) who reported it was "not at all likely" that they would cheat on a test if their friends wanted them to, while Chicago had the lowest percentage of students (36%) who responded this way. As for drinking alcohol, Nashville had the highest percentage of youths (86%) who reported it was "not at all likely" that they would drink alcohol if their friends wanted them to, and again, Chicago had the lowest percentage of youths (58%) who responded this way. This is not to say, however, that Chicago youths were the least pro-social on all of the items, as Albuquerque had the smallest proportion of youths stating it was "not at all likely" they would give in to peer pressure for three of the behaviors (breaking into a home, beating up a stranger, and using illegal drugs).

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[5] Throughout this report, results for 13-year-old students are not presented in the tables. The interest here is to demonstrate the differences between the youngest and oldest students in the sample.

Table 2: Peer Pressure

Item Frequencies by Age and City

Items	Full Sample %	Age 12 %	Age 14 %	ABQ %	POR %	DFW area %	GRE %	NSH %	PHL %	CHI %
Peer Pressure*										
Bully another student at school	57	63	46	51	57	62	58	63	62	46
Break into a home in your community	88	92	79	84	93	86	87	91	92	87
Beat up a stranger on the street	87	91	76	84	93	84	87	88	84	85
Cheat on a test at school	54	60	39	44	58	54	63	57	59	36
Steal something from a store	78	84	61	69	83	78	80	85	79	68
Drink alcohol	76	85	57	65	81	82	72	86	83	58
Use illegal drugs	87	92	73	76	91	89	85	92	92	82

* Percentage of students who responded "Not at all likely"

Since it is always the case that Chicago and Albuquerque had the lowest proportion of students indicating it was not likely they would give in to peer pressure, one might surmise that this is tied to the findings regarding age reported above (recall that students in three of the four Chicago schools and in two of the four Albuquerque schools were in 8th grade at the annual follow-up, while students in the other schools and sites were in 7th grade). If we look at the proportion of students who responded "likely/very likely," however, we see some deviation from the pattern: with the exception of cheating on a test, a larger proportion of Albuquerque students than others said it was likely they would engage in all the behaviors. Further, it was not the case that Chicago always ranked second; in fact, Greeley students often ranked as high as students in Chicago. In the next sections, we will continue to examine age and site differences, to see whether there are actual site differences or if any differences can be attributed to the fact that there are older students in Chicago and Albuquerque.

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Commitment to Negative Peers

We assessed students' level of commitment to negative peers by asking them three questions about the likelihood that they would continue to associate with peers who were getting them into trouble at home, at school, and with police. These items are presented in the text box labeled "Negative Peer Commitment." Students were asked to select their answer on a five-point scale from "not at all likely" to "very likely."

Students' responses to these questions are presented in Table 3, which shows the proportion of students who responded "not at all likely." In general, students did not report a high level of commitment to negative peers. Thirty-seven and 39 percent of students

> **Negative Peer Commitment**
>
> 1. If your group of friends was getting you into trouble at home, how likely is it you would still hang out with them?
> 2. If your group of friends was getting you into trouble at school, how likely is it you would still hang out with them?
> 3. If your group of friends was getting you into trouble with the police, how likely is it you would still hang out with them?
>
> *Not at all likely, A little likely, Somewhat likely, Likely, Very likely*

said it was not at all likely they would continue to associate with peers who were getting them into trouble at home and at school, respectively; and, 72 percent of youths would not hang out with friends who were getting them into trouble with law enforcement. Conversely, 16 percent of youths indicated that it was likely or very likely that they would hang out with peers who got them into trouble at home or at school, and eight percent reported the same for friends who got them in trouble with police (not shown in table).

The same relationship between age and giving in to peer pressure (shown in previous section) is found in Table 3. Fewer 14-year-olds than 12-year-olds reported it was "not at all likely" they would hang out with peers who get them in trouble at home, at school, and with the police, indicating perhaps the greater influence of peers as youths begin to reach mid-adolescence. The largest difference between 12-year-olds and 14-year-olds was their likelihood of hanging out with friends who get them in trouble with the police; threat of police attention is perhaps more salient for younger than older youths. This item also had the most variation across sites, with Nashville having the highest percentage (80%) of respondents who said this was "not at all likely" and Albuquerque having the lowest percentage (57%). Albuquerque students were also least likely to report they would stop hanging out with friends who get them into trouble at school, while youths in Portland were least likely to stop associating with friends who get them into trouble at home.

Table 3: Commitment to Negative Peers

Item Frequencies by Age and City

Items	Full Sample %	Age 12 %	Age 14 %	ABQ %	POR %	DFW area %	GRE %	NSH %	PHL %	CHI %
Negative Peer Commitment*										
Friends getting you into trouble at home, still hang out with them?	37	39	28	30	25	44	41	39	43	35
Friends getting you into trouble at school, still hang out with them?	39	42	29	29	32	44	43	40	47	38
Friends getting you into trouble with police, still hang out with them?	72	79	54	57	76	77	71	80	76	68

* % "Not at all likely"

The whole story is not told, however, by looking just at the "not at all likely" responses. Looking at the proportion of students who indicated commitment to negative peers by responding that it was "likely/very likely" they would still hang out with them (not shown in table), we see that the greatest proportion for home and law enforcement items was found among Albuquerque students, while for school, Greeley students comprised the greatest proportion. Greeley students also made up the second-largest proportion of those who would still hang out with friends getting them in trouble at home or with police. Thus, differences between sites are not necessarily tied to age, as there are site differences beyond the differences we would expect by age. That is, if differences were due solely to students' age, we would expect that Chicago students, followed by students in Albuquerque, would be the least likely in Table 3 to report they would stop hanging out with friends who got them in trouble and most likely to report that they would continue to hang out with them; this is not the case.

Use of Neutralizations

Students were asked how much they agreed or disagreed with a series of statements tapping use of justifications for lying, stealing, and hitting behaviors (see box below). For this report, we combined the "agree" and "strongly agree" responses (hereafter referred to as "agree"), and the proportion of students reporting agreement to each statement is found in Table 4.

As can be seen by looking at the results for the full sample, there are differences in youths' responses depending upon the behavior in question. Overall, students appear to have a greater "tolerance" for hitting than for lying or stealing: half of all youths agreed that beating someone up is okay if that person hit them first, more than one-half agreed that it is okay in order to protect their rights (57%), and

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Use of Neutralizations

How much do you agree or disagree with these statements?

Neutralizations for Lying
1. It's okay to tell a small lie if it doesn't hurt anyone.
2. It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
3. It's okay to lie to someone if it will keep you out of trouble with them.

Neutralizations for Stealing

1. It's okay to steal something from someone who is rich and can easily replace it.
2. It's okay to take things from a store without paying for them since stores make so much money that it won't hurt them.
3. It's okay to steal something if that's the only way you could ever get it.

Neutralizations for Hitting

1. It's okay to beat up someone if they hit you first.
2. It's okay to beat up someone if you have to stand up for or protect your rights.
3. It's okay to beat up someone if they are threatening to hurt your friends or family.

Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree

---

over two-thirds (67%) agreed that beating up someone is okay to protect friends or family. A much smaller proportion (less than 12%) of youths agreed or strongly agreed that various stealing behaviors are okay, with the level of disagreement for lying behaviors falling in between the other two.

Consistent with findings presented earlier, 14-year-olds were more likely than 12-year-olds to use neutralizations for lying, stealing, and hitting. The most striking difference between the two age groups becomes clear when considering the responses to the statement, "It is okay to beat up someone if they hit you first." Forty-two percent of 12-year-olds agreed with this

statement, while 69 percent of 14-year-olds responded this way (a difference of 27%). There was also a sizable difference of 23 percent between 12- and 14-year-olds in their responses to "It is OK to tell a lie if it will keep your friends out of trouble." Although there were some relatively large differences between the 12- and 14-year-olds, the smallest differences were for the "stealing" neutralizations. In short, stealing is not only the least acceptable form of the three deviant behaviors to neutralize, but there is less variation across age for stealing than for the other two forms of behavior.

In terms of site differences, the widest variation again occurs within responses to the acceptability of beating up someone if they hit you first. Albuquerque students were the most likely to agree, while Portland youths were the least likely to agree (65% and 36%, respectively). On the whole, students in Philadelphia, Albuquerque, and Chicago were considerably more likely to use neutralizations than students in the other cities, but students in the Dallas-Fort Worth area were still more likely to use neutralizations than were Portland, Greeley, or Nashville students; and, they actually comprised the second-largest proportion of youths who agreed that it is okay to beat up someone to protect friends or family. Students in some cities, such as Portland and Nashville, also showed very low "tolerance" for certain forms of behavior. Portland students had the lowest level of agreement for all three forms of stealing and all three forms of hitting, but were more agreeable to lying, especially small lies. Conversely, Nashville students showed the lowest amount of agreement with the three forms of lying, agreement similar to Portland with forms of stealing, but much higher agreement that forms of hitting are okay. These results shown in Table 4 again call into question whether site differences can be explained by age differences between youths. It is not always the case that Chicago and Albuquerque students showed the greatest use of neutralizations, and in fact, a larger proportion of students in Philadelphia, and in the DFW-area for one item, justified the use of violence in certain situations.

Table 4: Use of Neutralizations

Item Frequencies by Age and City

Items	Full Sample %	Age 12 %	Age 14 %	ABQ %	POR %	DFW area %	GRE %	NSH %	PHL %	CHI %
Neutralizations*										
OK tell small lie	46	40	59	53	43	41	42	40	48	61
OK to lie if keep friends from getting in trouble	27	20	43	35	21	26	23	20	31	39
OK to lie if keep you out of trouble	27	21	40	35	19	27	26	18	28	40
OK to steal from rich	11	7	19	14	5	13	9	7	12	17
OK to steal from store	7	4	14	11	3	8	6	3	7	10
OK to steal if only way you could ever get it	8	4	17	11	4	8	6	4	8	13
OK to beat up someone if they first hit you	50	42	69	65	36	51	42	42	63	58
OK to beat up someone to stand up for rights	57	52	70	65	39	60	51	57	68	65
OK to beat up someone to protect friends/family	64	58	73	69	52	71	54	60	73	68

*% "Agree/Strongly agree"

Adherence to "Street Code"

The survey also included a series of questions designed to assess students' level of adherence to the "code of the street," a set of values and norms adopted by some to regulate interpersonal interaction (particularly aggression and violence) in chaotic, violent environments. These values and norms are based on goals of gaining and maintaining respect and are achieved by the exhibition of willingness to use violence in ways approved by or consistent with the informal rules governing behavior. To assess students' adoption of the street code, we asked them to indicate their level of agreement (1 = strongly disagree, 5 = strongly agree) with seven statements (see box titled "Street Code"). The percentage of students who "agreed" or "strongly agreed" to each statement is shown in Table 5.

In contrast to the results regarding neutralizations for hitting, with which a majority of students overall agreed, for none of the street code items did a majority of students indicate agreement. The largest percentage (45%) was found for the third item, "People will take advantage of you if you don't let them know how tough you are," followed by "It is important to show others that you cannot be intimidated" (43% agreed). Less than one-quarter (23%) of all students agreed that it is important to use force to teach others not to disrespect you or that you need to threaten people in order to be treated fairly.

The differences across age in adherence

> **Street Code**
>
> *How much do you agree or disagree with the following statements?*
>
> 1. When someone disrespects you, it is important that you use physical force or aggression to teach him or her not to disrespect you.
> 2. If someone uses violence against you, it is important that you use violence against him or her to get even.
> 3. People will take advantage of you if you don't let them know how tough you are.
> 4. People do not respect a person who is afraid to fight physically for his or her rights.
> 5. Sometimes you need to threaten people in order to get them to treat you fairly.
> 6. It is important to show others that you cannot be intimidated.
> 7. People tend to respect a person who is tough and aggressive.
>
> *Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree*

to the street code follow the same pattern as the results for other anti-social norms, but the differences are relatively stable across the questions. Specifically, the percentage difference between the age groups for each question was somewhere between 14 and 20 percent, and three questions saw differences of 17 percent. The most appreciable difference in agreement (20%) is found for responses to the statement "If someone uses violence against you, it is important that you use violence against him or her to get even," with which 25 percent of 12-year-olds agreed,

but 45 percent of 14-year-olds agreed. This difference is not as large as the most disparate results in previous analyses; that is, there appears to be less variation by age in regard to the street code than in regard to other anti-social norms.

Table 5: Adherence to Street Code

Item Frequencies by Age and City

Items	Full Sample %	Age 12 %	Age 14 %	ABQ %	POR %	DFW area %	GRE %	NSH %	PHL %	CHI %
Street Code*										
When someone disrespects, important to use force to teach not to	23	18	36	25	13	24	23	18	35	29
When someone uses violence against you, important to use violence to get even	31	25	45	37	22	36	26	26	39	37
People will take advantage if not show how tough you are	45	39	55	54	28	43	38	43	61	51
People do not respect person afraid to fight physically for rights	42	37	50	47	28	43	41	34	59	45
Sometimes need to threaten to be treated fairly	23	18	32	26	15	23	20	20	36	26
Important to show others you cannot be intimidated	43	37	54	47	34	41	41	39	55	47
People respect person who is tough and aggressive	41	35	52	49	26	36	39	38	57	44

*% "Agree/Strongly agree"

Overall, Portland students showed the least agreement with street code values (see Table 5), and for the most part, the percentage who agreed is considerably lower than in any other city. Across the board, a greater percentage of students in Philadelphia than in other sites expressed agreement with the street code. This is consistent with previous results for hitting neutralizations and is notable because Philadelphia students are younger than those in Chicago and Albuquerque. Students in Albuquerque and Chicago also reported relatively high agreement, while those in Nashville and Greeley exhibited lower levels of agreement. DFW-area students again fell somewhere in between. The biggest cross-site difference is in the level of agreement with the statement, "People will take advantage of you if you do not let them know how tough

you are." Sixty-one percent of Philadelphia youths agreed with this statement, while only 28 percent of Portland youths agreed. This difference of thirty-three percent is not only the largest within "adherence to street codes," but is the largest cross-site difference in all of the anti-social norms reported.

Likelihood of Reporting Deviant Behavior

A final "anti-social" norm assessed in the youth survey was "likelihood of reporting" deviance. Students were asked to indicate on a five-point scale how likely it would be that they would report it if they saw someone engaging in a number of deviant acts (the six questions can be found in box titled "Likelihood of Reporting"). The proportion of students who stated it was "likely" or "very likely" that they would report the behaviors is presented in Table 6.

There is quite a range across the items in terms of students' likelihood of reporting the behaviors in question. Students were most likely to indicate that they would report someone breaking into a home in their community (54%), but only about a quarter (26%) would report someone cheating on a test at school. A little over one-third would report someone breaking into a locker (36%) or bullying another student (35%) at school. Interesting results are also found on the other end of the spectrum: fully 37 percent of students indicated that it was "not at all likely" that they would report cheating on a test (not shown in table), and one-third of students would not report the other five behaviors.

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Likelihood of Reporting

How likely is it you would report it if you saw someone doing the following things?

1. Breaking into a locker at school?
2. Bullying another student at school?
3. Breaking into a home in your community?
4. Beating up a stranger on the street?
5. Cheating on a test at school?
6. Stealing something from a store?

Not at all likely, A little likely, Somewhat likely, Likely, Very likely

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The likelihood of reporting deviant behavior varies more between 12- and 14-year-olds than did agreement with the street code and is closer to the variation seen in agreement with neutralizations. The overarching pattern between 12- and 14-year-olds is also evident in these results: 12-year-olds were always more likely than 14-year-olds to indicate that they would report someone engaging in any of these behaviors. The smallest difference (12%) between the age groups relates to reporting cheating on a test at school, but the percentage of 12-year-olds

who would report this behavior was already relatively low at 30 percent. The largest difference between the age groups concerns the reporting of someone stealing something from a store: 14-year-olds were nearly half as likely as 12-year-olds to say that they would be likely to report this (27% and 50%, respectively). Looking at the other end of the scale, it is notable (and perhaps disturbing, especially to educators) that almost half (49%) of 14-year-olds said it was "not at all likely" that they would report someone cheating on a test (results not shown in table), compared to 31 percent of 12-year-olds.

Table 6: Likelihood of Reporting

Item Frequencies by Age and City

Items	Full Sample %	Age 12 %	Age 14 %	ABQ %	POR %	DFW area %	GRE %	NSH %	PHL %	CHI %
Likelihood of Reporting*										
Breaking into locker at school?	36	41	25	33	47	32	45	35	27	27
Bullying another student at school?	35	40	23	29	42	32	43	38	32	25
Breaking into home in your community?	54	60	42	55	67	48	58	60	40	45
Beating up stranger in street?	49	56	35	47	64	43	57	53	37	39
Cheating on test at school?	26	30	18	19	29	26	33	29	24	18
Stealing something from store?	42	50	27	37	55	39	48	48	32	32

* % "Likely/Very likely"

For this anti-social norm, no site's youths were most likely or least likely to report for every item, although in general, a greater percentage of students in Portland, Greeley, and Nashville would be likely to report deviance. There is also a general lack of well-defined groups of behaviors for which youths from any given site showed a clear preference in the likelihood of reporting, unlike some sites' preferences for certain types of neutralizations. The biggest cross-site differences are found in the likelihood of reporting someone breaking into a home in their community and someone beating up a stranger on the street. Both are differences of 27 percent, and again, Portland youths were the most likely to report, while Philadelphia youths were the least likely. The smallest cross-site differences are found in likelihood of reporting someone

bullying another student and cheating on a test at school. Both are differences of 14 percent, and in this case, Greeley youths were the most likely to report, while Albuquerque youths were the least likely to report. Similar results are found when looking at the other end of the scale (not shown in table): a greater percentage of students in Philadelphia than in other sites responded that it was "not at all likely" they would report breaking into a locker, breaking into a home, or stealing something from a store and these students were highly represented (along with students in the DFW-area, Chicago, and Albuquerque) for the other behaviors as well. Interestingly, it is the DFW-area location that had the highest proportion (41%) of students who would not report someone beating up a stranger in the street. All of these results give more evidence that site differences are not necessarily age differences; there is something more that explains differences between the cities in anti-social norms.

Summary

This document is the second annual report to schools and communities prepared as part of the National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program. The G.R.E.A.T. program was developed in 1991, underwent a rigorous evaluation from 1995 – 2001, was substantially revised as a result of that evaluation, and the new curriculum was fully implemented in 2003. The core of the current G.R.E.A.T. program consists of 13 lessons, delivered by law enforcement officers in middle-school settings, intended to meet two main goals: 1) help youths avoid gang membership, violence, and criminal activity; and 2) help youths develop a positive relationship with law enforcement.

The University of Missouri-St. Louis is evaluating the current G.R.E.A.T. program in seven cities. Students have completed pre-test surveys (prior to implementation of the G.R.E.A.T. program), post-test surveys (shortly after completion of the G.R.E.A.T. program), and the first annual follow-up survey (one year after pre-test surveys were administered)[6]. We will continue to follow the same students, surveying them in their current school one time each year until 2010, to assess the impact that the G.R.E.A.T. program has on students' attitudes and behaviors. Program outcomes have not yet been assessed, but these will be shared in the future.

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[6] With the exception of the two Chicago schools added during the 2007-08 school year; these schools will complete the first annual follow-up survey during the 2008-09 school year.

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The current report provides descriptive information about some areas of interest for schools, law enforcement, and communities participating in the National Evaluation of G.R.E.A.T. Specifically, we have focused on issues related to youths' adherence to anti-social attitudes or norms, including their likelihood of giving in to peer pressure to engage in deviance, their commitment to negative peers, their use of neutralizations for deviant behavior, their adoption of street code values, and their likelihood of reporting others' deviant behavior. On the whole, we find that most students do not hold anti-social norms, but there are some interesting deviations to the general patterns.

A majority of youths would not give in to peer pressure to engage in a variety of deviant behaviors and nearly two-fifths would not continue to associate with peers who got them in trouble at home or at school; over 70 percent would stop hanging out with friends who got them in trouble with police. Very few students agreed that it was okay to steal things; about a quarter agreed that it was okay to lie to keep friends or themselves from getting in trouble, while almost half agreed it was okay to tell a small lie. There was much greater "tolerance" for violent than for stealing or lying behaviors: over half of all students used neutralizations for hitting behavior, agreeing that it was okay to beat up someone in three different situations. It was not the case, however, that the majority of students go so far as to adopt a "street code" mentality; across the range of street code items, less than one-quarter to less than one-half of students agreed. In regard to students' likelihood of reporting deviance, about one-half of students would report deviance in their community (54% would report someone breaking into a home; 49% would report someone beating up a stranger in the street; 42% would report someone stealing from a store), but there was less apparent willingness to report deviance occurring at school: while over a third would report someone breaking into a locker (36%) or bullying (35%), only one-quarter (26%) would report cheating.

In every instance, a larger proportion of older (14-year-olds) than younger (12-year-olds) students exhibited anti-social norms. The largest age differences (25% or greater) were in giving in to peer pressure to drink alcohol, continuing to hang out with friends getting them into trouble with police, and agreeing that it is okay to hit someone if they hit you first. Smallest age differences were generally found for continuing to associate with peers getting them into trouble at home or school and for agreement with neutralizations for stealing. Since most of the older students are concentrated in two of our sample cities (in Chicago, students in three of four

schools were in eighth-grade during the 2007-08 school year, as were students in two of four schools in Albuquerque; students in all other schools and sites were in seventh-grade), one might hypothesize that students in Chicago and Albuquerque would, by virtue of being older, be more likely than students in the other sites to report anti-social norms. While this seems to be the case for peer pressure to engage in deviance, results for the other anti-social norms complicates the picture a bit. It was not, for example, Chicago and Albuquerque that had the lowest proportion of students who would stop hanging out with peers getting them into trouble at home and school (commitment to negative peers), but rather Albuquerque and Portland. For neutralizations, although Chicago and Albuquerque students were most likely to agree with lying and stealing neutralizations, Philadelphia students (and in one instance Dallas-Fort Worth area students) also scored high on hitting neutralizations. Although Philadelphia youths seem less likely than youths in many other cities to be influenced by peers (giving in to peer pressure and being committed to negative peers), there appears to be a relatively stronger influence of a "street code" mentality in Philadelphia, with a greater proportion of students in this city agreeing with neutralizations for violence (Table 4) and with statements reflective of street code values (Table 5). It is perhaps not ironic that Philadelphia is ostensibly the city in which University of Pennsylvania professor Elijah Anderson's book *The Code of the Street* was set.

Overall, most students do not adhere to anti-social norms. There is relatively greater adoption of anti-social attitudes among older than younger students, and there are often clear differences across the seven sites, with the general pattern being that students in Albuquerque, Chicago, and Philadelphia are relatively more anti-social in their attitudes than are students in Portland, Greeley, and Nashville. Some of these site differences may be due to age, but more likely, differences are due to influences from the contextual environments in which these students live. Of particular concern for teachers and school administrators may be the findings regarding school-related anti-social norms, including that only 54 percent of students said it was not likely they would cheat on a test at school if friends wanted them to (12% said was likely/very likely), that only 57 percent would not bully another student at school if friends wanted them to, and that only about one-third of students would report someone breaking into a locker, bullying another student, or cheating on a test at school.

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For more information about the Gang Resistance Education and Training (G.R.E.A.T.) Program, see the official G.R.E.A.T. website located at http://www.great-online.org/ .

For more information about youth gangs and effective responses, see the official website of the National Youth Gang Center located at http://www.iir.com/nygc/ .

For more information on the earlier National Evaluation of G.R.E.A.T., consult the following:

Esbensen, Finn-Aage. 2004. *Evaluating G.R.E.A.T.: A school-based gang prevention program – Research in Policy.* Washington, D.C.: U.S. Department of Justice, Office of Justice Programs. Available online at: http://www.ncjrs.gov/pdffiles1/nij/198604.pdf .

Esbensen, Finn-Aage, Adrienne Freng, Terrance J. Taylor, Dana Peterson, and D. Wayne Osgood. 2002. The National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program. Pp.139-167 in Winifred L. Reed and Scott H. Decker (Eds.), *Responding to Gangs: Evaluation and Research.* Washington, D.C.: U.S. Department of Justice, National Institute of Justice. Available online at: http://www.ncjrs.gov/pdffiles1/nij/190351.pdf .

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Winfree, L. Thomas, Jr., Dana Peterson Lynskey, and James R. Maupin. 1999. Developing Local Police and Federal Law Enforcement Partnerships: G.R.E.A.T. as a case study of policy implementation. *Criminal Justice Review* 24 (2): 145-168.

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National Evaluation of the

Gang Resistance Education and Training (G.R.E.A.T.) Program

2009 Report to Schools and Communities:

Program Implementation Quality and

Preliminary Outcome Results

by

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The Gang Resistance Education and Training (G.R.E.A.T.) Program

The Gang Resistance Education and Training (G.R.E.A.T.) program is a gang and delinquency prevention program delivered by law enforcement officers within a school setting. Developed as a local program in 1991 by Phoenix-area law enforcement agencies, the program quickly spread throughout the United States. The original G.R.E.A.T. program operated as a nine-lesson lecture-based curriculum taught primarily in middle-school settings. Results from an earlier National Evaluation of the G.R.E.A.T. program (1995-2001) found that the program had an effect on several mediating variables (factors commonly identified as risk factors) associated with gang membership and delinquency but found no differences between G.R.E.A.T. and non-G.R.E.A.T. youths in terms of these behaviors (i.e., gang membership and involvement in delinquent behavior).

Based in part on these findings, the G.R.E.A.T. program underwent a critical review that resulted in substantial program modifications. The revised curriculum (see Box A) consists of 13 lessons aimed at teaching youths the life-skills (e.g., communication and refusal skills, as well as conflict resolution and anger management techniques) thought necessary to prevent involvement in gang behavior and delinquency. The revised G.R.E.A.T. curriculum was piloted in 2001, with full-scale implementation occurring in 2003. Currently, the program is taught in middle schools across the country as well as in other countries. In school districts with school-resource officers, the G.R.E.A.T. program is generally taught by the SROs. In other jurisdictions, law enforcement officers deliver the program as part of their assignment in community relations divisions, while elsewhere officers teach the program on an overtime basis. Regardless of officers' assignments, all instructors must complete G.R.E.A.T. Officer Training and be certified prior to their assignment to teach in the local schools. This training (one week for officers with prior teaching experience and two weeks for others), in addition to introducing the officers to the program, includes sections on gang trends, issues associated with the transition from an emphasis on enforcement to one of prevention, middle school student developmental stages, and teaching and classroom management techniques.

The program's two main goals are:

1. To help youths avoid gang membership, violence, and criminal activity.
2. To help youths develop a positive relationship with law enforcement.

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Box A: The G.R.E.A.T. Program

1. **Welcome to G.R.E.A.T.** – An introductory lesson designed to provide students with basic knowledge about the connection between gangs, violence, drug abuse, and crime

2. **What's the Real Deal?** – Designed to help students learn ways to analyze information sources and develop realistic beliefs about gangs and violence

3. **It's About Us** – A lesson to help students learn about their communities (e.g., family, school, residential area) and their responsibilities

4. **Where Do We Go From Here?** – Designed to help students learn ways of developing realistic and achievable goals

5. **Decisions, Decisions, Decisions** – A lesson to help students develop decision-making skills

6. **Do You Hear What I Am Saying?** – Designed to help students develop effective verbal and non-verbal communication skills

7. **Walk in Someone Else's Shoes** – A lesson to help students develop active listening and empathy skills, with a particular emphasis on understanding victims of crime and violence

8. **Say It Like You Mean It** – Designed to help students develop effective refusal skills

9. **Getting Along Without Going Along** – A lesson to reinforce and practice the refusal skills learned in Lesson 8

10. **Keeping Your Cool** – A lesson to help students understand signs of anger and ways to manage the emotion

11. **Keeping It Together** – Designed to help students use the anger-management skills learned in Lesson 10 and apply them to interpersonal situations where conflicts and violence are possible

12. **Working It Out** – A lesson to help students develop effective conflict resolution techniques

13. **Looking Back** – Designed to conclude the G.R.E.A.T. program with an emphasis on the importance of conflict resolution skills as a way to avoid gangs and violence; students also present their projects aimed at improving their schools

The National Evaluation of G.R.E.A.T.

In 2006, following a competitive peer review process, the National Institute of Justice awarded the University of Missouri-St. Louis funding to conduct the National Evaluation of the G.R.E.A.T. program. The evaluation consists of both process and outcome components that include student surveys, classroom observations in G.R.E.A.T. and non-G.R.E.A.T. classrooms, surveys of teachers, school administrators, and law enforcement officers, interviews with G.R.E.A.T. officers and G.R.E.A.T. supervisors, and observations of G.R.E.AT. Officer Training (G.O.T.). In this report we focus on program fidelity (i.e., actual program delivery) and preliminary findings of program effectiveness.

As will be detailed below, we surveyed students attending 31 public middle schools in seven cities across the country. Based upon student responses to three waves of questionnaires (pre-test, post-test, and one-year follow-up), we are able to assess short-term program effects. That is, we examine the extent to which students receiving G.R.E.A.T. differ from non-G.R.E.A.T. students in terms of their delinquent activity and gang involvement. Additionally, we examine the extent to which risk factors addressed in the G.R.E.A.T. program also differentiate the G.R.E.A.T. students from the control group. However, prior to reporting on these outcomes, we describe results from our efforts to assess program fidelity; that is, was the program delivered in the manner that was intended and with sufficient quality to reasonably expect the program to have its desired effects? To answer this question, we rely upon approximately 500 observations of actual classroom program delivery and questionnaire responses provided by 230 teachers and administrators in the 31 schools participating in the evaluation.

Study Design

To implement a process and outcome evaluation of a school-based program that is offered in settings across the United States, it is important to select a sample that will be representative of the diversity of settings in which the overall program operates. Cost and logistics must also be factored into design decisions. Our overall strategy was to include four to six schools in six different cities. By including multiple schools in a single city we would reduce potential bias that could arise from including atypical schools. Having multiple cities in the evaluation would allow for inclusion of geographically diverse areas, different sized cities and

school districts, differential levels of gang activity, and a diversity of racial and ethnic groups. Within each participating school, classrooms would be randomly assigned to receive G.R.E.A.T. or to be designated as a control classroom. While apprehension about the random assignment and subsequent exclusion of some classrooms from receiving G.R.E.A.T. was expressed by some principals and teachers, ultimately 31 schools agreed to the design specifics.[1] We now describe the site and school selection process of the evaluation.

Site Selection

During the summer of 2006, efforts were made to identify cities for inclusion in the National Evaluation of G.R.E.A.T. Site selection was based on three main criteria: 1) existence of the G.R.E.A.T. program, 2) geographic and demographic diversity, and 3) evidence of gang activity. This site selection process was carried out in a series of steps. First, the research staff contacted the G.R.E.A.T. Regional Administrators[2] and Bureau of Justice Assistance[3] personnel to identify locales with established programs. Consideration was given to factors such as the length of time the program had been in operation, number of G.R.E.A.T.-trained officers, and the number of schools in which the program was offered. Second, once this list of more than 50 potential agencies was constructed, the research staff contacted representatives in these cities to obtain more information about the delivery of the G.R.E.A.T. program. Third, given the focus of the program, information about gang activity in these potential cities was obtained from the National Youth Gang Center. Ultimately, we selected seven cities (varying in size, region, and level of gang activity) as our primary target sites. Given the difficulties associated with securing permission to conduct evaluations in many school districts, we were hopeful that six of these seven cities would cooperate.

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[1] Two principals who were contacted declined their schools' participation. In one case, the principal had previously been a police gang investigator and, thus, "knew the program worked." In the other case, the principal would not agree to our study design (i.e., random assignment of classrooms). In a third school, while the principal agreed to participate, there was resistance to the evaluation design, and this school was ultimately dropped from the study. In each instance, other schools were selected to replace the non-participating schools.

[2] G.R.E.A.T. is a national program overseen by the G.R.E.A.T. National Policy Board (NPB). For administrative purposes, responsibilities for program oversight are held by (or "given to") agencies operating in different geographic regions: Northeast, Midwest, Southeast, Southwest, and West. Additionally, two federal partners—the Bureau of Alcohol, Tobacco, Firearms, and Explosives (BATF) and the Federal Law Enforcement Training Center (FLETC)—are involved in program training and oversight.

[3] The Bureau of Justice Assistance (BJA) oversees the allocation of federal funds and grant compliance associated with the G.R.E.A.T. program.

Once these seven cities were identified, the research staff worked with the primary local law enforcement agency and the school district in each city to seek their cooperation. Much to our surprise, all seven districts agreed to participate. Rather than exclude one of the sites, we decided to expand our design from six to seven cities. These participating cities are: Albuquerque, New Mexico; Chicago, Illinois; Greeley, Colorado; Nashville, Tennessee; Philadelphia, Pennsylvania; Portland, Oregon; and a Dallas-Fort Worth (DFW), Texas, area location. With school district approval, we then identified potential schools for study participation and contacted the principals. Our intent in the selection of schools was to include schools that, taken as a whole, would be representative of the districts. Once initial agreement to participate was obtained from the school administrator, more detailed discussions/meetings were held between school personnel, G.R.E.A.T. officers, and the research team. Whenever possible, face-to-face meetings were held, but in some instances final arrangements were made via telephone. School and police personnel were informed of the purpose of the evaluation, issues related to the random assignment of classrooms to the treatment or control condition (i.e., receive G.R.E.A.T./not receive G.R.E.A.T.), procedures to obtain active parental consent for students in these classrooms, scheduling G.R.E.A.T. program delivery, and other logistical issues associated with the study design. We turn now to the process evaluation components assessing program implementation.

Classroom Observations

The G.R.E.A.T. program is intended to be taught in the same manner by officers across all settings. In G.R.E.A.T. Officer Training, officers are instructed to teach the curriculum as presented in the Instructor's Manual in terms of wording, ordering, and content, and to adhere to the suggested time frames for each component of each lesson. Members of the research team observed officers teaching the G.R.E.A.T. program in all of the 31 participating schools; this consisted of 520 classroom observations of 33 different officers. Each observer used a coding sheet to document whether or not the officer taught the lesson in its entirety and as intended. Specifically, the observer would indicate if each lesson component was addressed, the time spent on each lesson component, whether or not specified activities were conducted as intended, and made an assessment of the quality of student engagement. These observations allowed us to determine the extent to which the lesson was implemented and to rate the overall program

implementation quality of each G.R.E.A.T. classroom. Across the seven cities, there were 492 separate and unique observations plus another 28 inter-rater reliability (IRR) observations (multiple observers assessing the same lesson in the same classroom) for a grand total of 520 observations. We are able to report summary information by both observations of lessons and observations of officers. By lessons, we can summarize our observations as follows: Lesson 5 and Lesson 9 (44 observations apiece) were the most frequently-observed lessons across all cities and schools. Lesson 7 had the fewest observations, with a total of 29; the average number of observations per lesson was 40. In five sites, we were able to obtain at least one observation per each of the 13 lessons. By officer, our observations can be summarized in this way: twenty-six of the 33 officers were observed delivering seven or more of the 13 lessons. For 15 officers, we had at least 17 observations of their lessons; the average per officer was 15 lessons observed.

Results from these observations indicate that, overall, the G.R.E.A.T. program was implemented with high fidelity; 27 of the 33 officers were considered to have implemented the G.R.E.A.T. program with average or better than average fidelity. This means that if a treatment effect is detected in the outcome evaluation, then it would be feasible to attribute this effect to the G.R.E.A.T. program. Three additional officers delivered the program with below average fidelity, but students in these classrooms still received a sufficient amount of the program (dosage) with sufficient fidelity (program adherence) to link outcome effects to the program. Only three officers failed to teach the program with sufficient fidelity to reasonably expect the program to have any effect on the students in those classrooms. The clear majority of officers 1) had good to excellent time management skills, 2) adhered to suggested program time frames, 3) made considerable effort to cover all topical areas in each lesson, and 4) stimulated student interest and participation. Variations were found across officers, but typically not across classrooms; that is, officers were generally consistent in their program delivery when teaching in different classrooms.

The observations also identified a number of areas where difficulties arose, detracting from program fidelity. These were generally due to situations outside of the control of officers. Examples include shortened school days (i.e., schedule changes) and other policing duties that pulled officers from the classroom. Other situations, however, could be addressed by officers delivering the program. For example, officers sometimes had difficulties with disruptive students, often in combination with inattentive teachers. In these situations, greater attention to

officers' classroom management skills (perhaps in the G.R.E.A.T. Officer Training sessions) and greater involvement of the classroom teacher would have helped to resolve these disciplinary situations. Improving teacher involvement, as well as communication between G.R.E.A.T. officers and classroom teachers, may be warranted.

School Personnel Questionnaires

To assess educators' perceptions of school-based prevention programs in general and the G.R.E.A.T. program in particular, administrators and teachers in the G.R.E.A.T. grade levels (6th or 7th) in the 31 participating schools were asked to provide their responses to an anonymous questionnaire; 230 (62%) completed the surveys. The survey was conducted in the spring of 2007 and again during Fall 2007 and Spring 2008. School personnel were asked their perceptions of problems facing their schools, crime and gangs in their schools and surrounding neighborhoods, fear of crime and victimization experiences, their school as a work environment, law enforcement officers and prevention programs in schools, and prevention program content and delivery. Prior research has suggested that teachers' opinions about these topics may be related to their views of the G.R.E.A.T. program and the officers teaching the program.

Educators were generally positive about having law enforcement officers in schools. Most respondents' schools had a School Resource Officer (SRO), and these respondents had the most positive attitudes about police in schools. In addition, school personnel were supportive of prevention programs in schools and the role of schools in prevention, although only about half agreed that teachers should incorporate prevention program lessons into their own curricula. These findings generally bode well for the G.R.E.A.T. program. In regard to program content and delivery, over 70 percent rated the components in Table 1 as "very important" in helping youths avoid drugs, delinquency, and gangs, with decision-making, problem-solving, and conflict resolution skills receiving this rating by over 90 percent. The G.R.E.A.T. curriculum includes all of the 11 components, with an emphasis on a skills-building approach that culminates in activities designed to allow students to practice conflict resolution. The G.R.E.A.T. program also utilizes mostly "active teaching" methods such as small group activities and role-playing, which were rated as "very effective" (as opposed to "not effective" or "somewhat effective") means of prevention program delivery by 70 percent or more of

respondents, as well as class discussion, rated very effective by 60 percent. The G.R.E.A.T. program is not designed to be delivered using such didactic methods as lecture and written homework, rated as "very effective" by only 6 and 7 percent of school personnel.

Table 1. School Personnel Opinions about Prevention Program Content, by Job Position and Site

How important is each in helping youths avoid drugs, delinquency, and gangs?[a]	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
Goal setting[b]	83	97	79	78	85	84	90	88	89	73
Decision making	92	100	91	92	92	92	93	91	93	92
Anger management	88	94	87	89	92	81	87	88	93	87
Problem solving[b]	92	100	89	89	96	89	90	97	89	87
Refusal skills	82	86	80	75	77	72	90	88	82	92
Recognition of peer pressure	87	92	86	81	92	78	90	97	82	92
Anti-gang and violence norms	77	78	77	81	89	70	83	85	68	67
Communication skills	90	94	89	89	92	92	87	97	86	87
Conflict resolution	93	100	92	92	100	87	97	94	96	92
Social responsibility	86	89	84	89	77	87	87	94	79	84
Empathy and perspective taking	78	86	77	78	77	73	73	79	82	84

[a] Percent of respondents who answered "very important," as opposed to "not important" or "somewhat important"
[b] $p < .05$, differences between Administrators and Teachers, chi-square measure of association

School personnel who were familiar with G.R.E.A.T. had positive views of the program, with about 90 percent in favor of having the program in their schools (see Table 2). Most believed the program materials to be appropriate and appealing, although fewer agreed that the length of the curriculum or the class time allotted were enough to cover the topics and materials. The majority of educators believed the program taught students skills necessary to avoid delinquency and gangs, addressed problems faced by their students, and improved student-police relations (the latter a key goal of G.R.E.A.T.), but only about half agreed that the program played a significant role in reducing youth gang participation in their schools and communities. Respondents' views about G.R.E.A.T. were related to several attitudes elicited in the earlier sections of the survey; specifically, greater fear of crime in and around school, greater perception

of existence and enforcement of school rules, and more positive views of law enforcement and prevention programs in school were all related to more favorable views of G.R.E.A.T., and vice versa.

Table 2. Opinions about the G.R.E.A.T. Program, by Job Position and Site

Opinions of G.R.E.A.T.[a]	Total	Adm	Tchr	ABQ	CHI	DFW area	GRL	NSH	PHL	PTD
I am in favor of having G.R.E.A.T. in my school	89	94	87	96	91	96	92	85	89	76
G.R.E.A.T. curriculum is appropriate for students' age and comprehension levels	92	100	89	89	96	89	92	92	88	96
G.R.E.A.T. educational materials seem to be appealing to students	77	91	72	69	78	82	83	58	81	85
G.R.E.A.T. teaches students the skills needed to avoid gangs and violence	82	88	80	70	87	86	83	77	92	82
G.R.E.A.T. program improves students' perceptions of police	85	91	83	93	82	89	88	69	77	93
G.R.E.A.T. addresses problems facing students at my school[b]	86	100	83	89	87	96	92	73	88	79
G.R.E.A.T. plays a significant role in reducing youth gang participation in my school[c]	54	70	48	44	48	79	58	39	65	41
G.R.E.A.T. plays a significant role in reducing youth gang participation in my community[b]	47	73	40	42	39	71	54	46	48	26
Length of G.R.E.A.T. curriculum is enough time to cover important, relevant topics[b]	63	88	57	56	65	56	75	60	52	78
G.R.E.A.T. officers have enough time during class period to sufficiently cover materials for each lesson[b]	62	91	56	44	70	56	71	62	63	70

[a] Percent of respondents who answered "agree" or "strongly agree"; other available responses were "strongly disagree," "disagree," "neither agree nor disagree"
[b] $p < .05$, differences between Administrators and Teachers, chi-square measure of association
[c] $p < .05$, differences across sites, chi-square measure of association

The G.R.E.A.T. officer teaching the program was also viewed favorably by the majority of respondents, in terms of both preparation and delivery of program and their interactions in the

classroom. Despite this overall positive assessment, responses to both the closed-ended and open-ended questions indicated that some officers struggled with classroom management or failed to attend on scheduled days. Open-ended comments revealed that many educators believed the success of the program to be tied to the officer, and additional analyses showed that respondents' views of the program were related to their views about the officer teaching the program. Views of the G.R.E.A.T. officer were also related to attitudes about law enforcement officers and prevention programs in schools; the more respondents supported officers and prevention programs in schools, the more favorable their views of the G.R.E.A.T. officer.

School personnel in whose classrooms G.R.E.A.T. had been taught also provided comments about their role in the program, and several findings are particularly salient. Most educators played at least some role in the program; although this was largely classroom management activities, some assisted the officer and others actively participated. Many used the time for grading or other paperwork. Almost half (45%) did not incorporate G.R.E.A.T. lesson content into their own curricula, mostly due to lack of time (a large concern was the amount of material to cover for mandated testing), but also because it was not relevant to their subject. The other 55 percent, especially those in relevant courses such as social studies, language arts, and health, did cover or reinforce G.R.E.A.T. content. Most (84%) did not use extended teacher activities associated with G.R.E.A.T. lessons, often due to lack of time, but almost as often because they had not been made aware of the activities by the G.R.E.A.T. officer.

In sum, there appears to be a good deal of support among administrators and teachers for both the G.R.E.A.T. program and officers. These views are most strongly tied to views of the role of law enforcement officers and prevention programs in schools and do not appear to be related to problems in schools such as delinquency and gangs, to fear of crime or crime victimization, to job satisfaction or other perceptions about school as a work environment, or to whether the respondents' school has a School Resource Officer. Aspects of the current educational climate, such as meeting standards set forth in the "No Child Left Behind" act, provide challenges to delivery and reinforcement of the G.R.E.A.T. program that can be addressed, in part, by locating the program in specific subjects. Finally, views of G.R.E.A.T. and the G.R.E.A.T. officer are related to each other, an important tie that provides avenues for improving even more the overall positive attitudes of school personnel.

Effectiveness of G.R.E.A.T.

The evaluation design of this project can best be described as an experimental longitudinal panel design. That is, classrooms in each of the participating schools were randomly assigned to the treatment (i.e., G.R.E.A.T.) or control condition (i.e., no program exposure), and students in these classrooms were scheduled to complete six waves of questionnaires (pre- and post-tests followed by four annual surveys). Thus, the final sample of students would be followed through their school experiences from 6th or 7th grade through 10th or 11th grade. Importantly, all students in the selected classrooms were eligible to participate in the evaluation. A total of 4,905 students were enrolled in the 195 participating classrooms (102 G.R.E.A.T. and 93 control classes) in the 31 middle schools at the beginning of the data collection process.

Active parental consent procedures were implemented in all sites. We worked closely with the principals and classroom teachers during the consent process. Teachers distributed and collected consent form packets. Each packet included a cover letter explaining the purpose of the evaluation as well as an informed consent form (explaining the risks and benefits of the students' participation) for parents/guardians to read, sign, and return to the teacher. When allowed by the districts, the research staff provided monetary compensation to the teachers directly for their assistance. In some instances, district regulations prohibited such compensation; in these cases, compensation was provided as a donation, made in honor of the teachers, to the school or district. Students were also given a small personal radio, calculator, or tote bag in exchange for returning a completed consent form. These rewards were provided to students regardless of whether the parent/guardian granted or withheld consent for the youth to participate in the study. Overall, 89.1 percent of youths (N=4,372) returned a completed consent form, with 77.9 percent of parents/guardians (N=3,820) allowing their child's participation.

Students completed pre-test surveys (prior to implementation of the G.R.E.A.T. program) with a completion rate of 98.3 percent and post-test surveys (shortly after completion of the G.R.E.A.T. program) with a completion rate of 94.6 percent. Students have also completed the first and second annual follow-up surveys (one and two years after pre-test surveys were administered) with completion rates of 87.3 and 82.9 percent, respectively. These response rates are excellent, especially given the highly mobile nature of the sample; at wave 3 (one year after

pre-tests), students were enrolled in more than 170 different schools in the seven participating school districts (not counting those students who were no longer attending schools in the original districts) and by wave 4 (two years after pre-tests), this number had grown to 216 different schools (66 different schools in Philadelphia alone). We obtained permission from principals at these schools to survey the transfer students – clearly, a time and labor intensive effort but one well worth achieving these high response rates.

Student Sample Characteristics

Table 3 presents the demographic information of the National Evaluation of G.R.E.A.T. sample for the entire group of youths, as well as separately by site, according to students' responses to the pre-test survey. The sample is evenly split between males and females; most (55%) youths reside with both biological parents; and the majority (88%) was born in the United States. The sample is racially/ethnically diverse, with Hispanic youths (37%), White youths (27%), and African-American (18%) youths accounting for 81 percent of the sample.

Approximately two-thirds of the youths (61%) were aged 11 or younger at the pre-test, representing the fact that 26 of the 31 schools delivered the G.R.E.A.T. program in 6th grade; three of the six Chicago schools and two of four schools in Albuquerque taught G.R.E.A.T. in 7th grade. Thus, the students in Chicago and Albuquerque were somewhat older than students in the other sites. Except in Chicago (in which Hispanics are over-represented and African Americans under-represented), the sample is similar to the demographic composition of the respective school districts.[4]

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[4] This disproportionate representation in Chicago occurred despite efforts by the research team to recruit schools that would be representative overall of Chicago Public Schools. One of the five originally-selected schools, which was comprised of nearly 100 percent African American students, was unable to meet the requirements of the study and was dropped from the sample. Given time constraints (i.e., too late in the school year to select a comparable school and implement the program with fidelity), we were unable to replace the excluded school during 2006-2007. Thus, the resulting sample was largely Hispanic, while the district was largely African American. To increase representativeness of the sample, the decision was made to add two primarily African American schools to the evaluation in the 2007-2008 school year, even though this meant that these schools would be one year behind other schools in the evaluation.

Table 3: Sample Characteristics at Wave 1

	Total	ABQ	CHI	DFW-area	GRL	NSH	PHL	PTD
	N=3820 %	N=591 %	N=500 %	N=614 %	N=582 %	N=590 %	N=457 %	N=486 %
Sex								
--Male	50	50	50	54	52	55	43	42
--Female	50	50	50	46	48	46	57	58
Race/Ethnicity								
--White	27	16	7	20	34	45	12	51
--African American	18	4	29	21	2	23	44	7
--Hispanic/Latino	37	49	56	46	50	17	20	13
--American Indian	4	10	1	2	5	1	4	4
--Asian	4	2	1	6	1	6	4	9
--Multi-Racial	8	14	2	5	4	4	12	13
--Other	4	5	2	1	5	5	5	3
Age								
--11 or younger	61	35	18	74	77	80	61	79
--12	29	43	44	25	22	19	35	20
--13 or older	10	23	38	2	2	<1	4	1
Mean	11.48	11.87	12.22	11.27	11.23	11.19	11.42	11.21
Living Arrangement								
--Both Biological Parents	55	52	57	60	58	60	38	58
--Single Parent	20	20	19	15	14	18	24	15
--1 Biological/1 Step-Parent	13	15	12	14	15	12	18	13
--1 Biological/1 Other Adult	7	7	7	7	7	7	11	8
--Other Relatives	3	6	3	3	4	2	8	5
--Other Living Arrangement	2	1	1	1	3	2	2	1
Resident Status								
--Born outside U.S.	12	10	15	13	11	15	11	9
--Born in U.S.	88	90	85	87	89	85	89	91

Outcome Results

To reiterate, the G.R.E.A.T. program has two primary goals: 1) to help youths avoid gang membership, violence, and criminal activity, and 2) to help youths develop a positive relationship with law enforcement. The curriculum consists of 13 lessons aimed at teaching youths the life-skills (e.g., communication and refusal skills, conflict resolution and anger management techniques) thought necessary to prevent involvement in gangs and delinquency. To assess program effectiveness, we compare responses from students in the G.R.E.A.T. classes to the students in the control classrooms. We utilize the pre-test and the one-year follow-up questionnaires; these results, therefore, represent short-term program effects. The student questionnaire contains a number of questions that tap program components, including measures of gang membership, self-reported delinquency, and attitudes toward the police. Additionally the survey includes questions that were drawn from a variety of empirical studies assessing key risk and protective factors associated with youth problem behaviors.

In these preliminary analyses we included a subset of seven attitudinal measures and two behavioral measures. The two behavioral measures allow us to assess the extent to which the G.R.E.A.T. program impacts gang membership and involvement in illegal activity. Specifically, we ask the students to indicate whether they are in a gang (this approach has been found in research to be a valid and robust measure) as well as a 15-item self-reported delinquency inventory (see Appendix for specific items). To measure positive attitudes to the police, students were asked to respond to six questions tapping attitudes to the police (see Appendix). Additionally, we asked a series of questions measuring the students' attitudes about gangs (see Appendix). These four sets of questions allow us to directly assess the program's main goals.

G.R.E.A.T. was developed as a skills building program that identified a number of mediating risk factors; that is, skills such as conflict resolution, empathy, and resistance skills. We also examined the extent to which students exposed to the G.R.E.A.T. program (relative to those who had not received G.R.E.A.T.) had improved or enhanced skills that would enable them to better resist the lures of gang membership and resist peer pressure to engage in illegal activities. Among these skills are the following: empathy, risk-seeking, conflict resolution skills, resistance to peer pressure, and refusal skills. The G.R.E.A.T. program teaches lessons that directly address these particular skills.

Given the research design (individuals are nested within classrooms and classrooms are nested within schools), hierarchical linear modeling techniques were used to assess program effectiveness. The analyses revealed six statistically significant differences between the G.R.E.A.T. and non- G.R.E.A.T. students. Specifically, the G.R.E.A.T. students compared to non-G.R.E.A.T. students reported:

- More positive attitudes to police
- Less positive attitudes about gangs
- More use of refusal skills
- More resistance to peer pressure
- Lower rates of gang membership
- Lower rates of self-reported delinquency.

These findings address the two main program goals: 1) to reduce delinquency and gang affiliation and 2) to improve youths' relationships with law enforcement. Additionally, several program-specific skills-building objectives appear to be met, especially refusal skills. There were *no* statistically significant differences between the groups on measures of *empathy*, *risk-seeking*, and *conflict resolution*.

At this juncture, we can say that the preliminary results are supportive of a one-year post program effect. That is, students completing the G.R.E.A.T. program have lower rates of gang affiliation and self-reported delinquency than do students in the control group. Additionally, the G.R.E.A.T. students report a number of more pro-social attitudes, including more positive attitudes to the police, than do the control students.

These results are preliminary and reflect only short-term program effect. An important question remains: will these short-term program effects be sustained across time? The longitudinal design of the evaluation (i.e., surveying students annually for four years post program) will allow us to answer the question of whether the program has long-term effects on student attitudes and behavior. These results, however, will not be available for several more years.

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Summary

The Gang Resistance Education and Training (G.R.E.A.T.) program is a gang- and delinquency-prevention program taught by law enforcement officers in middle schools throughout the United States. The current National Evaluation of G.R.E.A.T. consists of both process and outcome components that include student surveys; classroom observations in G.R.E.A.T. and non-G.R.E.A.T. classrooms; surveys of teachers, school administrators, and law enforcement officers; interviews with G.R.E.A.T. officers and G.R.E.A.T. supervisors; and observations of G.R.E.AT. Officer Training (G.O.T.). In this report, we focused on three sources of information (classroom observations, surveys of teachers and administrators, and student surveys) to assess program fidelity (i.e., actual program delivery) and short-term program effectiveness.

In order to determine the extent to which the program was implemented as intended (program fidelity), members of the research team conducted 520 observations of 33 officers as they taught the program in the 31 participating middle schools across seven cities. Overall, our observations indicated that the G.R.E.A.T. program was implemented with high fidelity, consistent with what officers are taught in the G.R.E.A.T. Officer Training: 27 of the 33 officers were considered to have implemented the G.R.E.A.T. program with average or better than average fidelity, three officers implemented with below-average, but still sufficient, fidelity, while another three officers failed to implement the program with fidelity. The clear majority of officers 1) had good to excellent time management skills, 2) adhered to suggested program time frames, 3) made considerable effort to cover all topical areas in each lesson, and 4) stimulated student interest and participation.

Sixty-two percent of administrators and teachers in the G.R.E.A.T. grade levels (6th or 7th) in the 31 middle schools provided responses to questionnaires about a variety of issues of interest and importance to the evaluation. Their responses reveal a great deal of support for the presence of law enforcement officers and prevention programs in schools and for both the G.R.E.A.T. program and officers teaching the program. Two specific findings deserve note here. First, both the observations of program delivery and the school personnel surveys pointed to difficulties among some G.R.E.A.T. officers with classroom management and with maintaining the agreed-upon delivery schedule (i.e., showing up to teach when scheduled). It is suggested that greater attention to these issues in G.R.E.A.T. officer training, greater incorporation of

classroom teachers during G.R.E.A.T. program delivery, and better communication between G.R.E.A.T. officers and teachers can address these deficiencies. Second, the vast majority of school personnel in whose classrooms G.R.E.A.T. had been taught reported that they did not incorporate G.R.EA.T. lesson content into their own curricula or use the extended teacher activities associated with each lesson. A major reason was lack of time due to mandated curricula, but other key reasons were lack of relevance to subject matter or to the fact that the G.R.E.A.T. officer had not informed the teacher that additional activities were available. In the future, locating G.R.E.A.T. in relevant subjects (e.g., health, social studies, language arts) can be beneficial in two ways: G.R.E.A.T. content will naturally be reinforced in the class curricula, and material related to educational standards can be reinforced in G.R.E.A.T. curricula. Improving officer-teacher communication will also help to ensure that G.R.E.A.T. is, as intended, integrated into schools' curricula, as opposed to existing as a stand-alone program.

For the outcome evaluation component of the evaluation, a sample of 3,820 students, representing a consent rate of 78%, is slated to complete pre- and post-tests and four annual follow-up surveys, following them from 6th or 7th grade through 10th or 11th grade. Analyses of pre-test and one-year follow-up surveys revealed statistically significant differences between students who received the G.R.E.A.T. program and students who did not on six of nine measures selected for this preliminary analysis: G.R.E.A.T. students, compared to the control group, reported less positive attitudes about gangs, greater use of refusal skills, greater resistance to peer pressure, and, importantly for program-specific goals, more positive attitudes about police, lower rates of delinquency, and less gang involvement. No significant differences between the experimental and control groups were found for levels of empathy, tendencies toward risk-seeking, or conflict resolution skills. Readers may notice that in the School Personnel Survey, only about 50 percent of school personnel agreed that the G.R.E.A.T. program significantly reduces youths' gang participation in their schools and communities, while our outcome results indicated that youths who received the G.R.E.A.T. program had significantly lower rates of gang involvement than did students who did not receive the program. These findings are not necessarily inconsistent. The G.R.E.A.T. program is not intended to prevent or reduce gang involvement in entire communities, but rather among program participants, which it appears to do at least in the short-term; and, to the extent that the G.R.E.A.T. program reaches a large majority of a school's population, we may expect to see lower rates of gang involvement at the

school level. This is not the case in our study schools, however, as only half of the classes in one grade received program.

In short, the G.R.E.A.T. program appears to be implemented as intended; both the program and officer are viewed favorably by school personnel in our study schools; and the program appears to have short-term effects on the program's intended goals of reducing gang and delinquency involvement and improving youth-police relations, as well as on interim risk or skills. Because the program was implemented with fidelity and the evaluation utilized a randomized experimental design, we can have confidence that these effects are due to the program and not to other outside influences. Future analyses of other risk factors and skills and additional waves of data will allow for assessment of other program effects, including whether short-term effects reported here are sustained over the four-year follow-up period.

Appendix: Behavioral and Attitudinal Measures

Gang membership
     Are you now in a gang?

Self-reported delinquency
How many times in the past 6 months have you …
     Skipped classes without an excuse?
     Lied about your age to get into some place or to buy something?
     Avoided paying for things such as movies, bus, or subway rides?
     Purposely damaged or destroyed property that did not belong to you?
     Carried a hidden weapon for protection?
     Illegally spray painted a wall or a building?
     Stolen or tried to steal something worth less than $50?
     Stolen or tried to steal something worth more than $50?
     Gone into or tried to go into a building to steal something?
     Hit someone with the idea of hurting him/her?
     Attacked someone with a weapon?
     Used a weapon or force to get money or things from people?
     Been involved in gang fights?
     Sold marijuana or other illegal drugs?

Attitudes to police[a]
     Police officers are honest.
     Police officers are hardworking.
     Most police officers are usually friendly.
     Police officers are usually courteous.
     Police officers are respectful toward people like me.
     I feel safer when police officers are in my school.

Attitudes about gangs[a]
     Gangs interfere with the peace and safety of a neighborhood.
     Getting involved with gangs will interfere with reaching my goals.
     I have limited my activities as a result of gangs in my neighborhood.

Refusal skills[b]
And, every now and then we try to avoid doing things that our friends try to get us to do. During the past year when this has happened to you, how often have you done the following?
     Told the person that I can't do it because my parents will get upset with me
     Tried to get out of it by saying I have other things to do
     Said no like I really meant it
     Ignored the person
     Just gone along with it

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Resistance to peer pressure[c]
Still thinking about your current friends, how likely is it that you would go along with them if they wanted you to do the following things with them?
        Bully another student at school
        Break into a home in your community
        Beat up a stranger on the street
        Cheat on a test at school
        Steal something from a store
        Drink alcohol
        Use illegal drugs

Empathy[a]
        I would feel sorry for a lonely stranger in a group.
        I worry about how other people feel.
        I feel happy when I see other people celebrating.
        Seeing other people cry has no effect on me.

Risk seeking[a]
        I like to test myself every now and then by doing something a little risky.
        Sometimes I will take a risk just for the fun of it.
        I sometimes find it exciting to do things for which I might get in trouble.
        Excitement and adventure are more important to me than security

Conflict resolution[b]
Every now and then we get upset with other people. During the past year when you've gotten upset with someone, how often have you done the following?
        Talked to the person about why I was upset
        Tried to figure out why I was upset
        Did nothing and just stayed angry for a while
        Told the person off or yelled at them
        Hit the person

[a] Responses: 1) Strongly Disagree 2) Disagree 3) Neither Agree nor Disagree 4) Agree 5) Strongly Agree
[b] Responses: 1) Never 2) Sometimes 3) Often
[c] Responses: 1) Not at All Likely 2) A Little Likely 3) Somewhat Likely 4) Likely 5) Very Likely

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For more information about the Gang Resistance Education and Training (G.R.E.A.T.) Program, see the official G.R.E.A.T. website located at http://www.great-online.org/ .

For more information about youth gangs and effective responses, see the official website of the National Youth Gang Center located at http://www.iir.com/nygc/ .

For more information on the earlier National Evaluation of G.R.E.A.T., consult the following:

Esbensen, Finn-Aage. 2004. *Evaluating G.R.E.A.T.: A School-based Gang Prevention Program – Research in Policy.* Washington, D.C.: U.S. Department of Justice, Office of Justice Programs. Available online at: http://www.ncjrs.gov/pdffiles1/nij/198604.pdf .

Esbensen, Finn-Aage, Adrienne Freng, Terrance J. Taylor, Dana Peterson, and D. Wayne Osgood. 2002. The National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program. Pp.139-167 in Winifred L. Reed and Scott H. Decker (Eds.), *Responding to Gangs: Evaluation and Research*. Washington, D.C.: U.S. Department of Justice, National Institute of Justice. Available online at: http://www.ncjrs.gov/pdffiles1/nij/190351.pdf .

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For more information on the current National Evaluation of G.R.E.A.T., consult the following:

Finn-Aage Esbensen, Terrance J. Taylor, Bradley T. Brick, and Dana Peterson. 2007. *2007 Report to Schools and Communities.* National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program, Department of Criminology and Criminal Justice, University of Missouri-St. Louis.

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Krystle M. Leugoud, Finn-Aage Esbensen, Bradley T. Brick, and Terrance J. Taylor. March 2009. *Observing the Implementer: Description of Findings, Recommendations, and Conclusions from GREAT Program Implementation Observations.* National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program, Department of Criminology and Criminal Justice, University of Missouri-St. Louis.

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Terrance J. Taylor, Finn-Aage Esbensen, and Dana Peterson. June 2009. *G.R.E.A.T. Officer Training (GOT) Report.* National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program, Department of Criminology and Criminal Justice, University of Missouri-St. Louis.

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2010 Report to Schools and Communities:

School Safety and Victimization

By

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The Gang Resistance Education and Training (G.R.E.A.T.) Program

The Gang Resistance Education and Training (G.R.E.A.T.) program is a gang and delinquency prevention program delivered by law enforcement officers within a school setting. Developed as a local program in 1991 by Phoenix-area law enforcement agencies, the program quickly spread throughout the United States. The original G.R.E.A.T. program operated as a nine-lesson lecture-based curriculum taught primarily in middle-school settings. Results from an earlier National Evaluation of the G.R.E.A.T. program (1995-2001) found no differences between G.R.E.A.T. and non-G.R.E.A.T. youths in terms of behavioral characteristics (i.e., gang membership and involvement in delinquent behavior).

Based in part on these findings, the G.R.E.A.T. program underwent a critical review that resulted in substantial program modifications. The revised curriculum (see box at right) consists of 13 lessons aimed at teaching youths the life-skills (e.g., communication and refusal skills, as well as conflict resolution and anger management techniques) thought necessary to prevent involvement in gang behavior and

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The G.R.E.A.T. Lessons

1. **Welcome to G.R.E.A.T.** – An introductory lesson designed to provide students with basic knowledge about the connection between gangs, violence, drug abuse, and crime

2. **What's the Real Deal?** – Designed to help students learn ways to analyze information sources and develop realistic beliefs about gangs and violence

3. **It's About Us** – A lesson to help students learn about their communities (e.g., family, school, residential area) and their responsibilities

4. **Where Do We Go From Here?** – Designed to help students learn ways of developing realistic and achievable goals

5. **Decisions, Decisions, Decisions** – A lesson to help students develop decision-making skills

6. **Do You Hear What I Am Saying?** – Designed to help students develop effective verbal and non-verbal communication skills

7. **Walk in Someone Else's Shoes** – A lesson to help students develop active listening and empathy skills, with a particular emphasis on understanding victims of crime and violence

8. **Say It Like You Mean It** – Designed to help students develop effective refusal skills

9. **Getting Along Without Going Along** – A lesson to reinforce and practice the refusal skills learned in Lesson 8

10. **Keeping Your Cool** – A lesson to help students understand signs of anger and ways to manage the emotion

11. **Keeping It Together** – Designed to help students use the anger skills learned in Lesson 10 and apply them to interpersonal situations where conflicts and violence are possible

12. **Working It Out** – A lesson to help students develop effective conflict resolution techniques

13. **Looking Back** – Designed to conclude the G.R.E.A.T. program with an emphasis on the importance of conflict resolution skills as a way to avoid gangs and violence; students also present their projects aimed at improving their schools

delinquency. The revised G.R.E.A.T. curriculum was piloted in 2001, with full-scale implementation occurring in 2003.

The program's two main goals are:

1. To help youths avoid gang membership, violence, and criminal activity.
2. To help youths develop a positive relationship with law enforcement.

The National Evaluation of G.R.E.A.T.

In 2006, following a competitive peer review process, the National Institute of Justice awarded the University of Missouri-St. Louis funding to conduct the National Evaluation of the G.R.E.A.T. program. The evaluation consists of a number of different components, including student surveys; classroom observations in both G.R.E.A.T. and non-G.R.E.A.T. classrooms; surveys of teachers, school administrators, and law enforcement officers; interviews with G.R.E.A.T. officers and G.R.E.A.T. supervisors; and observations of G.R.E.AT. Officer Training (G.O.T.) and G.R.E.A.T. Families sessions.

The current report provides information obtained from more than 2,880 students enrolled in 216 schools in seven cities across the continental United States during the 2009-2010 school year. This report is the fourth in a series of annual reports intended to provide school personnel, law enforcement, and other interested community members with information about issues related to self-reported youth attitudes and behaviors in their schools and communities. Data described herein are drawn largely from the three-year follow-up survey of students (i.e., assessments three years following G.R.E.A.T. program implementation), conducted during the 2009-2010 school year. The survey questions were drawn from a variety of empirical studies assessing key risk and protective factors associated with youth problem behaviors. **In this year's report, we focus upon youths' perceptions of disorder, and fear of and actual victimization in schools and communities. We also include students' reports of the likelihood they would report a variety of school-based offenses and their perceptions of school safety.**

Site Selection

During the summer of 2006, efforts were made to identify cities for inclusion in the National Evaluation of G.R.E.A.T. Site selection was based on three main criteria: 1) existence of an established G.R.E.A.T. program, 2) geographic and demographic diversity, and 3) evidence of gang activity. This site selection process was carried out in a series of steps. First, the research staff contacted the G.R.E.A.T. Regional Administrators[1] and Bureau of Justice Assistance[2] personnel to identify locales with institutionalized programs. Consideration was given to factors such as the length of time the program had been in operation, number of G.R.E.A.T.-trained officers, number of schools in which the program was offered, and the components of the G.R.E.A.T. program implemented.[3] Second, once this list of agencies was constructed, the research staff contacted representatives in these cities to obtain more information about the delivery of the G.R.E.A.T. program. Third, given the focus of the program, information about gang activity in these potential cities was obtained from the National Gang Center. Ultimately, a list of seven cities varying in size, region, and level of gang activity were identified: Albuquerque, New Mexico; Chicago, Illinois; Greeley, Colorado; Nashville, Tennessee; Philadelphia, Pennsylvania; Portland, Oregon; and a Dallas-Fort Worth (DFW), Texas area location.

Once the cities were selected, the research staff worked with the primary local law enforcement agency and the school district in each city to secure their cooperation. Upon district approval, schools were identified for study participation, and principals were contacted. The goal of the school selection was to identify schools that, taken as a whole, would be representative of the districts. Once initial agreement to participate was obtained from the school administrator, more detailed discussions/meetings were held between school personnel,

[1] G.R.E.A.T. is a national program overseen by the G.R.E.A.T. National Policy Board (NPB). For administrative purposes, responsibilities for program oversight are held by (or "given to") agencies operating in different geographic regions: 1) West, 2) Southwest, 3) Southeast, and 4) Midwest Atlantic. Additionally, two federal partners—the Bureau of Justice Assistance (BJA) and the Federal Law Enforcement Training Center (FLETC)—are involved in program training and oversight.

[2] The Bureau of Justice Assistance (BJA) oversees the allocation of federal funds and grant compliance associated with the G.R.E.A.T. program.

[3] In addition to the "core" middle school curriculum described in this report, three additional components are available for communities to adopt: an Elementary School component, a Summer component, and G.R.E.A.T. Families. Funders required the National Evaluation to assess both the middle school and Families components; thus, implementation of these components became part of the site selection criteria.

G.R.E.A.T. officers, and the research team. Whenever possible, face-to-face meetings were held, but in some instances final arrangements were made via telephone. School and police personnel were informed of the purpose of the evaluation, issues related to the random assignment of classrooms to the treatment or control condition (i.e., receive G.R.E.A.T./not receive G.R.E.A.T.), procedures to obtain active parental consent for students in these classrooms, scheduling G.R.E.A.T. program delivery, and other logistical issues associated with the study design.

Student Sample

To maintain the scientific rigor of the evaluation design, in each participating school, classrooms were randomly assigned to the treatment (i.e., G.R.E.A.T.) or control condition. All students in the selected classrooms were eligible to participate in the evaluation. The 195 participating classrooms had a total of 4,905 students enrolled at the beginning of the data collection process.

Federal law considers youth under the age of 18 to be a "special population" requiring additional safeguards in research. The consent of the youth's parent/guardian is required for the youth's participation in any research study. Parental consent generally takes one of two forms: 1) passive consent (i.e., parents must specify in writing that their child be excluded from participation) or 2) active consent (i.e., parents must specify in writing that their child may be included in the study).

Active parental consent procedures were implemented in this evaluation. The research staff worked closely with the principals and classroom teachers during the consent process. Teachers distributed and collected "consent form packets." Each packet included a cover letter explaining the purpose of the evaluation and an informed consent form (explaining the risks and benefits of the students' participation) for parents/guardians to read, sign, and return to the teacher. When allowed by the districts, the research staff provided monetary compensation to the teachers directly for their assistance. In some instances, district regulations prohibited such compensation; in these cases, compensation was provided as a donation, made in honor of the teachers, to the school or district. Students were also given a small personal radio, calculator, or tote bag in exchange for returning a completed consent form. These rewards were provided to students regardless of whether the parent/guardian granted or withheld consent for the youth to

participate in the study. Overall, 89.1 percent of youths (N=4,372) returned a completed consent form, with 77.9 percent of parents/guardians (N=3,820) allowing their child's participation.

To date, students from all of the original 31 schools have completed pre-test surveys (prior to implementation of the G.R.E.A.T. program) with a completion rate of 98.3 percent, post-test surveys (shortly after completion of the G.R.E.A.T. program) with a completion rate of 94.6 percent, one-year follow up surveys with a completion rate of 87.3 percent, and two-year follow-up surveys with a completion rate of 82.8 percent. Students from 29 of the original 31 schools have also completed the three year follow-up survey with a completion rate of 75.2 percent. Because one original school in the Chicago sample was ultimately unable to adhere to the research design and was excluded from the study, two additional schools in Chicago were added to the sample one year after the evaluation began in the other 29 schools; thus, students from those two new schools have completed the two year follow-up, but they will not complete their third year follow-up survey until the 2010-2011 school year.

This report utilizes the results of the three year follow-up survey from the 29 original schools and the two year follow-up survey results from the two additional Chicago schools. **Although the sample was originally drawn from 31 middle schools in 2006-2007, by the time these surveys were completed during the 2009-2010 school year, students were enrolled in 216 different schools. A majority (95.8%) of the students we surveyed were in high school during this survey period, with the remaining 4.2 percent in middle school.**

Student Sample Characteristics

Table 1 presents the demographic characteristics and academic grades of the National Evaluation of G.R.E.A.T. sample for the group of youths surveyed at the three year follow-up and the two additional Chicago schools who completed their two year follow-up in AY 2009-2010. In total, the responses from 2,881 students were included in this report. The sample was evenly split between males and females and was racially/ethnically diverse, though the race/ethnic breakdown varied by site. Overall, Latino youth accounted for 40 percent of the sample, White youth were a little over one quarter of the sample (26.7%), and Black youth were 17.1 percent of the sample. In addition, 8.8 percent and 7.4 percent of youths identified their race/ethnic backgrounds as "multi-racial" or "other" (such as Native American or Asian),

respectively. The mean age of the sample this year was 14.49 years. As stated earlier, most of the youth made the transition from middle to high school in this academic year.

To assess students' academic achievement, the survey asked, "Looking at all of your grades at school, would you say you were closest to a… 1) straight A student, 2) B student, 3) C student, 4) D student, 5) F student, 6) Something else." Students most commonly reported they were B students (46.3%), then C students (29.3%), straight A students (16.2%), D (5%), and F (2.1%).   There were statistically significant differences (i.e., the differences were greater than expected by chance) in academic achievement by site, sex, and race/ethnicity. Table 1 shows students in Portland and Nashville report the largest proportion of straight As. A majority of students in the DFW area report being B students. Chicago, Albuquerque, and Philadelphia students were overrepresented as C students. Academic achievement also varied by sex and race/ethnicity (not shown in table). Females reported greater academic achievement than male students (Females: A=19.3%, B=47.4%, C=26.5%, D=4.5%, F=1.4%, Males: A=13.0%, B=45.0%, C=32.4%, D=5.6%, F=2.8%). White youth were more likely to report being straight A students than any other racial/ethnic group, while Latino youth were least likely to report straight As (Straight As: White=27.6%, Black=10.3%, Latino=9.6%, Other=24.5%, Multi-racial=16.7%).

Students provided information on their perceptions of **school disorder** and **neighborhood disorder**, their **fear of victimization at school and in the neighborhood**, their **actual victimization experiences** in the six months prior to the survey administration**,** their **likelihood of reporting school-based crimes**, and their perceptions of **school safety**. In this report, we detail students' responses in each of these areas. We also explore how experiences with school and neighborhood safety differ across sex, race/ethnicity, and academic achievement.

Table 1: Sample Characteristics at Wave 5

	Full Sample	ABQ	CHI	DFW area	GRE	NSH	PHL	POR
	N=2,881	N=356	N=395	N=479	N=439	N=470	N=335	N=407
	%	%	%	%	%	%	%	%
Sex								
--Male	49.1	49.2	50.4	52.5	49.1	52.1	43.6	45.2
--Female	50.9	50.8	49.6	47.5	50.9	47.9	56.4	54.8
Race/Ethnicity								
--White	26.7	13.6	9.9	18.6	29.5	41.6	14.4	53.9
--Black	17.1	2.8	28.0	16.7	.7	24	43.2	7.4
--Latino	40.1	62.1	56.5	50.5	59.2	18.0	21.9	11.8
--Other	7.4	6.5	1.8	9.3	3.7	10.5	7.8	11.6
--Multi-Racial	8.8	15.0	3.8	4.9	6.9	5.8	12.6	15.3
Age								
--Mean	14.49	14.91	14.85	14.26	14.37	14.24	14.61	14.34
--Range	12, 18	13, 17	13, 17	13, 16	13, 18	12, 16	13, 17	13, 16
Academic Achievement								
--Straight As	16.2	10.2	9.1	8.0	20.9	21.6	15.6	27.3
--B	46.3	44.1	38.1	67.0	36.2	49.9	43.1	40.9
--C	29.3	37.1	42.9	21.2	30.0	23.3	31.4	23.4
--D	5.0	5.6	6.6	2.5	6.9	3.0	6.6	4.9
--F	2.1	1.7	2.8	.6	3.9	.9	1.5	3.2
--Something else	1.1	1.4	.5	.6.	2.1	1.3	1.8	.2

School and Neighborhood Disorder

We asked students seven questions to measure their perceptions of the level of disorder present in their schools. The questions reflect a wide range of potential problems. For example, students were asked their perceptions of the extent of school theft as well as extent of students bringing guns to school (see School and Neighborhood Disorder box). Students could indicate that each issue was "not a problem," "somewhat of a problem," or "a big problem" at their school.

In general, there was a wide variation in students' perceptions of disorder in their schools (see Table 2). A majority reported that students bringing guns to school was not a big problem (81.6%) and that places

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School and Neighborhood Disorder

Thinking about your school and neighborhood, please indicate how much of a problem each of the following is in your school and neighborhood.

School Disorder
1. Kids bullying or teasing other children at your school?
2. Places in your school where some students are afraid to go?
3. Students beating up or threatening other students at your school?
4. Kids of different racial or cultural groups at your school not getting along with each other?
5. Students bringing guns to school?
6. Having things stolen at school?
7. Use illegal drugs?

Neighborhood Disorder
1. Run-down or poorly kept buildings in your neighborhood?
2. Groups of people hanging out in public places causing trouble in your neighborhood?
3. Graffiti on buildings and fences in your neighborhood?
4. Hearing gunshots in your neighborhood?
5. Cars traveling too fast throughout the streets of your neighborhood?
6. Gangs in your neighborhood?

Not a problem, Somewhat of a problem, A big problem

---

at school where students were afraid to go was not a big problem (69.8%). There was less agreement that bullying (42.4%), threats of assault (45.4%), and racial tension (54%) were not a problem. Only around half of students responded that each of these types of disorder was not problematic. On the other end of the spectrum, a majority of students reported that theft at school was an issue. About 72 percent of students reported that school theft was "somewhat of" or a "big" problem in their school.

We found no consistent differences in perceived school disorder by sex or academic achievement, with the exceptions that females were more likely to identify bullying and students beating up or threatening other students as big problems while males were more likely to state that guns in school were a big problem (results not shown in table). However, we did find systematic differences in the perceived level of school disorder by race/ethnicity of the students.

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White students in our sample were more likely than any other racial/ethnic group to report that each type of school disorder was "not a problem." In contrast, Black students were more likely to report that each type of disorder was "a big problem" in their school. The other racial/ethnic groups and the multi-racial students reported lower levels of perceived disorder than Black students, but consistently higher levels of disorder than White students in the sample.

Table 2 shows the percentage of youth who reported disorder as a "big" problem by racial/ethnic category. As can be seen in the table, over four times the number of Black students reported guns being brought to the school as a big problem compared to their White counterparts. A similar patttern was true for every measure of school disorder. In an attempt to better understand racial/ethnic differences, we expanded our comparison to students' responses regarding their neighborhood. Expanding the analysis helps to clarify whether disorder was restricted to students' schools or was a characteristic of the general community (with schools simply one aspect of that larger community). The "School and Neighborhood Disorder" box contains the six items students were asked to rate.

At least some proportion of students reported each type of neighborhood disorder as a big problem in their communities. The most commonly (16.4%) reported type of neighborhood disorder was cars speeding through the community (see Table 2). Only 36.2 percent of students responded that this was NOT a problem (not shown in table). A majority of students reported that each of the other issues was not a problem in their neighborhoods; however, as with school disorder, a non-trivial portion of students considered each of these measures to be a big problem (16.4% speeding cars, 14.6% gangs, 12.1% hearing gunshots, 11.5% grafitti, 11.2% people in public causing trouble, and 7.3% run-down buildings). The racial/ethnic differences in the perceptions of school disorder were further illuminated when examining neighborhood differences. As with school disorder, White students reported less neighborhood disorder and Black students reported the most disorder on every measure. Again, other minority youth reported less neighborhood disorder than Black youth, but more than White students. These results suggest that students' perception of school disorder fit very closely with their perceptions of the overall neighborhood context, which varied by race/ethnicity of the student.

We examined this issue further by looking at whether there were site differences present across the seven cities, differences that might account, at least in part, for the race/ethnic differences discussed above. On nearly every measure of school and neighborhood disorder,

students in Philadelphia, where the sample is largely Black, were most likely to report these as a big problem (results not shown in table); conversely, students in Portland and Nashville, where the sample is largely White, were among those least likely to report these issues as a big problem. These findings provide some support for context and environment, rather than racial/ethnic background per se, influencing differences in students' perceptions of disorder.

Table 2: School and Neighborhood Disorder by Student Race/ Ethnicity

	Full Sample	White	Black	Latino	Multi-racial	Other
	%	%	%	%	%	%
School Disorder						
Bullying at school	9.5	5.4	16.6	9.0	8.8	10.0
Places in school afraid to go	6.0	3.6	10.5	6.0	2.8	7.7
Beaten or threatened at school	14.2	8.2	23.4	13.4	13.3	17.6
Racial tension	10.0	6.2	13.8	11.0	7.2	12.4
Guns brought to school	10.8	4.0	17.7	12.6	4.4	18.7
Things stolen at school	20.9	16.4	30.3	19.1	23.6	20.5
Neighborhood Disorder						
Run down buildings	7.3	2.4	14.0	7.6	6.4	8.2
Groups of people causing problems	11.2	3.8	18.0	13.1	8.8	14.4
Graffiti	11.5	7.7	16.4	13.1	7.6	11.4
Hearing gunshots	12.1	4.1	22.0	13.1	7.6	18.1
Speeding cars	16.4	14.2	21.2	16.0	14.0	17.6
Gangs in neighborhood	14.6	5.3	23.8	17.2	8.8	19.5

Percentage of individuals reporting each issue is "a big problem."

Fear of Victimization at School and in Neighborhood

In addition to perceptions of disorder or crime in students' schools and neighborhoods, we assessed students' fear of victimization. Students were asked to report their level of fear of being the victim of three crimes at school and five in their neighborhood (see box at right). For ease of presentation, we collapsed the five response categories into three that reflected students who answered 1) "not at all afraid" or "a little afraid," 2) "somewhat afraid," or 3) "afraid" or "very afraid."

A majority of students did not report extensive fear of victimization at school (not reported in table). Around 60 to 70 percent of students reported little to no fear of all three types of victimization at school (60.5% little to no fear of being attacked on the way to or from school, 71.3% things being stolen at school, 71.7% attacked or threatened at school). The type of victimization that students most often (over 25%) reported being "afraid" or "very afraid" of was being attacked or threatened on their way to or from school

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Fear of Victimization at School and in Neighborhood

Please indicate how afraid you are of the following things happening to you…

School Victimization

1. Being attacked or threatened on your way to or from school?
2. Having your things stolen from you at school?
3. Being attacked or threatened at school?

Neighborhood Victimization

1. Having someone break into your house while you are there?
2. Having someone break into your house while you are away?
3. Having your property damaged by someone?
4. Being robbed or mugged?
5. Being attacked by someone with a weapon?

Not at all afraid, A little afraid, Somewhat afraid, Afraid, Very afraid

---

(see Table 3). Far fewer students reported fearing attacks at school (15.1%) and things being stolen at school (10.5%).

As with perceptions of school disorder, there were racial/ethnic differences in fear of victimization at school. Table 3 presents the percent of students who reported being afraid or very afraid of school-based victimizations by race/ethnicity and sex. Just as White youth perceived lower levels of school disorder, they also did not report much fear of victimization. Conversely, Black youth perceived a lot of school disorder, and they reported more fear of victimization than White students. However, the students who reported the most fear of victimization at school were those classified in the "other" racial/ethnic categories (e.g., Asian, Native American). For example, almost 40 percent of youth in the "other" racial/ethnic category reported being afraid or very afraid of being attacked going either to or from school, as compared to a little over 25 percent of the entire sample.

Table 3: Fear of Victimization at School and in Neighborhood

	Full Sample	White	Black	Latino	Multi-racial	Other	Male	Female
	%	%	%	%	%	%	%	%
Fear of School Victimization								
Attack to or from school	25.9	17.2	28.7	28.7	22.8	38.6	16.0	35.4
Things stolen at school	10.5	8.2	10.5	11.5	10.0	13.3	7.9	13.0
Attack or threat at school	15.1	10.5	14.2	16.7	12.0	27.1	9.7	20.1
Fear of Neighborhood Victimization								
Break in while home	27.6	17.2	31.8	30.6	26.8	39.8	16.8	37.9
Break in while away	16.8	10.3	20.7	18.3	15.2	23.7	11.7	21.5
Property damaged	11.1	6.9	12.2	12.1	6.4	23.2	7.2	14.7
Robbed or mugged	27.7	19.4	33.3	29.2	25.0	40.5	19.9	35.2
Attack or threatened with a weapon	37.7	25.4	42.4	42.4	33.1	51.9	28.4	46.7

Individuals reporting "afraid" or "very afraid"

Female students reported more fear of victimization in school than their male counterparts on every measure. Approximately twice as many females than males reported fear of physical victimization (Table 3). In addition, high achieving students (straight As and Bs) reported greater fear of victimization at school than other students. Students who reported receiving mostly Ds and Fs actually reported the least amount of fear on every measure (not reported in table).

Table 3 also includes the students' reports of fear in their neighborhoods. In our sample, being attacked by someone with a weapon was the crime feared by the largest proportion of students (38% reported being afraid or very afraid). Almost 30 percent of students reported fear of someone breaking into their home while they are there (27.6%) or of being robbed or mugged (27.7%). Consistent with the previous section, patterns of fear in school were a reflection of fear in the broader community. Youth in the "other" race/ethnic category reported the greatest amount of fear of victimization in school and the community, while White youth reported the least amount of fear in their neighborhood. Females were far more likely to report fear of each type of community victimization, and high achieving students were more likely to report fear of crime in their communities (though not all differences were statistically significant).

Actual Victimization

Students reported whether they had been victimized in school or in the neighborhood in the six months prior to the survey. We asked about a range of victimizations, from verbal threats or attacks (e.g., having mean rumors of lies spread about you in school and sexual jokes, comments or gestures made to you at school) to physical victimizations (e.g., had someone use a weapon or force to get money or things from you).We also included a measure of cybervictimization, as advances in technologies have broadened the methods by which students can be targeted (see box at right for the six school and five neighborhood victimization items).

> **Actual Victimization**
>
> *Have the following things happened to you in the past 6 months?(Yes or No)*
>
> Victimization at School
> 1. Been attacked or threatened on your way to or from school?
> 2. Had your things stolen from you at school?
> 3. Been attacked or threatened at school?
> 4. Had mean rumors or lies spread about you at school?
> 5. Had sexual jokes, comments, or gestures made to you at school?
> 6. Been made fun of at school because of your looks or the way you talk?
>
> Victimization in the Community
> 1. Had any mean, threatening, or embarrassing things said about you or to you through text messages, phone calls, emails or websites? (Cybervictimization)
> 2. Been hit by someone trying to hurt you?
> 3. Had someone use a weapon or force to get money or things from you?
> 4. Been attacked by someone with a weapon or by someone trying to seriously hurt or kill you?
> 5. Had some of your things stolen from you?

The proportion of youth responding that they had been victimized is reported in Table 4. Students most commonly reported having sexual jokes, comments or gestures made to them in school (34.5%) and often (33.7%) reported having rumors and lies spread about them. In fact, overall, the most common type of victimization was verbal. Physical assaults, both at school and in the community, were less often reported to have occurred in the six month window. Cybervictimization was reported by almost 20 percent of the total sample. The percent of students reporting victimization away from school (i.e., in the community) ranged from 3.4 percent (robbed) to 25.5 percent (theft away from school). One direct comparison of in school versus away from school victimization is available: More students reported being a victim of theft at school (31%) as opposed to away from school (25.5%).

Table 4 also reports victimization experiences by race/ethnicity, sex, and academic achievement. Multi-racial youth were overrepresented in most types of victimization, most notably verbal assaults. For example, 43 percent of multi-racial youth reported having rumors spread about them, as compared to approximately one-third of White, Black, and Latino youth. Multi-racial youth were also overrepresented in other victimization categories (i.e., assaults and theft away from school). Females more commonly reported being verbally victimized than their male counterparts. Over 40 percent of females reported having rumors or lies spread about them, compared to 26.8 percent of males. Males were overrepresented as victims of physical assault both in school and away. In terms of academic achievement, youth who reported being D or F students more commonly reported physical victimizations in school and in the community, while high achieving students (those reporting straight As and Bs) were statistically significantly more likely to report being made fun of and being exposed to sexual jokes/gestures.

Table 4: Actual Victimizations in School and in the Community

	Full Sample	Race/ Ethnicity					Sex		School Achievement		
		White	Black	Latino	Multi-racial	Other	Male	Female	A & B	C	D & F
	%	%	%	%	%	%	%	%	%	%	%
School Victimization											
Attacked to or from school	8.9	4.5	10.9	11.1	10.8	4.8	10.4	7.4	7.0	10.3	18.6
Things stolen	31.0	28.5	34.4	30.1	37.3	28.8	29.0	33.0	31.7	28.6	31.7
Attack/threat at school	10.8	9.3	10.7	12.0	12.9	7.7	12.6	9.2	9.2	11.7	18.7
Rumors or lies spread	33.7	33.5	34.3	33.3	43.0	25.6	26.8	40.6	33.9	32.5	36.7
Sexual jokes/gestures	34.5	37.4	35.7	32.1	43.0	25.1	25.7	43.0	36.7	30.4	31.6
Made fun of for looks/talk	26.5	29.1	28.7	22.1	35.3	25.1	24.2	28.8	28.7	21.6	25.8
Neighborhood Victimization											
Cybervictimization	19.7	21.2	20.5	18.5	25.8	11.0	14.4	24.7	19.8	17.9	25.9
Hit by someone	17.6	14.9	19.0	18.8	21.3	12.9	20.2	15.1	15.3	19.5	29.0
Weapon/ force to get things	3.4	2.3	4.3	3.5	5.2	2.4	4.9	2.0	2.3	3.6	11.6
Attacked by weapon	4.2	2.4	5.0	5.3	4.0	2.4	5.9	2.4	2.3	5.8	13.6
Theft away from school	25.5	24.0	26.5	25.0	35.6	18.7	24.8	26.2	24.4	25.6	33.7

Likelihood of Reporting School Crimes

The survey also included questions designed to assess students' willingness to report offenses they might observe at school. Students were asked to assess the likelihood that they would report if they saw someone breaking into a locker, bullying another student, or cheating on a test at school (see "Reporting School Crimes" box). In general, a majority of students reported that it was not likely that they would report any of these events: 53.1 percent reported it was not at all or a little likely they would report a locker break in, 54.8 percent bullying, 68.5 percent cheating on a test (see Table 5).

The likelihood of reporting someone cheating on a test did not differ significantly by sex, race/ethnicity, academic achievement or city. In other words, students overwhelmingly reported that they were not likely to report if they witnessed someone cheating on a test, and this did not significantly vary across student characteristics.

There were differences in likelihood of reporting a locker break in and bullying across sex, race/ethnicity, city, and academic

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Reporting School Crimes

How likely is it that you would report the following events if you saw someone doing the following things?

1. Breaking into a locker at school?
2. Bullying another student at school?
3. Cheating on a test at school?

Not at all likely, A little likely, Somewhat likely, Likely, Very Likely

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achievement, with females, Whites, and high achieving students more likely to report either type of incident. Students in the DFW area and Philadelphia were the least likely to report either offense (not shown in table), with Chicago students also indicating unwillingness to report bullying. Portland and Greeley students were most likely to report both offenses.

Table 5: Likelihood to Report

	Full Sample	White	Black	Latino	Multi-racial	Other	Male	Female	A & B	C	D & F
			Race/ Ethnicity				**Sex**		**School Achievement**		
	%	%	%	%	%	%	%	%	%	%	%
Locker Break in											
Not or Little Likely	53.1	45.8	65.5	57.0	56.5	49.4	59.6	50.2	47.3	61.9	67.0
Somewhat	20.8	22.9	17.1	21.0	20.6	19.6	19.8	21.8	21.8	19.7	16.3
Likely or Very Likely	27.0	39.6	17.5	22.0	27.1	31.4	24.0	30.1	32.1	19.3	13.7
Report Bullying											
Not or Little Likely	54.8	45.8	65.5	57.0	56.5	49.4	59.6	50.2	49.5	62.8	67.9
Somewhat	20.8	22.9	17.1	21.0	20.6	19.6	19.8	21.8	21.8	19.7	16.3
Likely or Very Likely	24.4	31.3	17.4	22.0	23.0	31.1	20.6	28.0	28.7	17.5	15.8
Cheating on a test											
Not or Little Likely	68.5	66.6	70.7	69.4	69.0	63.8	69.1	67.7	66.3	72.1	73.0
Somewhat	16.7	16.3	14.2	17.0	16.4	21.0	16.0	17.5	18.1	14.3	13.3
Likely or Very Likely	14.8	17.1	15.1	13.7	11.7	15.2	14.9	14.8	15.6	13.6	13.8

Perceptions of School Safety

Finally, we asked students to report some additional perceptions regarding school safety. First, we asked students whether they felt safer when police officers were present in their schools. Almost half of all students (48.5%) agreed or strongly agreed that they felt safer when police officers were in their schools (results not shown in a table). High achieving students, White and other race/ethnic youth, and females were more likely to report that they felt safer. Students reporting mostly Ds and Fs, Black youth, and males most often disagreed or strongly disagreed with that sentiment.

We also asked students whether there was someone they could to talk to if they had a problem at school. Students were asked to indicate whether they strongly agreed, agreed, neither agreed nor disagreed, disagreed, or strongly disagreed that they had someone. Almost three-fourths (71.7%) of all students agreed or strongly agreed that they had someone they could talk

to about their school problems (not reported in a table). Importantly, youth with low levels of school achievement were least likely to report that they had someone to speak to about their school problems. Almost 77 percent of straight A and B students agreed or strongly agreed that they had someone to speak to about their school problems as compared to only 58.3 percent of students who reported earning mostly Ds and Fs. White youth were most likely to report having someone to speak to about school problems (79.1%) as compared to 65.6 percent of Latino youth, who were least likely to report this. Recall also that Latino youth were the least likely to report straight As. In addition, females were more likely than males to report having someone to speak to about their school problems (75.4% v. 67.9% respectively). Thus, having someone to speak to about school related issues may be an important contributor to school achievement, or, conversely, high achieving students may be more connected with and have more access to others, be they adults or students, who can provide support.

Summary

This report provides descriptive information about some areas of interest for schools, law enforcement, and communities participating in the National Evaluation of G.R.E.A.T. This year we have focused on issues related to youths' safety in their school and neighborhood. Though the evaluation of the G.R.E.A.T. program began when the sample was in middle school, most of the students made their transition to high school in the 2009-2010 school year. These data are based on the most recent evaluation data and reflect youths' attitudes and perceptions in high schools across the seven cities. In short, we offer a recent snapshot of students' perceptions of disorder, fear of and actual victimization, the likelihood of reporting school problems, and perceptions of school safety.

In general, most youth perceived their schools and neighborhoods to be orderly and safe places. Despite the fact that school and community safety was not an overwhelming problem for all students, disorder, fear, and actual victimization were still real and noticeable problems for students. In addition, perceptions of school and community safety differed in important ways.

White youth were least likely to perceive school disorder, fear victimization, and (in most cases) experience actual victimization. They were also the highest academically achieving group and the most likely to report problems they might witness in their schools. While all minority

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youth groups experienced more disorder, fear, and victimization than White youth, Black youth were the most likely to perceive disorder, youth of other race/ethnicity were the most likely to fear victimization, and multi-racial youth were the most likely to actually be victimized. Females were more likely than males to report fear of all types of victimization, but males were more likely to actually be physically victimized, while females were more likely to be verbally victimized. These data also show that trends in school-related disorder and fear mirrored the broader neighborhood. In other words, racial/ethnic- and sex-based differences in perceived disorder, fear of victimization, and actual victimization in school followed the same general trends as in the community. Males, for example, were more likely than females to be physically victimized both in school and in the community, and Black youth were more likely than others to perceive disorder as problematic in their schools and neighborhoods.

Finally, a majority of youth reported having someone to talk to about their school problems, though the youth who were least likely to report support in this area were also most likely to be lower achieving students (i.e., male, Latino, and D & F students). Students did indicate that having police officers in their schools made them feel safer, but it was clearly not a consensus. Thirty-three percent of students reported that they neither agreed nor disagreed with the sentiment, and only 48.5 percent agreed or strongly agreed with the notion. Thus, while having police officers in schools may provide some perception of safety, results indicate that having any supportive person in youths' lives may be more important in helping them cope with problems at school, such as their perception of disorder and their fear of or actual victimization.

For more information about the National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program, see the website located at http://www.umsl.edu/~ccj/html_files/great_evaluation.html.

For more information about the Gang Resistance Education and Training (G.R.E.A.T.) Program, see the official G.R.E.A.T. website located at http://www.great-online.org/ .

For more information about youth gangs and effective responses, see the official website of the National Gang Center located at http://www.nationalgangcenter.gov/ .

For more information on the earlier National Evaluation of G.R.E.A.T., consult the following:

Esbensen, Finn-Aage. 2004. *Evaluating G.R.E.A.T.: A school-based gang prevention program – Research in Policy.* Washington, D.C.: U.S. Department of Justice, Office of Justice Programs. Available online at: http://www.ncjrs.gov/pdffiles1/nij/198604.pdf .

Esbensen, Finn-Aage, Adrienne Freng, Terrance J. Taylor, Dana Peterson, and D. Wayne Osgood. 2002. The National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program. Pp.139-167 in Winifred L. Reed and Scott H. Decker (Eds.), *Responding to Gangs: Evaluation and Research*. Washington, D.C.: U.S. Department of Justice, National Institute of Justice. Available online at: http://www.ncjrs.gov/pdffiles1/nij/190351.pdf .

Esbensen, Finn-Aage, D. Wayne Osgood, Terrance J. Taylor, Dana Peterson, and Adrienne Freng. 2001. How Great is G.R.E.A.T.?: Results from a quasi-experimental design. *Criminology & Public Policy* 1 (1): 87-118.

Winfree, L. Thomas, Jr., Dana Peterson Lynskey, and James R. Maupin. 1999. Developing Local Police and Federal Law Enforcement Partnerships: G.R.E.A.T. as a case study of policy implementation. *Criminal Justice Review* 24 (2): 145-168.

Date Session Observed:_____

School Observed:_____

Teacher & Period Observed:_____

Officer Observed:_____

Lesson 1: Welcome to G.R.E.A.T.

_____ Start Time:

Lesson 1 (31-38 minute estimate)

Instructions: Please place a check mark after each area that is covered in the session. Leave the line blank when certain areas are not covered. Also, please note the actual starting time of the lesson (e.g., 12:30), as well as the approximate time spent on each part (e.g., 7 min.). After the checklist is completed, please complete the subsequent qualitative session evaluation.

I. Introduction to G.R.E.A.T. (10 minute estimate)

_____ 1. The officer introduces himself/herself to the students.
_____   a. officer emphasizes training as a G.R.E.A.T. officer.
_____ 2. Students are asked to stand and introduce themselves.
_____ 3. Officer gives a brief overview of the things they will learn today.
_____ 4. Officer writes G.R.E.A.T. on the board and provides the meaning of each letter.
_____ 5. Officer provides a brief history of the program.
_____ 6. The officer shares the 3 main goals of the program.
_____ 7. The officer discusses his/her expectations of the students for G.R.E.A.T. graduation.

_____ Actual time spent on Part I:

II. G.R.E.A.T. Ground Rules (3 minute estimate)

_____ 1. The officer informs the students that there are ground rules to be followed.
_____ 2. Students instructed to open handbook to page 3
_____ 3. The officer reviews the ground rules listed in the handbook.
_____ 4. Students are asked to note the blank line in their handbook.
_____   a. The officer writes "We will not use physical contact during any of the activities" on the board.
_____   b. Students are instructed to write this in the blank space in their handbooks.

_____ Actual time spent on Part II

III. Gangs, Violence, Drug Abuse, and Crime (10-15 minute estimate)

_____ 1. The officer points out four labels displayed in the classroom; "gang, violence, drug abuse, and crime.
_____　　a. (the labels are posted on the walls around the classroom.)
_____ 2. The officer distributes a note card and a piece of tape to each student.
_____ 3. The officer explains that each student has a word on their card.
_____　　a. Students are asked to decide what one of the four posted words their card is related to.
_____ 4. Students are directed to post their word next to the word they believe it is associated with.
_____ 5. The officer, after all words are posted, reads aloud the words around each of the four labels.
_____ 6. The officer asks some of the students why they placed their word under the associated label.
_____ 7. The officer involves the class in a discussion using the following questions:
_____　　a. "Can a match card be placed under more than one label?"
_____　　b. "Is there a match card that fits under all four labels?"
_____　　c. "What is the relationship among crime, drug abuse, violence, and gangs?"
_____ 8. The officer defines each of the four original labels posted in the classroom.
_____　　a. Crime
_____　　b. Violence
_____　　c. Drug Abuse
_____　　d. Gang
_____ 9. The students are asked to copy these definitions onto page 4 in their GREAT handbook.
_____ 10. The officer emphasizes that these four labels are related to each other.
_____　　a. The officer emphasizes that all are major parts of gang life.

_____ Actual time spent on Part III

IV. The GREAT Project (5 minute estimate)

_____ 1. Officer tells students some of the reasons for joining gangs (i.e. boredom, disconnection).
_____　　a. The officer states that one way to keep from joining gangs is to become more active in school.
_____　　b. Officer explains that they will have a chance to improve their school, through a GREAT project.
_____ 2. The officer has the students turn to page 5 in their handbook.
_____ 3. The officer explains the project requirements.
_____　　a. Students can work individually or in groups.
_____　　b. Students are told and asked to write the due date of their project topic.
_____　　c. Students are told and asked to write the due date of their final project.
_____　　d. Students are told that their project may be displayed

in the school/community.

_____ 4. The officer explains to the students that they should get creative and have fun with their projects.

_____ 5. The classroom teacher explains that he/she is available to help when the officer is not available.

_____ 6. The class is asked if they have any questions.

_____ Actual time spent on Part IV

V. Wrap-Up (3-5 minutes)

_____ 1. The officer reviews the lesson by asking the students to:
_____   a. Name a few ground rules reviewed in class.
_____   b. What is the relationship among gangs, violence, drug abuse, and crime?
_____   c. Describe the "Making My School a GREAT Place" project.
_____ 2. The officer asks the students to turn to page 7 in their GREAT handbook.
_____   a. a student is asked to read aloud the story: "Life in the Middle: First Day of School."
_____ 3. Students are asked to answer the questions on page 8 of their handbook, either in class or as a take-home assignment.
_____ 4. The officer previews the next lesson.
_____ 5. Students are asked to show their parents the parent letter on the first page of their handbooks.
_____   a. Students are told why the letter is important.

_____ Actual time spent on Part V

_____ End Time

_____ Total time spent on Lesson 1

QUALITATIVE SESSION EVALUATION

IN GENERAL...
General comments:_____
_____
_____
_____
_____

DISCUSSIONS...
Rate the discussions: 1. Excellent   2. Good   3. Fair   4. Poor

This document is a research report submitted to the U.S. Department of Justice. This report has not been published by the Department. Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice.

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Comments on discussions: _____
_____
_____

ACTIVITIES...
How engaged were the teens in the activities?
1. Very Engaged   2. Somewhat Engaged   3. Not Engaged

Comments on activities:_____
_____
_____

Overall Observer Ratings…
Please provide your overall assessment of the following.

	Low				High
1. Adherence to suggested time frames.	1	2	3	4	5
2. Coverage of the topical areas.	1	2	3	4	5
3. Overall lesson adherence	1	2	3	4	5
4. Overall quality of the lesson	1	2	3	4	5

Date Session Observed:_____

School Observed:_____

Teacher & Period Observed:_____

Officer Observed:_____

Lesson 2: Facts and Fiction About Gangs

_____ Start Time

Lesson 2 (33-35 minute estimate)

Instructions: Please place a check mark after each area that is covered in the session. Leave the line blank when certain areas are not covered. Also, please note the actual starting time of the lesson (e.g., 12:30), as well as the approximate time spent on each part (e.g., 7 min.). After the checklist is completed, please complete the subsequent qualitative session evaluation.

I. Review and Introduction (10 minute estimate)

_____ 1. Students are informed to turn to Life in the Middle: in GREAT Student Handbook
_____   a. students are asked to act out the scenario
_____   b. cover review questions on page 8
_____ 2. Preview of the lesson for the day

_____ Actual time spent on Part I

II. The Real Deal on Gangs and Violence (15 minute estimate)

_____1. Real Deal Self Test:
_____   a. students asked if they remember the definition of gang.
_____   b. review of the definition of gang
_____ 2. Students instructed to open handbook to page 10
_____   a. a student reads the directions to the class
_____   b. students complete the activity on pages 10-11
_____ 3. The officer displays the overhead found on page 55-56 in GREAT manual
_____   a. student volunteers read aloud the statements and answers on the overhead
_____   b. officer discusses the correct answers with the class
_____   c. students copy the correct answers onto their worksheets
        4. Class Discussion
_____   a. Question- Why do you think people have mistaken ideas about gangs and violence?
_____   b. Question- Did this activity help clear up any mistaken ideas about gangs and violence?
_____   c. Why?
_____   d. Why not?

5. The officer emphasized the following points:

_____   a. Some information people have about gangs and violence is inaccurate

_____   b. Some people portray gangs unrealistically

_____   c. The information provided today should help you make the right choice
                concerning gangs.

_____ Actual time spent on Part II

III. What You Can Do (5 minute estimate)

_____ 1. Officer tells students they can make a difference in stopping gangs and violence in
                their neighborhood/school/community.

_____ 2. Students are instructed to turn to page 12 in their handbook

_____   a. a student volunteer reads the directions and suggestions

_____   b. students are asked to share additional suggestions

_____   c. students write these suggestions in their handbook

_____ Actual time spent on Part III

IV. Wrap-Up (3-5 minute estimate)

1. Review

_____   a. Officer reviews what the students learned

2. Student volunteers are asked to:

_____   a. name a truth about gangs or violence

_____   b. identify a message they receive about gangs and violence from the media

_____   c. identify ways of getting the message out that gangs and violence are not
                welcome

3. Preview:

_____   a. students are instructed to turn to page 14 in their handbook

_____   b. a student reads aloud "Life in the Middle: Protecting Myself"

_____   c. students complete, or are asked to complete as part of a take-home assignment,
                the questions on page 15 in their handbook

_____   d. the officer previews the next lesson on refusal skills

_____ Actual time spent on Part IV

_____ End Time

_____ Total time spent on Lesson 2

QUALITATIVE SESSION EVALUATION

IN GENERAL...
General comments:_____
_____
_____
_____
_____

DISCUSSIONS...
Rate the discussions: 1. Excellent   2. Good   3. Fair   4. Poor

Comments on discussions: _____
_____
_____

ACTIVITIES...
How engaged were the teens in the activities?
1. Very Engaged   2. Somewhat Engaged   3. Not Engaged

Comments on activities:_____
_____
_____

Overall Observer Ratings…
Please provide your overall assessment of the following.

	Low				High
1. Adherence to suggested time frames.	1	2	3	4	5
2. Coverage of the topical areas.	1	2	3	4	5
3. Overall lesson adherence	1	2	3	4	5
4. Overall quality of the lesson	1	2	3	4	5

Date Session Observed:_____

School Observed:_____

Teacher & Period Observed:_____

Officer Observed:_____

Lesson 3: COMMUNITY

_____ Start Time

Lesson 3 (33-38 minute estimate)

Instructions: Please place a check mark after each area that is covered in the session. Leave the line blank when certain areas are not covered. Also, please note the actual starting time of the lesson (e.g., 12:30), as well as the approximate time spent on each part (e.g., 7 min.). After the checklist is completed, please complete the subsequent qualitative session evaluation.

I. Introduction (10 minute estimate)

_____ 1. Students are informed to turn to page 14 in the GREAT Handbook.
_____ a. students are asked to act out the "LIM: Protecting Myself" scenario.
_____ b. students discuss the review questions on page 15
_____ 2. Preview of the lesson for the day

_____ Actual time spent on Part I

II. Communities I Belong To (10 minute estimate)

_____ 1. The officer asks the students what the term "community" means to them.
_____ 2. The officer provides the definition of "community."
_____ 3. The students are asked to write the definition on page 16 of their handbook.
_____ 4. The officer explains that students will think of all the communities they belong to.
_____ 5. The officer shares all of the communities they belong to.
_____ 6. Students are asked to turn to page 17 in their handbook.
_____ a. a student is asked to read the directions aloud.
_____ 7. The officer explains that they all belong to one community; the school.
_____ a. The students are instructed to list another 3 communities they belong to.
_____ 8. Students are given an opportunity to share their answers.
_____ 9. The officer leads a group discussion by asking the following questions:
a. Did anyone belong to communities that they had not really thought of
_____ until this activity?
_____ What were they?
_____ b. Does everyone in the class belong to some of the same communities?
_____ Why or why not?
_____ c. How many communities can one person belong to?

_____ 10. The officer tells the class that now that they have identified the communities they belong to, they will now identify what they give and get from these communities.
_____ 11. The officer uses the school community as an example.
_____   a. The officer lists "What they give" the school community.
_____   b. The officer lists "What they get" from the school community.
_____ 12. Students are instructed to go back to page 17 in their handbook.
_____   a. A student is asked to read #2 directions.
_____   b. Students begin to identify what they give and get from the communities from which they belong.
_____ 13. Students are asked to share some of their answers.
          14. The officer emphasizes:
_____   a. Everyone belongs to many more communities than they realize.
_____   b. There is at least one community that they all share; the school.
_____   c. Everyone both gives and receives from their community, so everyone has a responsibility to their community.

_____ Actual time spent on Part II:

III. Community and Violence (5 minute estimate)

_____ 1. The officer asks how gangs, violence, drug abuse, and crime can affect their communities.
_____ 2. The officer/teacher writes some of the students answers on the board.
          3. The officer leads a discussion by asking the following:
_____   a. How would students' communities be affected if they began to use drugs?
_____   b. If they joined a gang?
_____   c. If they began to participate in violent activities?
_____   d. What is the relationship between communities and gangs, violence, drug abuse, and crime?
_____   4. The officer emphasizes:
_____   a. One of the reasons people join gangs is because they need to feel like they belong.
_____   b. Students belong to, and are needed by, their respective communities.
_____   c. If students participate in gang-like behaviors they harm their communities.

_____ Actual time spent on Part III

IV. Review Project (5-10 minute estimate)

_____ 1. The officer asks some students to share their ideas for their "Making My School a
          GREAT Place" projects.
_____ 2. Students are asked to fill out and sign the project description on page 19 in their
          handbook.
_____ 3. The officer/teacher review the directions.
              a. students are asked if they have any questions.
_____ 4. The students are asked to hand in their project descriptions.
_____ 5. The officer emphasizes:
_____   a. The project explains what students would do to make improvements in their
              school.
_____   b. You should share your idea with your parent or guardian.

                    _____ Actual time spent on Part IV

V. Wrap-Up (3-5 minute estimate)

_____ 1. The officer reviews what was learned by asking the students to:
_____   a. Identify a community they belong to.
_____   b. Give an example of how violence, gangs, drugs, and crime can affect their
              community.
_____ 2. The students are asked to turn to page 24 in their handbook.
_____   a. A student reads the LIM: Prank Night story aloud.
_____ 3. The students are asked to complete the questions relating to that episode on page 25
          of their handbook, either in class or as a take-home assignment.
_____ 4. The students are instructed to give the parent letter on page 21 to their parents.
_____   a. The students are told why the letter is important.
_____ 5. The officer gives a brief introduction to the next lesson.

                    _____ Actual time spent on Part V

                    _____ End Time

_____ Total time spent on Lesson 3

QUALITATIVE SESSION EVALUATION

IN GENERAL...
General comments:_____
_____
_____
_____
_____

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DISCUSSIONS...
Rate the discussions: 1. Excellent   2. Good   3. Fair   4. Poor

Comments on discussions: _____
_____
_____

ACTIVITIES...
How engaged were the teens in the activities?
1. Very Engaged   2. Somewhat Engaged   3. Not Engaged

Comments on activities:_____
_____
_____

Overall Observer Ratings…
Please provide your overall assessment of the following.

	Low				High
1. Adherence to suggested time frames.	1	2	3	4	5
2. Coverage of the topical areas.	1	2	3	4	5
3. Overall lesson adherence	1	2	3	4	5
4. Overall quality of the lesson	1	2	3	4	5

Date Session Observed:_____

School Observed:_____

Teacher & Period Observed:_____

Officer Observed:_____

Lesson 4: Goal-Setting Skills

_____ Start Time

Lesson 4 (39-45 minute estimate)

Instructions: Please place a check mark after each area that is covered in the session. Leave the line blank when certain areas are not covered. Also, please note the actual starting time of the lesson (e.g., 12:30), as well as the approximate time spent on each part (e.g., 7 min.). After the checklist is completed, please complete the subsequent qualitative session evaluation.

I. Introduction (10 minute estimate)

_____ 1. Students are informed to turn to page 24 in their GREAT Student Handbook.
_____   a. students are asked to act out the scenario; LIM: Prank Night
_____   b. Students are asked to discuss review questions on page 25.
_____ 2. The officer previews of the lesson for the day.

_____ Actual time spent on Part I

II. Personal Goals (5 minute estimate)

_____ 1. The officer asks the students what the word "goal" means.
_____ 2. The officer provides the definition of "goal."
_____ 3. Students are asked to copy this definition into their handbook, on page 26.
_____ 4. The students are asked to turn to page 27 in their handbook.
_____   a. The officer explains to the students that they should think of goals they have for
                themselves, and fill out these goals for all of the categories listed in the book.
_____ 5. The officer asks the students if anyone would like to share their answers.

_____ Actual time spent on Part II

III. Realistic Goal Setting (5 minute estimate)

_____ 1. Officer tells the students to turn to 28 in their handbook.
_____ 2. The officer asks for volunteers to read the goal-setting tips.

Actual time spent on Part III: _____

IV. Review Personal Goals (5-7 minute estimate)

_____ 1. The officer asks the class to review their goals they recorded on page 27.
_____ 2. The students are give an opportunity to change their goals if they wish.

_____ Actual Time Spent on Part IV

V. Reaching Your Goals (11-13 minute estimate)

_____1. The officer introduces the goal of "getting into college" as a goal they should all
        have.
_____   a. The officer writes this goal on the chalkboard.
_____ 2. The officer asks the students to name all the things that one needs to do to get into
        college.
_____   a. The officer/teacher writes the students' answers on the board.
_____   *b. The officer adds to the list if there are any obvious answers missing.*
_____ 3. The officer explains how some of these goals are "ongoing" or a condition for the
        goal.
_____   a. The officer explains that this means you need to get good grades throughout
        school.
_____ 4. The officer explains that some goals are considered "steps" to achieve a goal.
_____   a. The officer provides examples of steps to reach their goal.
_____ 5. The officer asks students to identify the ongoing goals listed on the board.
_____   a. The officer circles all of their correct answers.
_____ 6. The officer asks the students to chronologically order the remaining steps to
        their goals.
_____   a. The officer numbers each of the steps.
_____ 7. The officer tells the class that even if they fail at one or more of their goals,
        they still may be able to go to college.
_____   a. The officer explains that accomplishing more of these goals will make it easier
        for them to go to college.
_____ 8. The students are asked to identify one of their goals from page 27 in their
        handbooks.
_____   a. A student is asked to read the instructions to the worksheet on page 29 of their
        handbook.
_____   b The students are asked to complete the worksheet by going through all of the
        steps outlined by the officer in their example; going to college.
_____ *9. The officer asks if students want to share their plan.*
        10. The officer emphasizes:
_____   a. Goals help you control your future, and gives you something to work for.
_____   b. The benefits of setting goals.
_____   c. The many things that can get in the way of accomplishing your goals.

_____ Actual Time Spent on Part V

<u>VI. Wrap-Up</u> (3-5 minute estimate)

_____ 1. The officer reviews some of the lessons learned today:

_____   a. Reviews the goal setting tips: Positive, Realistic, and Specific.

_____   b. The officer shares a personal goal.

_____   c. The officer shares some things needed to achieve this goal.

_____   d. The officer explains why people set goals.

_____ 2. The students are asked to turn to page 31 in their handbook.

_____   a. A student is asked to read LIM: Weekend Plans.

_____ 3. Students are asked to answer the questions on page 32, either in class or as a take-home assignment.

_____ 4. The officer previews the next lesson.

_____ Actual time spent on Part VI

_____ End Time

_____ Total time spent on Lesson 4

QUALITATIVE SESSION EVALUATION

IN GENERAL...
General comments:_____
_____
_____
_____
_____

DISCUSSIONS...
Rate the discussions: 1. Excellent   2. Good   3. Fair   4. Poor

Comments on discussions: _____
_____
_____

ACTIVITIES...
How engaged were the teens in the activities?
1. Very Engaged   2. Somewhat Engaged   3. Not Engaged

Comments on activities:_____
_____
_____

Overall Observer Ratings…
Please provide your overall assessment of the following.

	Low				High
1. Adherence to suggested time frames.	1	2	3	4	5
2. Coverage of the topical areas.	1	2	3	4	5
3. Overall lesson adherence	1	2	3	4	5
4. Overall quality of the lesson	1	2	3	4	5

Date Session Observed:_____

School Observed:_____

Teacher & Period Observed:_____

Officer Observed:_____

Lesson 5: Decision-Making Skills

_____ Start Time

Lesson 5 (35-40 minute estimate)

Instructions: Please place a check mark after each area that is covered in the session. Leave the line blank when certain areas are not covered. Also, please note the actual starting time of the lesson (e.g., 12:30), as well as the approximate time spent on each part (e.g., 7 min.). After the checklist is completed, please complete the subsequent qualitative session evaluation.

I. Introduction (10 minute estimate)

_____ 1. Students are informed to turn to page 31 in their GREAT Student Handbook.
_____   a. students are asked to act out the scenario; LIM: Weekend Plans.
_____   b. Students are asked to discuss review questions on page 32.
_____ 2. The officer previews the lesson for the day.

_____ Actual time spent on Part I

II. GREAT Decision-Making Model (10 minute estimate)

_____ 1. The officer provides the students with the definition of "decision making."
_____ 2. The students are asked to copy the definition into their workbook on page 33.
_____ 3. The officer tells the students about how they will have to make more and more
               decisions as they get older.
_____   a. The officer informs the students that many of these decisions may involve
               things such as gangs, drugs, violence, and crime.
_____ 4. The officer explains that for some decisions, it is wise to have a set of decision-
               making guidelines.
_____ 5. The officer presents the decision-making model to the class.
_____   a. The students are asked to follow along on page 34 in their handbook.
_____ 6. The officer provides an example.
_____   a. The students are asked to follow along on page 36 of their handbook.
        7. The officer should emphasize that:
_____   a. The decision-making model is not perfect, but helps make better decisions.
_____   b. If things don't work out, you can use the decision-making model to decide what
               you would do different next time.
_____   c. The decisions you make will affect your ability to reach your goals.

_____ Actual time spent on Part II:

III. Decision-Making Scenarios (12-15 minute estimate)

_____ 1. The officer explains the group project.
_____ 2. The students are broken into groups.
_____ 3. The students are asked to turn to page 37 in their handbook.
_____   a. A student is asked to read the scenario and questions.
_____ 4. The groups are allowed to discuss the scenarios and their answers.
_____ 5. A spokesperson for one group provides their answers for the questions.
_____   a. Other groups are allowed to provide their answers if different.
_____   b. The students are asked to write down answers in their handbooks.
_____ *6. The officer is using active listening techniques, from Lesson #7, in order to model them for the students.*
_____ 7. The students are asked to turn to page 38 in their handbooks.
_____   a. A student is asked to read the scenario and questions aloud.
_____ 8. The groups are allowed to discuss the scenarios and their answers.
_____ 9. A spokesperson for one group provides their answers for the questions.
_____   a. Other groups are allowed to provide their answers is different.
_____   b. The students are asked to write down answers in their handbooks.
_____ *10. The officer is using active listening techniques, from Lesson #7, in order to model them for the students.*
_____ 11. The officer facilitates a discussion about decision making.
_____ 12. The officer should emphasize:
_____   a. Some situations deserve careful consideration before a decision is made.
_____   b. The GREAT model can help students make the best choice for themselves.

_____ Actual time spent on Part III

IV. Wrap-Up (3-5 minute estimate)

_____ 1. The officer reviews some of the lessons learned today by asking volunteers to:
_____   a. Review the GREAT decision-making model.
_____   b. Discuss the impact of decisions on goals.
_____ 2. The students are told to turn to page 40.
_____   a. A student is asked to read aloud LIM: The Party.
_____ 3. The students are asked to complete the questions on page 41, either in class or as a take-home assignment..
_____ 4. The officer previews the next lesson.

_____ Actual time spent on Part IV

_____ End Time

_____ Total time spent on Lesson 5

QUALITATIVE SESSION EVALUATION

IN GENERAL...
General comments:_____
_____
_____
_____
_____

DISCUSSIONS...
Rate the discussions: 1. Excellent   2. Good   3. Fair   4. Poor

Comments on discussions: _____
_____
_____

ACTIVITIES...
How engaged were the teens in the activities?
1. Very Engaged   2. Somewhat Engaged   3. Not Engaged

Comments on activities:_____
_____
_____

Overall Observer Ratings…
Please provide your overall assessment of the following.

	Low				High
1. Adherence to suggested time frames.	1	2	3	4	5
2. Coverage of the topical areas.	1	2	3	4	5
3. Overall lesson adherence	1	2	3	4	5
4. Overall quality of the lesson	1	2	3	4	5

Date Session Observed:_____

School Observed:_____

Teacher & Period Observed:_____

Officer Observed:_____

Lesson 6: Communication Skills

_____ Start Time

Lesson 6 (31-39 minute estimate)

Instructions: Please place a check mark after each area that is covered in the session. Leave the line blank when certain areas are not covered. Also, please note the actual starting time of the lesson (e.g., 12:30), as well as the approximate time spent on each part (e.g., 7 min.). After the checklist is completed, please complete the subsequent qualitative session evaluation.

I. Introduction (10 minute estimate)

_____ 1. Students are informed to turn to page 40 in their GREAT Student
           Handbook.
_____   a. students are asked to act out the scenario; LIM: The Party.
_____   b. Students are asked to discuss review questions on page 41.
_____ 2. The officer previews the lesson for the day.

_____ Actual time spent on Part I

II. What Kind of Communicator Are You? (3-5 minute estimate)

_____ 1. The officer asks the class what "communication" means.
_____   a. The officer provides the class the definition of communication.
_____ 2. The students are asked to copy the definition onto page 42 of their handbook.
_____ 3. The students are asked to turn to page 43 in their handbook.
_____   a. A student is asked to read the directions aloud.
_____ 4. The students are asked to complete the exercise.
_____   a. The students are asked to add up their scores.
_____ 5. The students are asked to turn to page 44.
_____   a. A student is asked to read the directions aloud.
_____ 6. The officer tells the students that this GREAT lesson will help their
           communication skills.

_____ Actual time spent on Part II

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been published by the Department. Opinions or points of view expressed are those of the author(s)
and do not necessarily reflect the official position or policies of the U.S. Department of Justice.

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<u>III. Different Ways We Communicate</u> (5-7 minute estimate)

_____ 1. The officer points out that there are two main forms of communication;
         verbal and non-verbal.

_____ 2. The officer provides the definitions of both verbal and non-verbal
         communication.

_____ 3. The students are asked to turn to page 42 in their handbook.

_____   a. The students are asked to copy the definitions into their handbook.

_____ 4. The teacher writes two headings on the chalkboard: Verbal and Non-Verbal.

_____ 5. The officer asks the class to name different ways we communicate.

_____   a. The officer/teacher writes the answers on the chalkboard.

_____   b. The officer places more answers in the non-verbal category than
         the verbal one.

_____ 6. The officer explains that much of our communication is non-verbal.

_____   a. The officer asks the students to show him/her they are bored.

_____   b. The officer asks the students to show him/her they are excited.

_____   c. The officer explains that they didn't have to say a word to show him/her they
         were excited/bored.

_____ 7. The students are asked to turn to page 45.

_____   a. A student is asked to read the directions aloud.

_____   b. The students are provided time to complete the handbook project.

         8. The officer should emphasize:

_____   a. Most of our communication is non-verbal.

_____   b. The most important component of non-verbal communication is body
         language.

_____   c. For effective communication, verbal and non-verbal communication
         should be consistent.

_____   d. Misunderstandings may occur when our words and body language do not
         match.

                _____ Actual time spent on Part III

<u>IV. Emotions and Body Language</u> (5 minute estimate)

_____ 1. The officer asks the students what "emotion" means.

_____ 2. The officer provides the definition of emotion.

_____ 3. The students are told that a copy of this definition can be found on page 42 of
         their handbook.

_____ 4. The officer asks the students to name as many emotions as they can.

_____ 5. The officer writes the answers on the board.

_____ 6. The officer tells the students that some emotions are listed on page 46 if their
         Handbook.

         7. The officer should emphasize:

_____ a. People are capable of experiencing and expressing many different emotions.

_____ b. Body language will often give you an idea of what emotion a person is feeling.

_____ c. Being able to read body language is an important part of communication.

_____ Actual time spent on Part IV

V. Body-Language Charades (5-7 minute estimate)

_____ 1. The students are broken into groups.

_____ a. Each group gets a scenario card.

_____ 2. The groups are instructed to develop a way to demonstrate their scenario with non-verbal communication only.

_____ a. Each group selects a set of actors to demonstrate their scenario.

_____ b. The rest of the class tries to guess the scenario.

_____ 3. After each demonstration, the officer has the students discuss the emotions being acted out, and the body language used to convey the message.

_____ 4. After all of the demonstrations, the officer leads a whole group discussion, using the following questions:

_____ a. Was it difficult to guess what emotions were being acted out? Why or Why not?

_____ b. Was it difficult to guess what scenarios were being acted out? Why or Why not? _____

_____ 5. The officer should emphasize:

_____ a. Communication can still happen when no one can talk.

_____ b. Even when people don't talk, you can tell how they are feeling through non-verbal communication.

_____ c. When communicating with another, remember to pay attention to your body language.

_____ Actual time spent on Part V

VI. Wrap-Up (3-5 minute estimate)

        1. The officer reviews the lesson by asking volunteers to:
_____   a. Tell what the difference is between verbal and non-verbal communication.
_____   b. Identify some emotions that you can read from a person's body language.
_____ 2. The officer should instruct the students to turn to page 48 in their handbook.
_____   a. A student is asked to read aloud LIM: Tameka's Birthday.
_____   3. The students are asked to complete questions on page 49 of their handbook, either in class or as a take-home assignment.
_____ 4. The officer previews the next lesson.

            _____ Actual time spent on Part VI

            _____ End Time

_____ Total time spent on Lesson 6

QUALITATIVE SESSION EVALUATION

IN GENERAL...
General comments:_____
_____
_____
_____
_____

DISCUSSIONS...
Rate the discussions: 1. Excellent   2. Good   3. Fair   4. Poor

Comments on discussions: _____
_____
_____

ACTIVITIES...
How engaged were the teens in the activities?
1. Very Engaged   2. Somewhat Engaged   3. Not Engaged

Comments on activities:_____
_____
_____

Overall Observer Ratings…
Please provide your overall assessment of the following.

	Low				High
1. Adherence to suggested time frames.	1	2	3	4	5
2. Coverage of the topical areas.	1	2	3	4	5
3. Overall lesson adherence	1	2	3	4	5
4. Overall quality of the lesson	1	2	3	4	5

Date Session Observed:_____

School Observed:_____

Teacher & Period Observed:_____

Officer Observed:_____

Lesson 7: Active Listening Skills and Empathy

_____ Start Time

Lesson 7 (29-35 minute estimate)

Instructions: Please place a check mark after each area that is covered in the session. Leave the line blank when certain areas are not covered. Also, please note the actual starting time of the lesson (e.g., 12:30), as well as the approximate time spent on each part (e.g., 7 min.). After the checklist is completed, please complete the subsequent qualitative session evaluation.

I. Introduction (10 minute estimate)

_____ 1. Students are informed to turn to page 48 in their GREAT Student
          Handbook.
_____   a. students are asked to act out the scenario; LIM: Tameka's Birthday.
_____   b. Students are asked to discuss review questions on page 49.
_____ 2. The officer previews the lesson for the day.

_____ Actual time spent on Part I

II. Active Listening (3-5 minute estimate)

_____ 1. The officer explains that communication involves both talking and listening.
_____ 2. The officer provides the definition of "active listening."
_____ 3. The officer instructs the students to turn to page 51 in their handbook.
_____   a. The students are instructed to copy the definition into their handbook.
_____ 4. The officer reads each active listening technique to the class.
_____   a. The officer demonstrates each technique to the class.

_____ Actual time spent on Part II

III. Speaker, Listener, Checker (10 minute estimate)

_____ 1. The officer and teacher break the class into groups of three.
_____   a. Each group is instructed to have one student represent each of the following: the speaker, the listener, and the checker.
_____ 2. The listeners are asked to refer to page 52 in their handbook.
_____   a. The checkers are asked to turn to page 53 in their handbook.
_____ 3. The officer tells the speakers that they have one minute to tell the listeners what their favorite movie is and why.
_____ 4. The checkers are instructed to watch the conversation and fill out the checklist on page 53 in their handbook.
_____ 5. *After one minute, the checker is given one minute to discuss with the group what he/she observed.*
_____ 6. The students are asked to switch roles, and repeat the same process.
_____ 7. The students are asked to switch roles, and repeat the same process.
         8. The officer leads the class in a discussion using the following questions:
_____   a. What things did your partner do to let you know that he/she was being an active listener?
_____   b. What did it feel like to have someone actively listen to you?
_____   c. When would be a good time to use active listening?
         9. The officer emphasizes:
_____   a. Using active listening skills allows the other person to know that you are paying attention to what he/she is saying.
_____   b. Active listening helps you understand what is being communicated better.

_____ Actual time spent on Part III

IV. Define and Discuss Empathy (3-5 minute estimate)

_____ 1. The officer asks the class, "What is empathy?"
_____ 2. The officer provides the class with the definition of empathy.
_____ 3. The students are informed that the definition is provided for them on page 51 of their handbook.
_____ 4. The officer explains that feelings and emotions are the same thing.

_____ Actual time spent on Part IV

V. Thinking of Others (10 minute estimate)

_____ 1. The officer gives a brief overview of what the activity entails.
_____ 2. The students are broken into small groups.
_____ 3. The students are directed to turn to page 54 in their handbook, the "Hot Stuff" activity.
_____   a. A student is asked to read the directions aloud.
_____   b. A student is asked to read the questions on page 55.

_____ 4. Students are given time to discuss the questions in their groups.
_____ 5. The officer asks the spokespeople from each group to share their answers.
_____ 6. The officer uses actively listening techniques and provides positive feedback
        to the students.
_____ 7. The students are asked to turn to page 56 in their handbooks, the "Graffiti"
        activity.
_____   a. A student is asked to read the directions aloud.
_____   b. A student is asked to read the questions on page 57.
_____ 8. Students are given time to discuss the questions in their groups.
_____ 9. The officer asks the spokespeople from each group to share their answers.
_____ 10. The officer uses active listening techniques and provides positive feedback
        to the students.
        11. The officer should emphasize:
_____   a. These are incidents that good kids sometimes get involved in that lead them to
        more dangerous types of crime and violence.
_____   b. If kids think about how the victims of crime feel, they might be less likely to
        become involved in crime.

_____ Actual time spent on Part V

VI. Wrap-Up (3-5 minute estimate)

       1. The officer reviews the lesson by asking volunteers to:
_____   a. List some active listening techniques.
_____   b. Name some emotions.
_____   c. Tell why empathy is important.
_____ 2. The officer should instruct the students to turn to page 59 in their handbook.
_____   a. A student is asked to read aloud LIM: The Locker Room.
_____ 3. The students are asked to complete questions on page 60 of their handbook,
     either in class or as a take-home assignment.
_____ 4. The officer previews the next lesson.

_____ Actual time spent on Part VI

_____ End Time

_____ Total time spent on Lesson 7

QUALITATIVE SESSION EVALUATION

IN GENERAL...
General comments:_____
_____
_____
_____
_____

DISCUSSIONS...
Rate the discussions: 1. Excellent   2. Good   3. Fair   4. Poor

Comments on discussions: _____
_____
_____

ACTIVITIES...
How engaged were the teens in the activities?
1. Very Engaged   2. Somewhat Engaged   3. Not Engaged
Comments on activities:_____
_____
_____

Overall Observer Ratings…
Please provide your overall assessment of the following.

	Low				High
1. Adherence to suggested time frames.	1	2	3	4	5
2. Coverage of the topical areas.	1	2	3	4	5
3. Overall lesson adherence	1	2	3	4	5
4. Overall quality of the lesson	1	2	3	4	5

Date Session Observed:_____

School Observed:_____

Teacher & Period Observed:_____

Officer Observed:_____

Lesson 8: Refusal Skills

_____ Start Time

Lesson 8 (43-45 minute estimate)

Instructions: Please place a check mark after each area that is covered in the session. Leave the line blank when certain areas are not covered. Also, please note the actual starting time of the lesson (e.g., 12:30), as well as the approximate time spent on each part (e.g., 7 min.). After the checklist is completed, please complete the subsequent qualitative session evaluation.

I. Introduction (10 minute estimate)

_____ 1. Students are informed to turn to page 59 in their GREAT Student
                 Handbook.
_____   a. students are asked to act out the scenario; LIM: The Locker Room.
_____   b. Students are asked to discuss review questions on page 60.
_____ 2. The officer previews the lesson for the day.

_____ Actual time spent on Part I

II. Ways of Refusing (10 minute estimate)

_____ 1. The officer explains that there are many different ways of refusing.
_____ 2. The students are asked to turn to page 62 in their handbook.
_____   a. Students are asked to read aloud the examples listed in the handbook.
_____ 3. The officer asks if the students can think of any more ways of refusing.
_____   a. The officer writes their answers on the chalkboard/overhead.
_____ 4. The students are asked to write three additional refusal skills on page 62 of
                 their handbook.
          5. The officer emphasizes:
_____   a. There are many ways of refusing to do things you don't want to do.
_____   b. Any of the ways listed in the handbook can be used to refuse drugs, gangs, and
                 violence.
_____   c. Sometimes you may have to use multiple ways before people listen.
_____   d. You decide what ways of refusal you are most comfortable with.

_____ Actual time spent on Part II

III. How to Say It Like You Mean It (5 minute estimate)

_____ 1. The officer explains that body language and tone of voice are important for proper refusal skills.
2. The officer asks the class the following questions:
_____ a. What is body language?
_____ b. What is meant by tone of voice?
_____ 3. The officer/teacher demonstrate body language and tone of voice by saying a sentence in a number of ways.
_____ 4. The officer facilitates a discussion about body language and tone of voice.
5. *The officer asks:*
_____ *a. Does using different tones of voice convey different messages?*
_____ *b. Do you think you use different tones of voice when you speak?*
_____ *c. How can your body language convey what you are trying to say?*
6. Once the discussion is over, the officer emphasizes:
_____ a. Body language and tone of voice play a big role in communication.
_____ b. When refusing, you are communicating.
_____ c. When refusing, make sure your body language and tone of voice match the message you are trying to convey.

_____ Actual time spent on Part III

IV. Refusal Skills Practice (15 minute estimate)

_____ 1. The officer explains the next exercise.
_____ a. The officer directs the students to page 62 in their handbooks.
_____ b. The officer reminds the students to pay attention to their body language and tone of voice.
_____ 2. The students are instructed to count off 1 to 6.
_____ a. The students are instructed to place their numbers in their handbook on the bottom of page 62.
_____ 3. Using the scenarios on page 151-152 of the GREAT Manual, the officer asks each student to do something.
_____ a. Each student uses his/her assigned skill to refuse the officer's request.
_____ 4. All students are given the opportunity to use their refusal skill.
5. The officer leads the students in a discussion by asking:
_____ a. Before this class, have you ever used refusal skills? When/How?
_____ b. What body language and tone of voice worked best with the refusal skills?
_____ c. Why is practicing refusal skills important?
_____ d. Why not just wait until you are in the "real life" situation?
6. The officer emphasizes:
_____ a. Practicing refusal skills is important because it will help in real life situations.

_____ Actual time spent on Part IV

<u>V. Wrap-Up</u> (3-5 minute estimate)

        1. The officer reviews the lesson by asking volunteers to:
_____   a. Identify different ways of refusing.
_____   b. Explain why body language and tone of voice are important when refusing.
_____ 2. The officer should instruct the students to turn to page 64 in their handbook.
_____   a. A student is asked to read aloud LIM: The Library.
_____ 3. The students are asked to complete questions on page 65 of their handbook, either in class or as a take-home assignment.
_____ 4. The officer previews the next lesson.

             _____ Actual time spent on Part V

             _____ End Time

_____ Total time spent on Lesson 8

QUALITATIVE SESSION EVALUATION

IN GENERAL...
General comments:_____
_____
_____
_____
_____

DISCUSSIONS...
Rate the discussions: 1. Excellent   2. Good   3. Fair   4. Poor

Comments on discussions: _____
_____
_____

ACTIVITIES...
How engaged were the teens in the activities?
1. Very Engaged   2. Somewhat Engaged   3. Not Engaged

Comments on activities:_____
_____
_____

Overall Observer Ratings…
Please provide your overall assessment of the following.

	Low				High
1. Adherence to suggested time frames.	1	2	3	4	5
2. Coverage of the topical areas.	1	2	3	4	5
3. Overall lesson adherence	1	2	3	4	5
4. Overall quality of the lesson	1	2	3	4	5

Date Session Observed:_____

School Observed:_____

Teacher & Period Observed:_____

Officer Observed:_____

Lesson 9: Peer Pressure and Refusal Skills

_____ Start Time

Lesson 9 (32-40 minute estimate)

Instructions: Please place a check mark after each area that is covered in the session. Leave the line blank when certain areas are not covered. Also, please note the actual starting time of the lesson (e.g., 12:30), as well as the approximate time spent on each part (e.g., 7 min.). After the checklist is completed, please complete the subsequent qualitative session evaluation.

I. Introduction (10 minute estimate)

_____ 1. Students are informed to turn to page 64 in their GREAT Student
           Handbook.
_____   a. students are asked to act out the scenario; LIM: The Library.
_____   b. Students are asked to discuss review questions on page 65.
_____ 2. The officer previews the lesson for the day.

           _____ Actual time spent on Part I:

II. Influences in My Life (5-7 minute estimate)

_____ 1. The officer provides the definition of "influence."
_____ 2. The students are asked to copy this definition onto page 66 in their handbook.
_____ 3. The officers asks the students to think of the positive influences in their
           life, and why.
_____ 4. The students are instructed to turn to page 67 in their handbook and identify
           five positive influences in their lives.
_____ 5. The officer leads a discussion about positive influences.
        6. The officer asks the students:
_____   a. Who are the positive influences in your life and why?
_____   b. Why do you think it is important for us to identify the positive influences in our
           lives?
_____   c. Is it important to identify negative influences too? Why?
_____   d. Are you a positive influence in anyone else's life?
        7. The officer should emphasize:
_____   a. People who are positive influences in our lives are role models that we can look
           up to.
_____   b. Positive influences can help us make good choices.

           _____ Actual time spent on Part II

III. Peer Pressure (4-6 minute estimate)

_____ 1. The officer asks the students what they think peer pressure is.
_____ 2. The officer defines what a "peer" is.
_____ 3. The officer provides the definition of peer pressure.
_____ 4. The students are instructed to copy this definition onto page 66 in their
         handbook.
         5. The officer leads a discussion on peer pressure using the following questions:
_____   a. Can you think of a situation where you have felt pressured to do something by
         your friends?
_____   b. What if you are with friends and they are smoking? If they don't offer you a
         cigarette but are smoking around you, is that peer pressure?
_____   c. Is peer pressure always intentional?
_____   d. What are some examples of positive peer pressure?
         6. The officer should emphasize:
_____   a. Peer pressure is not always obvious; sometimes peer pressure can occur even if
         people do not realize it.
_____   b. Peer pressure does not always have to be negative. It can also be positive.

_____ Actual time spent on Part III

IV. Refusal Skills Practice (10-12 minute estimate)

_____ 1. The officer explains the next exercise.
_____   a. The officer directs the students to page 68 in their handbooks.
_____ 2. The students are broken into small groups.
_____ 3. Each group is given a scenario card.
_____ 4. Each group is given time to discuss their scenario.
_____   a. After a few minutes, each group's spokesperson reads the scenario out
         loud.
_____   b. Each group presents their scenario.
_____ 5. The students are told to check off the refusal skills used by the class on page
         68 in their handbook.
_____ 6. After each group presents, the class discussed the following:
_____   a. Were all of the different refusal skills used? If no, which were not
         and why?
_____   b. Which refusal skill was used the most? Is that the one you would use to refuse
         your friends in most situations?
         7. The officer leads a discussion by asking the following:
_____   a. Why should you know different ways to refuse?
_____   b. Besides crimes, drugs, violence, and gangs, in what other situations can you use
         refusal techniques?

_____ 8. The officer emphasizes that practicing refusal skills can help someone know what to do if they are ever in a "real life" situation where they don't want to participate in crime, drugs, violence, and gangs.

_____ Actual time spent on Part IV

V. Wrap-Up (3-5 minute estimate)

1. The officer reviews the lesson by asking volunteers to:
_____   a. List some people that influence you.
_____   b. Explain how peer pressure can be unintentional.
_____   c. Name some refusal skills that you would use to solve situations that involve peer pressure.
_____ 2. The officer should instruct the students to turn to page 70 in their handbook.
_____   a. A student is asked to read aloud LIM: Vicki's House.
_____ 3. The students are asked to complete questions on page 71 of their handbook, either in class or as a take-home assignment..
_____ 4. The officer previews the next lesson.

_____ Actual time spent on Part V

_____ End Time

_____ Total time spent on Lesson 9

QUALITATIVE SESSION EVALUATION

IN GENERAL...
General comments:_____
_____
_____
_____
_____

DISCUSSIONS...
Rate the discussions: 1. Excellent   2. Good   3. Fair   4. Poor

Comments on discussions: _____
_____
_____

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ACTIVITIES...
How engaged were the teens in the activities?
1. Very Engaged   2. Somewhat Engaged   3. Not Engaged
Comments on activities:_____
_____
_____

Overall Observer Ratings…
Please provide your overall assessment of the following.

	Low				High
1. Adherence to suggested time frames.	1	2	3	4	5
2. Coverage of the topical areas.	1	2	3	4	5
3. Overall lesson adherence	1	2	3	4	5
4. Overall quality of the lesson	1	2	3	4	5

Date Session Observed:_____

School Observed:_____

Teacher & Period Observed:_____

Officer Observed:_____

Lesson 10: Anger Management Skills

_____ Start Time

Lesson 10 (32-40 minute estimate)

Instructions: Please place a check mark after each area that is covered in the session. Leave the line blank when certain areas are not covered. Also, please note the actual starting time of the lesson (e.g., 12:30), as well as the approximate time spent on each part (e.g., 7 min.). After the checklist is completed, please complete the subsequent qualitative session evaluation.

I. Introduction (10 minute estimate)

_____ 1. Students are informed to turn to page 70 in their GREAT Student
          Handbook.
_____   a. students are asked to act out the scenario; LIM: Vicki's House.
_____   b. Students are asked to discuss review questions on page 71.
_____ 2. The officer previews the lesson for the day.

_____ Actual time spent on Part I

II. GREAT Anger Management Tips (5 minute estimate)

_____ 1. The officer asks if the students have ever felt angry.
_____ 2. The officer tells the students that everyone in this class has felt angry at one
          time or another.
_____   a. It is important how we deal with our anger.
_____   b. It is not okay to use violence when we get angry.
_____ 3. The officer asks the class if they know what "anger management" is.
_____ 4. The officer provides the class with the definition of anger management.
_____ 5. The students are told to copy the definition onto page 72.
_____ 6. The officer displays an overhead of anger management tips.
_____   a. The students are told to follow along on page 73 of their handbooks.
_____ 7. The officer explains why it is important to learn anger management.
_____ 8. The officer reviews the GREAT Anger Management Tips.

_____ Actual time spent on Part II

<u>III. What Makes You Angry</u> (3-5 minute estimate)

_____ 1. The officer asks the students what situations have caused them to get angry.
_____ 2. After the students respond, the students are told to turn to page 74.
_____   a. A student is asked to read aloud #1.
_____   b. The students are told to record some situations that cause them to feel angry.
          3. The officer should emphasize:
_____   a. Many things cause anger and everyone gets angry at times.
_____   b. Some events cause anger in almost all people.

_____ Actual time spent on Part III

<u>IV. Signs of Anger</u> (5 minute estimate)

_____ 1. The officer explains that there are signs that let us know we feel angry.
_____ 2. The officer/teacher writes "Physical" and "Emotional" on the chalkboard.
_____ 3. The officer asks the students for physical signs of anger.
_____   a. The officer asks the students for emotional signs of anger.
_____   b. The officer/teacher records the students' answers.
_____ 4. The officer asks a student to read aloud #2 on page 74.
_____   a. The officer instructs the students to record the physical and emotional signs that indicate they are angry.
          5. The officer should emphasize:
_____   a. Physical and emotional signs of anger can vary from person to person.
_____   b. It is important to recognize emotional and physical signs of anger.

_____ Actual time spent on Part IV

<u>V. Elect to Control Your Anger</u> (3-5 minute estimate)

_____ 1. The officer explains that when we realize we are angry, we need to consider what actions to take.
_____ 2. The officer asks the students what skills they have learned in GREAT that could help in anger management.
_____ 3. The officer discusses how "Communication" and "Decision Making" are important.

_____ Actual time spent on Part V

VI. Cooling Off (3-5 minute estimate)

_____ 1. The officer asks the students what they do to "cool off."
_____ 2. The officer asks a student to read #4 on page 74 aloud.
_____   a. The officer asks the student to record some of the things they do to
                  cool off.
                         _____ Actual time spent on Part VI

VII. Practice Cooling Off (5 minute estimate)

_____ 1. The officer explains why counting to five is a helpful cooling off tip.
_____ 2. The officer explains what they will be doing; learning how to count to five to
                  cool off.
_____   a. The students are told to follow along on page 75 in their handbook.
_____ 3. The officer explains and leads the class in the Counting to Five Exercise.
_____ 4. The officer explains that counting can be used in many different situations
                  that may cause you to get angry.
_____ 5. The officer leads a discussion by using the following questions:
_____   a. Have the students ever done anything like this before?
_____   b. How did the students feel after the technique?
_____   c. Could students imagine themselves doing this exercise if they were
                  angry?
_____ 6. The officer should emphasize:
_____   a. Even though we may not be able to prevent all anger in our lives, counting to
                  five can help us cool off when we do get angry.
_____   b. Another way to help us cool off is to get away from the person or event that is
                  making us angry.

                         _____ Actual time spent on Part VII

VIII. Wrap-Up (3-5 minute estimate)

            1. The officer reviews the lesson by asking volunteers to:
_____   a. Name the GREAT Anger Management Tips.
_____   b. Identify something that makes them angry.
_____   c. List and emotional and physical sign of anger.
_____   d. Identify a GREAT skill that they can use to help them control their
                  anger.
_____   e. Identify something they can do to cool off.
_____ 2. The officer should instruct the students to turn to page 77 in their handbook.
_____   a. A student is asked to read aloud LIM: The Test.
_____ 3. The students are asked to complete questions on page 78 of their handbook,
                  either in class or as a take-home assignment.
_____ 4. The officer previews the next lesson.

                         _____ Actual time spent on Part VIII

_____ End Time

_____ Total time spent on Lesson 10

QUALITATIVE SESSION EVALUATION

IN GENERAL...
General comments:_____
_____
_____
_____
_____

DISCUSSIONS...
Rate the discussions: 1. Excellent   2. Good   3. Fair   4. Poor

Comments on discussions: _____
_____
_____

ACTIVITIES...
How engaged were the teens in the activities?
1. Very Engaged   2. Somewhat Engaged   3. Not Engaged

Comments on activities:_____
_____
_____

Overall Observer Ratings…
Please provide your overall assessment of the following.

	Low				High
1. Adherence to suggested time frames.	1	2	3	4	5
2. Coverage of the topical areas.	1	2	3	4	5
3. Overall lesson adherence	1	2	3	4	5
4. Overall quality of the lesson	1	2	3	4	5

Date Session Observed:_____

School Observed:_____

Teacher & Period Observed:_____

Officer Observed:_____

Lesson 11: Calming Others

_____ Start Time

Lesson 11 (31-42 minute estimate)

Instructions: Please place a check mark after each area that is covered in the session. Leave the line blank when certain areas are not covered. Also, please note the actual starting time of the lesson (e.g., 12:30), as well as the approximate time spent on each part (e.g., 7 min.). After the checklist is completed, please complete the subsequent qualitative session evaluation.

I. Introduction (10 minute estimate)

_____ 1. Students are informed to turn to page 77 in their GREAT Student
       Handbook.
_____   a. students are asked to act out the scenario; LIM: The Test.
_____   b. Students are asked to discuss review questions on page 78.
_____ 2. The officer previews the lesson for the day.

_____ Actual time spent on Part I

II. Calming Others in an Angry Situation (5-7 minute estimate)

_____ 1. The officer explains to students that anger is contagious.
_____ 2. The officer explains that if they get angry, they should try to leave the
       situation.
_____   a. If leaving is not possible, they should calm themselves down.
_____   b. Only after you calm yourself down, then you can calm others down.
_____ 3. The class is instructed to turn to page 80 in their handbook.
_____   a. A student reads the Tips for Calming Others page.
_____ 4. The officer reviews the Tips for Calming Others page.
_____ 5. The officer asks students to share additional suggestions for helping calm
       others down.
_____a. The students are instructed to write these suggestions on page 80 in their
       handbook.
_____ 6. The officer facilitates a discussion about anger in others.
       7. The officer uses the following questions to prompt discussion:
_____   *a. What happens to a person if someone is angry with them?*
_____   *b. What do you think would happen if someone is angry, but the other
       person stayed calm instead of getting angry?*
_____   *c. Do you think anger or calmness can be contagious?*

8. The officer emphasizes:

_____   a. When someone is angry with you, you might find yourself feeling angry because another person's emotions can affect you.

_____   b. If you stay calm you may be able to help others stay calm.

_____   c. Using the tips can help others calm down and avoid violence.

_____ Actual time spent on Part II

III. Calming Others Scenarios (10-15 minute estimate)

_____ 1. The students are broken into small groups.

_____ 2. The students are asked to turn to page 81.

_____   a. A student reads the instructions.

_____ 3. A student reads the first scenario aloud.

_____ 4. The groups are given time to complete the questions for scenario one.

_____ 5. Students are given the opportunity to share their responses.

_____ 6. A student reads the second scenario aloud.

_____ 7. The students are given time to complete the questions for scenario two.

_____ 8. Students are given the opportunity to share their responses.

9. The officer should emphasize:

_____   a. Using the Tips may help the other person calm down and resolve the conflict.

_____   b. When you cannot safely calm others, seek adult assistance.

_____ Actual time spent on Part III

IV. Making My School a GREAT Place Project Reminder (3-5 minute estimate)

_____ 1. The officer reminds the class of when their projects are to be presented.

_____ 2. The officer asks if there are any questions.

_____ 3. The officer asks for an update on their projects.

_____ Actual time spent on Part IV

V. Wrap-Up (3-5 minute estimate)

1. The officer reviews the lesson by asking volunteers to:

_____   a. Identify a sign of anger in others.

_____   b. Name five tips for calming others in angry situations.

_____ 2. The officer should instruct the students to turn to page 84 in their handbook.

_____   a. A student is asked to read aloud LIM: The Rumor.

_____ 3. The students are asked to complete questions on page 85 of their handbook, either in class or as a take-home assignment.

_____ 4. The officer previews the next lesson.

_____ Actual time spent on Part V

_____ End Time

_____ Total time spent on Lesson 11

QUALITATIVE SESSION EVALUATION

IN GENERAL...
General comments:_____
_____
_____
_____
_____

DISCUSSIONS...
Rate the discussions: 1. Excellent   2. Good   3. Fair   4. Poor

Comments on discussions: _____
_____
_____

ACTIVITIES...
How engaged were the teens in the activities?
1. Very Engaged   2. Somewhat Engaged   3. Not Engaged

Comments on activities:_____
_____
_____

Overall Observer Ratings…
Please provide your overall assessment of the following.

	Low				High
1. Adherence to suggested time frames.	1	2	3	4	5
2. Coverage of the topical areas.	1	2	3	4	5
3. Overall lesson adherence	1	2	3	4	5
4. Overall quality of the lesson	1	2	3	4	5

Date Session Observed:_____

School Observed:_____

Teacher & Period Observed:_____

Officer Observed:_____

Lesson 12: Conflict Resolution Skills

_____ Start Time

Lesson 12 (42-45 minute estimate)

Instructions: Please place a check mark after each area that is covered in the session. Leave the line blank when certain areas are not covered. Also, please note the actual starting time of the lesson (e.g., 12:30), as well as the approximate time spent on each part (e.g., 7 min.). After the checklist is completed, please complete the subsequent qualitative session evaluation.

I. Introduction (10 minute estimate)

_____ 1. Students are informed to turn to page 84 in their GREAT Student
              Handbook.
_____   a. students are asked to act out the scenario; LIM: The Rumor.
_____   b. Students are asked to discuss review questions on page 85.
_____ 2. The officer previews the lesson for the day.

_____ Actual time spent on Part I

II. Conflict Resolution (8 minute estimate)

_____ 1. The officer asks if the students have ever seen or heard of a physical or verbal
              fight.
_____ 2. The officer asks the students what happened as a result of the fight.
_____   a. The students are asked to share some of the consequences.
_____ 3. The officer says that because of the many consequences of fighting, it should
              be avoided at all times.
_____ 4. The officer explains what conflict resolution entails.
_____   a. The officer gives the definition of conflict resolution.
_____ 5. The officer directs the students to page 86 in their handbook, where the
              definition is provided.
_____ 6. The officer asks if anyone resolved their disagreements without fighting.
_____   a. What did they do to prevent fighting?
_____   b. If they didn't prevent a fight, what could they have done?
         7. The officer should emphasize:
_____   a. There are options to fighting.
_____   b. You have to decide the best options to solve the conflict.
_____ 8. The officer provides the GREAT tips to resolve conflicts.

_____ 9. Students are asked to read the tips on page 87 aloud.
_____   a. The students are asked why they think the tips will work.
_____ 10. The officer should emphasize:
_____   a. Resolving conflicts is not always easy.
_____   b. If students want to resolve the conflict, they need to use their communication, decision-making, and anger management skills to solve the problem.

_____ Actual time spent on Part II

III. Practice Conflict Resolution (15 minute estimate)

_____ 1. The officer explains the exercise.
_____ 2. The students are broken into **between 1 and 6 groups**.
_____ 3. The groups are given one of two cards with scenarios.
_____ 4. A volunteer reads each of the two scenarios.
_____ 5. The officer explains the exercise to the groups.
_____ 6. The students are instructed to use page 88 to help solve their conflict
      scenario.
_____   a. The students are told to write their answers on the bottom of page 88.
_____ 7. The groups are given time to discuss and solve their problem.
_____ 8. The groups share their answers.
_____ 9. The officer leads a discussion using the following questions:
_____   a. How was the conflict resolved?
_____   b. Could it be avoided, dealt with, or prevented in a different way?
_____   c. Do you think you would be able to resolve the conflict if it happened to you in "real life?"

_____ Actual time spent on Part III

IV. Where to Go for Help With Conflicts (7 minute estimate)

_____ 1. The officer explains that sometimes you need help in conflicts.
_____ 2. The officer asks the students to turn to page 89.
_____   a. A student reads the directions aloud.
_____   b. Students are given time to think of answers.
_____ 3. The students are asked to share their answers.
_____   a. The officer/teacher writes the students' answers down.
_____ 4. Students are informed to add answers to their own worksheets.
_____ 5. The officer uses the following questions to stimulate a discussion.
_____   a. When are some times when a person might need help from
      other people?
_____   b. Can you ask anyone for help? How do you know who is a good person to ask for help?
_____   c. Could different people be better helpers in different situations?
_____   d. Examples?

6. The officer should emphasize:

_____   a. It is important to identify whom you can go to for help ahead of time.

_____   b. That way, when you are really in trouble, you don't have to think about whom you can ask; you already know.

_____ Actual time spent on Part IV

V. Wrap-Up (3-5 minute estimate)

1. The officer reviews the lesson by asking volunteers to:

_____   a. Identify the GREAT Conflict Resolution Tips.

_____   b. Name a person you can go to for help when you have a conflict.

_____ 2. The officer should instruct the students to turn to page 91 in their handbook.

_____   a. A student is asked to read aloud LIM: The Conflict.

_____ 3. The students are asked to complete questions on page 92 of their handbook, either in class or as a take-home assignment.

_____ 4. The officer previews the next lesson.

_____ Actual time spent on Part V

_____ End Time

_____ Total time spent on Lesson 12

QUALITATIVE SESSION EVALUATION

IN GENERAL...
General comments:_____
_____
_____
_____
_____

DISCUSSIONS...
Rate the discussions: 1. Excellent   2. Good   3. Fair   4. Poor

Comments on discussions: _____
_____
_____

ACTIVITIES...
How engaged were the teens in the activities?
1. Very Engaged   2. Somewhat Engaged   3. Not Engaged

Comments on activities:_____
_____
_____

Overall Observer Ratings…
Please provide your overall assessment of the following.

	Low				High
1. Adherence to suggested time frames.	1	2	3	4	5
2. Coverage of the topical areas.	1	2	3	4	5
3. Overall lesson adherence	1	2	3	4	5
4. Overall quality of the lesson	1	2	3	4	5

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Date Session Observed:_____

School Observed:_____

Teacher & Period Observed:_____

Officer Observed:_____

Lesson 13: Looking Back

_____ Start Time

Lesson 13 (38-45 minute estimate)

Instructions: Please place a check mark after each area that is covered in the session. Leave the line blank when certain areas are not covered. Also, please note the actual starting time of the lesson (e.g., 12:30), as well as the approximate time spent on each part (e.g., 7 min.). After the checklist is completed, please complete the subsequent qualitative session evaluation.

I. Introduction (15 minute estimate)

_____ 1. Students are informed to turn to page 91 in their GREAT Student
              Handbook.
_____   a. students are asked to act out the scenario; LIM: The Conflict.
_____   b. Students are asked to discuss review questions on page 92.
_____ 2. The officer previews the lesson for the day.

_____ Actual time spent on Part I

II. Project Presentations (15 minute estimate)

_____ 1. The officer reminds the students that they belong to different communities,
              like the school.
_____ 2. The officer explains that they now have a chance to present their projects.
_____   a. Each student is allowed to present his/her projects.

_____ Actual time spent on Part II

III. GREAT Program Review (5 minute estimate)

_____ 1. The officer explains that they will briefly review what they have learned in
              GREAT.
_____ 2. The officer asks about some truths about gangs.
_____ 3. The officer explains how gangs and violence can prevent them from reaching
              their personal goals.
_____ 4. The officer reviews the chapters they covered throughout the program.
_____ 5. The officer tells the students that they will use these skills even as adults.

_____ Actual time spent on Part III

<u>IV. Officer Thank-You</u> (3-5 minute estimate)

_____ 1. The officer should personalize a closing statement.
_____ *2. The officer explains if there will be a formal graduation.*
_____ 3. The officer tells the students to bring the parent letter on page 93 home to
              their parents.

_____ Actual time spent on Part IV

_____ End Time

_____ Total time spent on Lesson 13

QUALITATIVE SESSION EVALUATION

IN GENERAL...
General comments:_____
_____
_____
_____
_____

DISCUSSIONS...
Rate the discussions: 1. Excellent   2. Good   3. Fair   4. Poor

Comments on discussions: _____
_____
_____

ACTIVITIES...
How engaged were the teens in the activities?
1. Very Engaged   2. Somewhat Engaged   3. Not Engaged

Comments on activities:_____
_____
_____

Overall Observer Ratings…
Please provide your overall assessment of the following.

	Low				High
1. Adherence to suggested time frames.	1	2	3	4	5
2. Coverage of the topical areas.	1	2	3	4	5
3. Overall lesson adherence	1	2	3	4	5
4. Overall quality of the lesson	1	2	3	4	5

NATIONAL EVALUATION OF G.R.E.A.T.

SCHOOL PERSONNEL QUESTIONNAIRE

2007

University of Missouri-St. Louis
Department of Criminology and Criminal Justice
One University Blvd.
St. Louis, MO 63121

This questionnaire is part of the National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program. Funding is provided by the U.S. Department of Justice. Students at your school are participating in this evaluation. We are interested in knowing how school personnel feel about school safety issues, school-based prevention programs in general, and the G.R.E.A.T. program in particular. Please take a few minutes to answer these questions. Thank you.

INSTRUCTIONS

1. Your participation is voluntary.

2. Circle the number or write in the response that represents your best answer to each question.

3. There are no right or wrong answers. Your opinion is what is important.

4. Do **NOT** write your name on the questionnaire.

5. Your answers are confidential.

6. You have the right to skip any question that you do not want to answer.

A. This first section concerns issues facing some schools today. To what extent, if any, do you feel the following are problems facing students and/or teachers at your school?

1. School over-crowding
   1. Not a problem   2. Somewhat of a problem   3. A big problem

2. Classroom over-crowding
   1. Not a problem   2. Somewhat of a problem   3. A big problem

3. Meeting state educational standards
   1. Not a problem   2. Somewhat of a problem   3. A big problem

4. Meeting "No Child Left Behind" standards
   1. Not a problem   2. Somewhat of a problem   3. A big problem

5. Truancy
   1. Not a problem   2. Somewhat of a problem   3. A big problem

6. Kids bullying or teasing other children at your school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

7. Places in your school where some students are afraid to go
   1. Not a problem   2. Somewhat of a problem   3. A big problem

8. Students beating up or threatening other students at your school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

9. Kids of different racial or cultural groups at your school not getting along with each other
   1. Not a problem   2. Somewhat of a problem   3. A big problem

10. Students bringing guns to school
    1. Not a problem   2. Somewhat of a problem   3. A big problem

11. Students having things stolen at school
    1. Not a problem   2. Somewhat of a problem   3. A big problem

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B. These next few questions are about how afraid you are of certain situations. Please indicate how afraid you are of the following things happening to you.

1. Being attacked or threatened on your way to or from school.
    1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid   5. Very afraid

2. Having your things stolen from you at school.
    1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid   5. Very afraid

3. Being attacked or threatened at school.
    1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid   5. Very afraid

C. This next section is about school-based prevention programs. Please indicate how much you agree or disagree with each of the following statements by circling the response that best represents your opinion.

1. Prevention programs taught in schools can be effective in deterring students from becoming involved with drugs, delinquency, and gangs.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

2. Schools should focus on teaching the basics, like reading, writing, and arithmetic instead of prevention programs.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

3. Part of a school's responsibility is to prevent children from becoming involved with drugs, delinquency, and gangs.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

4. I would like to see more prevention programs taught in my school.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

5. Teachers should incorporate prevention program lessons into their own curricula.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

6. Prevention programs are disruptive to the teaching of the required school curriculum.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

7. There are too many prevention programs at my school.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

D. This section is about the environment in which you work. Please indicate your level of agreement with each of the following statements by circling the response that best represents your opinion.

1. Students have a say in how this school is run.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

2. Parents have a say in how this school is run.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

3. Teachers have a say in how this school is run.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

4. My views are respected by the school administration.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

5. There is tension between teachers and administrators at my school.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

6. Teachers are supportive of the principal/administration.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

7. The principal lets staff members know when they have done something well.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

8. It is hard to change established procedures at my school.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

9. The school supplies teachers with the material and equipment needed for teaching.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

10. This school building has all the space and physical arrangements we need.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

The following statements concern school rules and student behavior. Please indicate how much you agree or disagree with each statement by circling the response that best represents your opinion.

11.   Students are aware of school rules.
        1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

12.   School rules are clearly stated.
        1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

13.   School rules are fair.
        1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

14.   School rules are consistently enforced at my school.
        1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

15.   School rules are too strict.
        1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

16.   Students are rewarded for good behavior.
        1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

17.   It is often difficult to cover lesson plan content because of student behavior disruptions.
        1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

These next statements are about your level of job satisfaction. Again, please circle the response that best describes how much you agree or disagree with these statements.

18.   I enjoy coming to work.
        1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

19.   I feel satisfied with my job.
        1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

20.   My school is a good place to work.
        1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

21.   I get along well with teachers at my school.
        1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

22.   I get along well with the principal/administration at my school.
        1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

23.   I get along well with the students at my school.
        1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

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E. The following section concerns the role of police/law enforcement officers. Please indicate how much you agree or disagree with each statement by circling the response that best represents your opinion.

1. I feel safer when police officers are in my school.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

2. The police often respond to my school to handle delinquency problems.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

3. The police often respond to my school to handle gang-related violence.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

4. Students' perceptions of police officers are improved by having officers in schools.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

5. Having police officers in my school has reduced delinquency and violence problems.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

6. I support having police officers in schools.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

7. Police officers make good teachers.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

8. Uniformed police officers do NOT belong in the classroom.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

9. Police officers play an important role in preventing students from becoming involved in drugs, gangs, and delinquency.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

10. Does your school have a School Resource Officer (SRO) assigned from the city or county law   enforcement agency?
    1. No   2. Yes

    10a. **If YES**, is this SRO assigned to your school on a full-time or part-time basis?
        1. Full-time   2. Part-time   3. Don't Know

F.   The following statements concern potential gang and crime problems in and around your school.   Please circle the response that best represents your opinion.

1.   There is a lot of gang activity at my school.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

2.   Most of the disciplinary problems at my school are gang-related.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

3.   There is a lot of racial conflict in the neighborhood around my school.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

4.   There is a high rate of serious juvenile delinquency in the neighborhood around my school.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

5.   Much of the serious crime that occurs in the neighborhood around my school is gang-related.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

6.   I feel safe in the neighborhood around my school.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

G. Every now and then things happen to us. Have the following things ever happened to you, and if yes, how often in the past six months?

Have you ever ...   **IF YES, how many times in the last 6 months have you . . .**

1.   Been attacked or threatened on your way
        to or from school?
        1. No   2. Yes   **IF YES,** —————————➤   0 1 2 3 4 5 6 7 8 9 10 more than 10

2.   Had your things stolen from you at school?
        1. No   2. Yes   **IF YES,** —————————➤   0   1   2   3   4   5   6   7   8   9   10 more than 10

3.   Been attacked or threatened at school?
        1. No   2. Yes   **IF YES,** —————————➤   0   1   2   3   4   5   6   7   8   9   10 more than 10

H. The following are common content or skills that prevention programs at your school attempt to provide to students. Please circle the response that best indicates your opinion of how important each aspect is in helping youths avoid drugs, delinquency, and gangs.

1.	Goal setting	1. Not important	2. Somewhat important	3. Very important
2.	Decision making	1. Not important	2. Somewhat important	3. Very important
3.	Anger management	1. Not important	2. Somewhat important	3. Very important
4.	Problem solving	1. Not important	2. Somewhat important	3. Very important
5.	Refusal skills	1. Not important	2. Somewhat important	3. Very important
6.	Recognition of peer pressure	1. Not important	2. Somewhat important	3. Very important
7.	Anti-gang and violence norms	1. Not important	2. Somewhat important	3. Very important
8.	Communication skills	1. Not important	2. Somewhat important	3. Very important
9.	Conflict resolution	1. Not important	2. Somewhat important	3. Very important
10.	Social responsibility	1. Not important	2. Somewhat important	3. Very important
11.	Empathy and perspective taking	1. Not important	2. Somewhat important	3. Very important

I. The following are common methods of delivery for prevention programs at your school. Please circle the response that best indicates your opinion of their effectiveness in conveying the materials.

1.	Lecture	1. Not effective	2. Somewhat effective	3. Very effective
2.	Class discussion	1. Not effective	2. Somewhat effective	3. Very effective
3.	Role playing	1. Not effective	2. Somewhat effective	3. Very effective
4.	Question & answer sessions	1. Not effective	2. Somewhat effective	3. Very effective
5.	Small group activities	1. Not effective	2. Somewhat effective	3. Very effective
6.	Written homework	1. Not effective	2. Somewhat effective	3. Very effective

J. The following questions and statements are about the G.R.E.A.T. program. Please circle the response that best represents your opinion about each question or statement.

1. Are you familiar with the Gang Resistance Education and Training (G.R.E.A.T.) program?

    1. No   **(IF NO, SKIP TO PAGE 12, Section K, QUESTION 1)**

    2. Yes

2. I am in favor of having the G.R.E.A.T. program in my school.

    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

3. The G.R.E.A.T. curriculum is appropriate for the students' age and comprehension levels.

    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

4. The educational materials used by G.R.E.A.T. officers seem to be appealing to students.

    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

5. The G.R.E.A.T. program teaches students the skills needed to avoid gangs and violence.

    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

6. The G.R.E.A.T. program improves students' perceptions of the police.

    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

7. The G.R.E.A.T. program addresses problems facing students at my school.

    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

8. The G.R.E.A.T. program plays a significant role in reducing youth participation in gangs in my school.

    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

9. The G.R.E.A.T. program plays a significant role in reducing youth participation in gangs in my community.

    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

10. The length of the G.R.E.A.T curriculum (i.e., approximately 45-60 minutes a week for 13 weeks) provides enough time to cover the important, relevant topics.

    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

11. Officers teaching the G.R.E.A.T. program have enough time during the class period to sufficiently cover the educational materials for each lesson.

    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

12.   Has G.R.E.A.T. ever been taught in your classroom?
   1. No   **(IF NO, SKIP TO PAGE 12, Section K, QUESTION 1)**
   2. Yes

Please think about the most recent time that G.R.E.A.T. was taught in your classroom, and circle the response that best reflects your level of agreement with the following statements.

13.   The G.R.E.A.T. officer appeared adequately trained to deliver the lesson content.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

14.   The G.R.E.A.T. officer was adequately trained in teaching and classroom management techniques.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

15.   Students were responsive to the G.R.E.A.T. officer.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

16.   The G.R.E.A.T. officer was punctual or notified me if s/he would be late.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

17.   The G.R.E.A.T. officer attended class on scheduled days or made other arrangements.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

18.   The G.R.E.A.T. officer incorporated me into the teaching of the program.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

19.   Students seemed to enjoy their interactions with the G.R.E.A.T. officer.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

20.   The G.R.E.A.T. officer often strayed from the lesson plan.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

21.   The G.R.E.A.T. officer had difficulty controlling the class.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

22.   Students were respectful of the G.R.E.A.T. officer.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

Please assist us in better understanding the role of teachers in the G.R.E.A.T. program by providing your written answers to the following questions about the most recent time the program was taught in your classroom.

23.   When G.R.E.A.T. was delivered in your classroom, what role, if any, did you play in the program?

_____
_____
_____
_____

24.   How did you generally use the time when G.R.E.A.T. was being delivered in your classroom?

_____
_____
_____
_____

25.   Did you incorporate G.R.E.A.T. lessons/content into your own lesson plans?
       1. No   2. Yes

       If no, why not?

_____
_____
_____
_____

       If yes, how?

_____
_____
_____
_____

26.   Did you utilize any of the extended-teacher activities included in the G.R.E.A.T.
        workbook?   1. No   2. Yes

        If no, why not?
        _____
        _____
        _____
        _____

         If yes, which ones?
        _____
        _____
        _____
        _____

27. Do you have any additional comments you would like to make about the G.R.E.A.T.
        program?
        _____
        _____
        _____
        _____

Please continue to the next page

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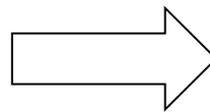
K. These next and final few questions are about you and your job. Please circle or write in your best answer to each question.

1. What is your primary job assignment?
   1. Administrator   3. Counselor
   2. Teacher   4. Other: _____

The next three questions are for teachers. If your primary job assignment is not teacher, please skip to Question 5.

2. What grade-level do you primarily teach?

   1. 5th 3. 7th 5. 9th
   2. 6th 4. 8th 6. Other: _____

3. What subject do you primarily teach?
   1. Health/Physical Education   5. Social Sciences
   2. Language Arts   6. Arts/Theatre/Music
   3. Math/Computer Science   7. Other: _____
   4. Natural Sciences

4. Your average class size: _____ students

5. Your total years working at this school: _____ years

6. Your total years in the field of education: _____ years

7. What is the highest degree you have attained?
   1. High School/GED   4. Masters
   2. Associates   5. Ph.D.
   3. Bachelors   6. Other: _____

8. Your sex: 1. Male   2. Female

9. Your race/ethnicity (circle all that apply):
   1. White/Anglo, Caucasian   4. American Indian/Native American
   2. Black/African American   5. Asian/Pacific Islander/Oriental
   3. Hispanic/Latino   6. Other (SPECIFY) _____

Thank you very much for answering these questions. We really appreciate your help.

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NATIONAL EVALUATION OF G.R.E.A.T.

LAW ENFORCEMENT SURVEY

2007

University of Missouri-St. Louis
Department of Criminology and Criminal Justice

As a G.R.E.A.T.-trained officer in one of the seven cities participating in the National Institute of Justice - sponsored National Evaluation of G.R.E.A.T., conducted by the University of Missouri-St. Louis, we hope that you will take the time to complete this self-administered questionnaire about the G.R.E.A.T. program. The survey should take about 10 – 15 minutes to complete. When you are done, return the survey in the business-reply envelope provided. Thank you.

INSTRUCTIONS

1. Please answer the questions in the order they appear.

2. Circle the number that shows your best answer to each question.

3. There are no right or wrong answers. Your opinion is what counts.

4. Do NOT write your name on the questionnaire.

5. Your answers are ANONYMOUS. No one will connect your name with your answers.

6. You have the right to skip any question that you do not want to answer.

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A. The following questions are about your perceptions of the G.R.E.A.T. program. Please circle the response that best represents your opinion.

1. The length of the G.R.E.A.T. program (i.e., one hour a week for nine weeks) provides enough time to cover the important, relevant topics.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. The G.R.E.A.T. curriculum is appropriate for the students' age and comprehension levels.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. The lessons contained in the G.R.E.A.T. curriculum adequately address the risk factors for engaging in gangs and delinquency.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. The G.R.E.A.T. program teaches students the skills they need to avoid gangs and violence.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. The G.R.E.A.T. program addresses problems facing students in your community.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. The G.R.E.A.T. program diverts resources away from legitimate law enforcement duties.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. The G.R.E.A.T. program has improved police / youth relationships.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. The G.R.E.A.T. program has contributed to a better relationship between law enforcement and local schools.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. The G.R.E.A.T. program has strengthened police / community relationships.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. The G.R.E.A.T. program has had a positive influence on your community's gang problem.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. The G.R.E.A.T. program has had a positive influence on your community's crime problem.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

B. The next few questions are also about your experience with the G.R.E.A.T. program.

1. When did you attend G.R.E.A.T. training?   Year: _____

2. Why did you decide to become a G.R.E.A.T. instructor? (CIRCLE ALL THAT APPLY)

   1. I was assigned.

   2. I wanted to teach.

   3. I wanted to prevent kids from joining gangs.

   4. I wanted to get out of other duties.

   5. I saw it as an opportunity for promotion later.

   6. Other (SPECIFY) _____

3. Being a G.R.E.A.T. officer improves an officer's chances for promotion.

   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. G.R.E.A.T. officers have the same opportunities for overtime as other officers.

   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. How is the G.R.E.A.T. assignment perceived by officers not involved in the G.R.E.A.T. program?

   1. Very Unfavorably   2. Unfavorably 3. Neither Unfavorably nor Favorably 4. Favorably 5. Very Favorably

6. In your view, how effective is each lesson at meeting G.R.E.A.T.'s goals?
   1 - Introduction to GREAT
   2 – Facts and Fiction about Gangs
   3 – Community
   4 – Goal-Setting Skills
   5 – Decision-Making Skills
   6 – Communication Skills
   7 – Active-Listening Skills and Empathy
   8 – Refusal Skills
   9 – Peer Pressure and Refusal Skills (continued)
   10 – Anger Management Skills
   11 – Calming Others
   12 – Conflict Resolution Skills
   13 – Looking Back

7. Based on your experience, how would you describe the amount of material covered in each lesson?
   1 - Introduction to GREAT
   2 – Facts and Fiction about Gangs
   3 – Community
   4 – Goal-Setting Skills
   5 – Decision-Making Skills
   6 – Communication Skills
   7 – Active-Listening Skills and Empathy
   8 – Refusal Skills
   9 – Peer Pressure and Refusal Skills (continued)
   10 – Anger Management Skills
   11 – Calming Others

12 – Conflict Resolution Skills
13 – Looking Back

C. The following questions are about the community in which you work. Please circle the response that best represents your community.

1. The police are often called to schools in your community to handle delinquency problems.

    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. The police are often called to schools in your community to handle gang-related violence.

    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Having police officers in schools has reduced delinquency and violence problems.

    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Police officers play an important role in preventing students from becoming involved in drugs, gangs, and delinquency.

    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. There is a high rate of serious juvenile delinquency in the community where you work.

    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Much of the serious delinquency that occurs in your community is gang-related.

    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. People feel threatened by the high rate of serious crime in your community.

    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. There is a serious gang problem in your community.

    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. The public supports law enforcement efforts in your community.

    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. How many gangs are there in your community?   _____ gangs

11. How many gang members are there in your community?   _____ members

D. The following questions are about your agency.

1. Does your agency have a specialized gang unit?   1. No   2. Yes

2. How did you become a G.R.E.A.T. instructor?

    1. I was assigned.

    2. I requested assignment.

    3. Other (SPECIFY) _____

3. If you were assigned, which characteristics or skills were used in selecting you to become a G.R.E.A.T. officer? (CIRCLE ALL THAT APPLY)

1.	Age	6.	Years of service
2.	Gender	7.	Division
3.	Race / Ethnicity	8.	Prior teaching experience
4.	Level of education	9.	Other (SPECIFY) _____
5.	Rank		

E. The next few questions are about your agency's involvement in the G.R.E.A.T. program.

1. What year did your agency get involved in the G.R.E.A.T. program? _____

2. Why did your agency get involved in the G.R.E.A.T. program? (CIRCLE ALL THAT APPLY)

    1. As a response to an existing gang problem

    2. As a response to an anticipated future gang problem

    3. To gain monetary resources

    4. To improve police -- community relations

    5. Schools requested the program

    6. Other (SPECIFY) _____

3. In which grade is the core G.R.E.A.T. curriculum primarily taught in your community?

    1. 6th

    2. 7th

    3. 8th

4. Which elements of the G.R.E.A.T. program are used in your community? (CIRCLE ALL THAT APPLY)

    1. 3rd / 4th grade curriculum

    2. Core curriculum

    3. GREAT Families

    4. Summer Component

    5. Other (SPECIFY) _____

5. Under which division is the G.R.E.A.T. program located in your agency?

    1. Gang Unit

    2. Community Relations Division

    3. Patrol

    4. Other (SPECIFY) _____

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F. For the next four questions, think about the current school year (2006-2007).

1. Did **you** teach G.R.E.A.T. last year?   1. No   2. Yes

   (If NO, skip to SECTION G)

2. In how many different schools did **you** teach G.R.E.A.T.? _____ schools

3. How many G.R.E.A.T. classes did **you** teach? _____ classes

4. What was the average size of **your** G.R.E.A.T. classroom? _____ students

5. What percent of **your** average weekly work assignment was related to G.R.E.A.T. and other school-based instruction? _____ %

G. The next few questions are about your perceptions of the G.R.E.A.T. lessons and program.

1. Generally, how often is the classroom teacher adequately involved in the G.R.E.A.T. curriculum?

    1. Never   2. Sometimes   3. Often   4. Always

2. To the best of your knowledge, how often does the classroom teacher supplement the G.R.E.A.T. curriculum during non-G.R.E.A.T.-related class time?

    1. Never   2. Sometimes   3. Often   4. Always

3. What do you like most about being a G.R.E.A.T. officer? (CIRCLE ONLY ONE RESPONSE)

    1. Working with the kids

    2. Having a positive influence on kids

    3. Getting out of other duties

    4. Building bridges with the educational community

    5. Other (SPECIFY) _____

4. What do you like least about being a G.R.E.A.T. officer? (CIRCLE ONLY ONE RESPONSE)

    1. The politics

    2. The way G.R.E.A.T. officers are viewed by other officers

    3. Loss of chances for overtime pay

    4. Losing touch with duties on the street

    5. Other (SPECIFY) _____

H. The next few questions are also about your perceptions of the G.R.E.A.T. lessons and program.

1.   Which is your favorite G.R.E.A.T. lesson?

      1 - Introduction to GREAT
      2 – Facts and Fiction about Gangs
      3 – Community
      4 – Goal-Setting Skills
      5 – Decision-Making Skills
      6 – Communication Skills
      7 – Active-Listening Skills and Empathy
      8 – Refusal Skills
      9 – Peer Pressure and Refusal Skills (continued)
      10 – Anger Management Skills
      11 – Calming Others
      12 – Conflict Resolution Skills
      13 – Looking Back

2.   Why is this your favorite lesson?

    1.   The students enjoy it.

    2.   The material is easy to understand.

    3.   The topic is directly relevant to our community's problems.

    4.   The topic is of personal interest.

    5.   Other (SPECIFY)   _____

3.   Which is your least favorite G.R.E.A.T. lesson?

      1 - Introduction to GREAT
      2 – Facts and Fiction about Gangs
      3 – Community
      4 – Goal-Setting Skills
      5 – Decision-Making Skills
      6 – Communication Skills
      7 – Active-Listening Skills and Empathy
      8 – Refusal Skills
      9 – Peer Pressure and Refusal Skills (continued)
      10 – Anger Management Skills
      11 – Calming Others
      12 – Conflict Resolution Skills
      13 – Looking Back

4.   Why is this your least favorite lesson?

    1.   There is too much information to cover.

    2.   It is difficult to tie the material together.

    3.   The topic is not relevant to our community.

    4.   I am not familiar enough with the topic.

    5.   Other (SPECIFY)   _____

I. The final questions are about you.

1. What is your rank?

    1. School Resource / Youth Officer
    2. Officer / Deputy / Agent
    3. Sergeant / Detective
    4. Lieutenant
    5. Chief
    6. Other (SPECIFY) _____

2. What is your division?

    1. Patrol
    2. Community Relations
    3. Youth / Juvenile
    4. Investigation / Operations
    5. Other (SPECIFY) _____

3. How long have you held your current rank?   _____ years

4. How long have you been employed in law enforcement?   _____ years

5. What is your gender?   1. Male   2. Female

6. What is your age?   _____ years

7. What is your race / ethnicity?

    1. White / Anglo, not Hispanic
    2. Black / African American
    3. Hispanic / Latino
    4. American Indian / Native American
    5. Asian / Pacific Islander / Oriental
    6. Other (SPECIFY)   _____

8. What is the highest level of education you've completed?

    1. Less than a high school diploma
    2. High school diploma / GED
    3. Associate's Degree / some college
    4. Bachelor's Degree
    5. Master's Degree
    6. Doctorate
    7. Other (SPECIFY)_____

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NATIONAL EVALUATION OF G.R.E.A.T.

STUDENT QUESTIONNAIRE

Pre – Test

School Year 2006 - 2007

University of Missouri-St. Louis
Department of Criminology and Criminal Justice
8001 Natural Bridge Road
St. Louis, MO 63121

INSTRUCTIONS

1.   Please answer the questions in the order they appear.

2.   Circle the number that shows your best answer to each question.

3.   There are no right or wrong answers.   Your opinion is what counts.

4.   Do **NOT** write your name on the questionnaire.

5.   Your answers are CONFIDENTIAL - - no one outside of our research office will ever connect your name with the answers you give.

6.   You have the right to skip any question that you do not want to answer.

7.   You can stop filling out the questionnaire any time you wish.

WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS

ASSENT TO PARTICIPATE IN RESEARCH ACTIVITIES
National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program

1. The researcher conducting this research is: Professor Finn Esbensen.

2. You are being asked to take part in this research because we want to learn more about the Gang Resistance Education and Training (G.R.E.A.T.) Program. G.R.E.A.T. is a school-based gang and violence prevention program at your school and your classroom was randomly selected to be part of this evaluation. Please read this form and ask any questions that you may have before agreeing to participate in this research. Your participation is voluntary. If you decide to participate, you are still free to stop at any time.

3. If you agree to be in this study you will be asked to complete two questionnaires at school this year and one in each of the next four school years (2007, 2008, 2009, 2010). There are questions about a number of different things including, for example, opinions about school, attitudes toward the police, and questions about the types of things that you do. About 4,000 students attending schools in seven states across the country will be involved in this research project.

4. There are no risks associated with your participation in this evaluation.

5. There are no personal benefits to you from taking part in this research. Results from this study, however, will help to determine if the G.R.E.A.T. program works and whether it should be continued in your school.

6. Please talk this over with your parents before you decide whether you want to take part in this research. Your parents will also be asked to give their permission for you to participate in the study. Even if your parents say yes, you can decide not to do this.

7. If you do not want to be in this study, you don't have to participate. Remember, being in this study is up to you, and no one will be upset if you don't participate or if you change your mind later and want to stop.

8. You can ask any questions that you have about the study. If you have a question later, you can call Professor Finn Esbensen at (314) 516-4619 (call collect) or ask your question the next time.

9. Signing your name below means that you agree to be in this study. You and your parents will be given a copy of this form after you have signed it.

Participant's Name: _____

Participant's Signature: _____**Date:** _____

Participant's Age: _____   **Grade in School:** _____

A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.

1. I am   1. Male
                                  2. Female

2. I am   1. White/Anglo, not Hispanic
             2. Black/African-American
             3. Hispanic/Latino
             4. American Indian/Native American
             5. Asian/Pacific Islander/Oriental
             6. Other (SPECIFY) _____

3. How old are you?   9   10   11   12   13   14   15

4. I live with   1. my mother and my father
             2. my mother only
             3. my father only
             4. my mother and stepfather
             5. my father and stepmother
             6. my mother and other adult (SPECIFY)_____
             7. my father and other adult (SPECIFY) _____
             8. other relatives (SPECIFY)_____
             9. other (SPECIFY)_____

5. What is the highest level of schooling that your father has completed?
             1. Less than high school   4. Completed college
             2. Completed high school   5. More than college
             3. Some college   6. Don't know

6. What is the highest level of schooling that your mother has completed?
             1. Less than high school   4. Completed college
             2. Completed high school   5. More than college
             3. Some college   6. Don't know

7. How many times have you moved this year (since January 1, 2006)? _____ Times

8. Were you born in the United States?   1. No   2. Yes

      8a. **IF NO**, in what country were you born? _____

9. Looking at all your grades at school, would you say you were closest to a ….
             1. Straight A student   4. D Student
             2. B student   5. F student
             3. C student   6. Something else _____

B. Much of our time is spent in schools and neighborhoods and these places affect how we feel about a lot of other things. Thinking about your school and neighborhood, please indicate how much of a problem each of the following is in your school and neighborhood. That is, are these things not a problem, somewhat of a problem, or a big problem?

1.   Kids bullying or teasing other children at your school
        1. Not a problem   2. Somewhat of a problem   3. A big problem

2.   Places in your school where some students are afraid to go
        1. Not a problem   2. Somewhat of a problem   3. A big problem

3.   Students beating up or threatening other students at your school
        1. Not a problem   2. Somewhat of a problem   3. A big problem

4.   Kids of different racial or cultural groups at your school not getting along with each other
        1. Not a problem   2. Somewhat of a problem   3. A big problem

5.   Students bringing guns to school
        1. Not a problem   2. Somewhat of a problem   3. A big problem

6.   Having things stolen at school
        1. Not a problem   2. Somewhat of a problem   3. A big problem

7.   Run down or poorly kept buildings in your neighborhood
        1. Not a problem   2. Somewhat of a problem   3. A big problem

8.   Groups of people hanging out in public places causing trouble in your neighborhood
        1. Not a problem   2. Somewhat of a problem   3. A big problem

9.   Graffiti on buildings and fences in your neighborhood
        1. Not a problem   2. Somewhat of a problem   3. A big problem

10.   Hearing gunshots in your neighborhood
        1. Not a problem   2. Somewhat of a problem   3. A big problem

11.   Cars traveling too fast throughout the streets of your neighborhood
        1. Not a problem   2. Somewhat of a problem   3. A big problem

12.   Gangs in your neighborhood.
        1. Not a problem   2. Somewhat of a problem   3. A big problem

C. For the next set of statements, indicate how much you think these statements describe you. That is, how much do you agree or disagree with each statement? There are no right or wrong answers; it is your opinion that counts.

1. When I go someplace, I leave a note for my parents or call them to tell them where I am.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. My parents know where I am when I am not at home or at school.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. I know how to get in touch with my parents if they are not at home.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. My parents know who I am with if I am not at home.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. I often act without stopping to think.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I don't devote much thought and effort to preparing for the future.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. I often do whatever brings me pleasure here and now, even at the cost of some distant goal.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. I'm more concerned with what happens to me in the short run than in the long run.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9. I like to test myself every now and then by doing something a little risky.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10. Sometimes I will take a risk just for the fun of it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11. I sometimes find it exciting to do things for which I might get in trouble.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. Excitement and adventure are more important to me than security.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. I lose my temper pretty easily.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. Often, when I'm angry at people I feel more like hurting them than talking to them about why I am angry.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. When I'm really angry, other people better stay away from me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. When I have a serious disagreement with someone, it's usually hard for me to talk calmly about it without getting upset.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

17. I try to look out for myself first, even if it means making things difficult for other people.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

18. I'm not very sympathetic to other people when they are having problems.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

19. If things I do upset people, it's their problem not mine.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

20. I will try to get the things I want even when I know it's causing problems for other people.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

D. The next few statements are about your attitudes toward the police.

1. Police officers are honest.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. Police officers are hardworking.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. Most police officers are usually friendly.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. Police officers are usually courteous.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. Police officers are respectful toward people like me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

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6.   I feel safer when police officers are in my school.
        1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7.   Police officers make good teachers.
        1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8.   Police officers don't know much about gangs.
        1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

E. For the next set of questions, think about your current group of friends.   During the last year, how many of your current friends have done the following?

1.   Gotten along well with teachers and adults at school?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

2.   Have been thought of as good students?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

3.   Have been generally honest and told the truth?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

4.   Almost always obeyed school rules?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

Still thinking about your current friends, how likely is it that you would go along with them if they wanted you to do the following things with them?

5.   Bully another student at school?
        1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

6.   Break into a home in your community?
        1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

7.   Beat up a stranger on the street?
        1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

8.   Cheat on a test at school?
        1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

9.   Steal something from a store?
        1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

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10.   Drink alcohol?
      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

11.   Use illegal drugs?
      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

12.   If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?
      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

13.   If your group of friends was getting you into trouble at school, how likely is it that you would still hang out with them?
      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

14.   If your group of friends was getting you into trouble with the police, how likely is it that you would still hang out with them?
      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

15.   If your friends told you <u>not</u> to do something because it was wrong, how likely is it that you would listen to them?
      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

16.   If your friends told you <u>not</u> to do something because it was against the law, how likely is it that you would listen to them?
      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

Still thinking about your current friends….

17.   Do you ever spend time hanging around with your current friends not doing anything in
                                                                particular where no adults are present?   1. No   2. Yes

      17a. **IF YES**, How many hours a week do you do this?
                  1. 1 -3 hours   2. 4 – 10 hours   3. more than 10 hours

18.   Do you ever spend time getting together with your current friends where drugs and alcohol
                                                                are available?

1. No   2. Yes

During the last year, how many of your current friends have done the following?

19. Skipped school without an excuse?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

20. Stolen something worth <u>less</u> than $50?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

21. Attacked someone with a weapon?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

22. Sold marijuana or other illegal drugs?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

23. Used tobacco or alcohol products?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

24. Used marijuana or other illegal drugs?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

25. Belonged to a gang?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

F. These next few questions are about your opinions about a number of different things. How much do you agree or disagree with these statements?

1. It's okay to tell a small lie if it doesn't hurt anyone.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. It's okay to lie to someone if it will keep you out of trouble with them.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. It's okay to steal something from someone who is rich and can easily replace it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

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5.	It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6.	It's okay to steal something if that's the only way you could ever get it.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7.	It's okay to beat up someone if they hit you first.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8.	It's okay to beat up someone if you have to stand up for or protect your rights.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9.	It's okay to beat up someone if they are threatening to hurt your friends or family.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

These next few questions are about school.

10.	Homework is a waste of time.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11.	I try hard in school.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12.	Education is so important that it's worth it to put up with things about school that I don't like.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13.	In general, I like school.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14.	Grades are very important to me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15.	I usually finish my homework.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16.	If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
   1. Definitely Go with Friends   2. Probably Go with Friends   3. Uncertain   4. Probably Study   5. Definitely Study

For these next few questions, how guilty or how badly would you feel if you . . . .

17. Skipped school without an excuse?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

18. Stole something worth less than $50?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

19. Attacked someone with a weapon?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

20. Sold marijuana or other illegal drugs?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

21. Used tobacco or alcohol products?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

22. Used marijuana or other illegal drugs?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

23. Belonged to a gang?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

G. Every now and then we get upset with other people. During the past year when you've gotten upset with someone, how often have you done the following?

1. Talked to the person about why I was upset.
    1. Never   2. Sometimes   3. Often

2. Tried to figure out why I was upset.
    1. Never   2. Sometimes   3. Often

3. Did nothing and just stayed angry for a while.
    1. Never   2. Sometimes   3. Often

4. Told the person off or yelled at them.
    1. Never   2. Sometimes   3. Often

5. Hit the person.
    1. Never   2. Sometimes   3. Often

When someone else was upset, how often have you done the following things during the past year?

6.   Asked the person why he/she was upset.
        1. Never   2. Sometimes   3. Often

7.   Spoken to him/her in a calm voice.
        1. Never   2. Sometimes   3. Often

8.   Told the person he/she shouldn't be upset.
        1. Never   2. Sometimes   3. Often

9.   Yelled at or argued with the person.
        1. Never   2. Sometimes   3. Often

And, every now and then we try to avoid doing things that our friends try to get us to do. During the past year when this has happened to you, how often have you done the following?

10.   Told the person that I can't do it because my parents will get upset with me.
        1. Never   2. Sometimes   3. Often

11.   Tried to get out of it by saying I have other things to do.
        1. Never   2. Sometimes   3. Often

12.   Said no like I really meant it.
        1. Never   2. Sometimes   3. Often

13.   Ignored the person.
        1. Never   2. Sometimes   3. Often

14.   Just gone along with it.
        1. Never   2. Sometimes   3. Often

H. During the past year, were you involved in the following activities?

1.	School activities or athletics?	1. No	2. Yes
2.	Community activities such as scouts or athletic leagues?	1. No	2. Yes
3.	Religious activities?	1. No	2. Yes
4.	Your own family activities?	1. No	2. Yes

5.   In addition to activities such as those listed above, some people have a certain group of friends that they spend time with, doing things together or just hanging out. Do you have a group of friends like that?

                                              1. No   2. Yes

If you have more than one such group, think about the one that is most important to you.

If you do not have such a group of friends, please circle NA after each question.

6.   About how many people, other than you, belong to this group?
        1   2 - 5   6 - 10   11 - 20   21 - 50   51 – 100   more than 100   NA

7.   Which of the following categories best describes this group?
        1. All male   2. Mostly male   3. About half male, half female   4. Mostly female   5. All female   NA

8.   Which one of the following categories best describes the races/ethnicities of people in your group?

                1. All are my race/ethnicity

                2. Most are my race/ethnicity

                3. About half are my race/ethnicity

                4. Few are my race/ethnicity

                5. I am the only one of my race/ethnicity

                NA

9.   Which one of the following best describes the ages of most of the people in your group?
        1. Under twelve   2. Twelve to fifteen   3. Sixteen to eighteen 4. Nineteen to twenty-five 5.   Over   twenty-five
NA

10.   Does this group spend a lot of time together in public places like the park, the street, shopping area, or the neighborhood?
        1. No   2. Yes   NA

11.   Does this group have an area or place that it calls its own?
        1. No   2. Yes   NA

12.   Does your group defend this area or place against other groups?
        1. No   2. Yes   NA

13.   How long has this group existed?
                1. Less than three months

                2. Three months to less than one year

                3. One to four years

                4. Five to ten years

                5. Eleven to twenty years

                6. More than twenty years

                NA

14.   Is doing illegal things accepted by or okay for your group?   1. No   2. Yes   NA

15.   Do people in your group actually do illegal things together?   1. No   2. Yes   NA

16.   Do you consider your group of friends to be a gang?   1. No   2. Yes   NA

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I. The following questions are about how much different people have influenced you.

1. Have any of the following told you about the dangers of drugs, violence, or gangs?

    a. Friends   1. Never 2. Sometimes   3. Often

    b. Family members   1. Never 2. Sometimes   3. Often

    c. School teachers   1. Never 2. Sometimes   3. Often

    d. Other adults in your neighborhood   1. Never 2. Sometimes 3. Often

    e. Police officers   1. Never 2. Sometimes   3. Often

    f. The media (TV, movies, music)   1. Never 2. Sometimes 3. Often

2. Have any of the following encouraged you to be involved in drugs, violence, or gangs?

    a. Friends   1. Never 2. Sometimes   3. Often

    b. Family members   1. Never 2. Sometimes   3. Often

    c. School teachers   1. Never 2. Sometimes   3. Often

    d. Other adults in your neighborhood   1. Never 2. Sometimes 3. Often

    e. Police officers   1. Never 2. Sometimes   3. Often

    f. The media (TV, movies, music)   1. Never 2. Sometimes 3. Often

3. How much have each of the following influenced your attitudes about drugs, violence, and gangs?

a. Friends	1. Not at all	2. A little	3. A lot
b. Family members		1. Not at all	
	2. A little		3. A lot
c. School teachers		1. Not at all	
	2. A little		3. A lot
d. Other adults in your neighborhood	1. Not at all	2. A little	
	3. A lot		
e. Police officers		1. Not at all	
	2. A little		3. A lot
f. The media (TV, movies, music)	1. Not at all	2. A little	
	3. A lot		

J. Please indicate the extent to which you think these statements describe you.

1.   I would feel sorry for a lonely stranger in a group.
     1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2.   I worry about how other people feel.
     1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   I feel happy when I see other people celebrating.
     1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. Seeing other people cry has no effect on me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. I would find it very hard to break bad news to someone.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I often interrupt someone talking to me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. I look at the person talking to me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. I pay attention to other people's body language when they are talking to me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9. I ask questions of the person speaking to me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10. I talk to my friends about my problems.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11. I talk to adults about my problems.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. When I make plans, I am certain I can make them work.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. If I can't do something the first time, I keep trying until I can.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. When I have something unpleasant to do, I stick to it until I finish it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. When I decide to do something, I go right to work on it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. Failure just makes me try harder.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

K. Studies have found that everyone breaks the rules and laws some times. Please indicate whether you have ever done any of these things. Then, if you have done these things, circle the category that best indicates how many times in the past 6 months you have done each thing.

Have you ever . . .   **IF YES, how many times in the last 6 months have you . . .**

1.   Skipped classes without an excuse?
           1. No   2. Yes   **IF YES,** ————————▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

2.   Lied about your age to get into
some place or to buy something?
           1. No   2. Yes   **IF YES,** _____▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

3.   Avoided paying for things such as
movies, bus, or subway rides?
           1. No   2. Yes   **IF YES,** —————————▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

4.   Purposely damaged or destroyed
property that did not belong to you?
           1. No   2. Yes   **IF YES,** —————————▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

5.   Carried a hidden weapon for protection?
           1. No   2. Yes   **IF YES,** —————————▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

           IF YES   5a. What kind of weapon?   1. Gun   2. Knife   3. Other _____

6.   Illegally spray painted a wall or a building?
           1. No   2. Yes   **IF YES,** —————————▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

7.   Stolen or tried to steal something worth
      <u>less</u> than $50?
           1. No   2. Yes   **IF YES,** —————————▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

8.   Stolen or tried to steal something worth
      <u>more</u> than $50?
           1. No   2. Yes   **IF YES,** —————————▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

9.   Gone into or tried to go into a building
to steal something?

1. No   2. Yes   **IF YES,** ──────────▶   0   1   2   3   4   5   6   7   8   9   10   more than 10

10.   Hit someone with the idea of hurting him/her?
1. No   2. Yes   **IF YES,** ──────────▶   0   1   2   3   4   5   6   7   8   9   10   more than 10

11.   Attacked someone with a weapon?
      1. No   2. Yes   **IF YES,** ——————→   0   1   2   3   4   5   6   7   8   9   10   more than
      10

12.   Used a weapon or force to get money
      or things from people?
      1. No   2. Yes   **IF YES,** ——————→   0   1   2   3   4   5   6   7   8   9   10   more than
      10

13.   Been involved in gang fights?
      1. No   2. Yes   **IF YES,** ——————→   0   1   2   3   4   5   6   7   8   9   10   more than
      10

14.   Sold marijuana or other illegal drugs?
      1. No   2. Yes   **IF YES,** ——————→   0   1   2   3   4   5   6   7   8   9   10   more than
      10

L. For the following list of drugs, please indicate whether you have ever used any one of these. Then, if you have used any, please indicate which category best describes how often you've used each drug in the past 6 months.

Have you ever used . . .   **IF YES, how many times in the last 6 months have you used . .**
                     .

1.   Tobacco products?
     1. No   2. Yes   **IF YES,**→ 0   1 – 2 times   About once a month   About once a week   Every day

2.   Alcohol?
                     ——→   1. No   2. Yes   **IF YES,**   0   1 – 2 times   About once a month
                           About once a week   Every day

3.   Marijuana or other illegal drugs?
     1. No   2. Yes   **IF YES,** ——→ 0   1 – 2 times   About once a month   About once a week   Every day

4.   Paint, glue or other things you inhale to get high?
                     ——→   1. No   2. Yes   **IF YES,**   0   1 – 2 times   About once a month
                           About once a week   Every day

M. Have any of the following things ever happened to you?

Have you ever ...   **IF YES, how many times in the last 6 months have you . . .**

1.   Been attacked or threatened on your way
        to or from school?
        1. No   2. Yes   **IF YES,** ──────────▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

2.   Had your things stolen from you at school?
        1. No   2. Yes   **IF YES,** ──────────▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

3.   Been attacked or threatened at school?
        1. No   2. Yes   **IF YES,** ──────────▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

4.   Had mean rumors or lies spread about you at school?
        1. No   2. Yes   **IF YES,** ──────────▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

5.   Had sexual jokes, comments, or gestures
        made to you at school?
        1. No   2. Yes   **IF YES,** ──────────▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

6.   Been made fun of at school because of your looks
        or the way you talk?
        1. No   2. Yes   **IF YES,** ──────────▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

7.   Been bullied at school?
        1. No   2.Yes   **IF YES,** ──────────▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

Other than the events you have just reported happening at school, have the following things happened to you outside of school? Have you ever …

8.   Been hit by someone trying to hurt you?
        1. No   2. Yes   **IF YES,** ──────────▶   0 1 2 3 4 5 6 7 8 9 10   more than 10

9.   Had someone use a weapon or force to
        get money or things from you?
        1. No   2. Yes   **IF YES,** ──────────▶   0 1 2 3 4 5 6 7 8 9 10   more than

10

10. Been attacked by someone with a weapon or
by someone trying to seriously hurt or kill you?
1. No   2. Yes   **IF YES,** ——————▶   0 1 2 3 4 5 6 7 8 9 10   more than
10

11. Had some of your things stolen from you?
1. No   2. Yes   **IF YES,** ——————▶   0 1 2 3 4 5 6 7 8 9 10   more than
10

N. The following questions ask about your attitudes about gangs and things that gangs do.

1. Whether or not you are a member of a gang, what **<u>GOOD</u>** things do you think would happen to you as a gang member? (**CIRCLE ALL THAT APPLY**)
   1. I would be part of a family.
   2. I would fit into a group better.
   3. I would have excitement.
   4. I would be "cool".
   5. I would be protected.
   6. I would feel successful.
   7. I would get money.
   8. There are no good things.
   9. Other (SPECIFY)_____

2. Whether or not you are a gang member, what **<u>BAD</u>** things do you think would happen to you as a gang member? (**CIRCLE ALL THAT APPLY**)
   1. I would feel guilty.
   2. I would get into trouble with police.
   3. I would get into trouble with parents.
   4. I would get into trouble with teachers.
   5. I would lose my nongang friends.
   6. I would get hurt.
   7. I would get killed.
   8. There are no bad things.
   9. Other (SPECIFY)

   _____
   _____

3. Have you ever been a gang member?   1. No   2. Yes

4.   Are you now in a gang?   1. No
                                            2. Yes

(IF YOU ARE NOT IN A GANG, CIRCLE THE "Not in gang" RESPONSE IN QUESTIONS 5 - 9)

5. Imagine a "bull's eye" target represents your gang with a 1 in the middle circle and a 5 in the outside ring. How far from the center of the gang are you? Circle the number that best describes your place in your gang.

   1   2   3   4   5

   0. Not in Gang

6.   Do the following describe your gang?
        a. You can join before age 13.   1. No   2. Yes   0. Not in gang

        b. There are initiation rites.   1. No   2. Yes   0. Not in gang

        c. The gang has established leaders.   1. No   2. Yes   0. Not in gang

        d. The gang has regular meetings.   1. No   2. Yes   0. Not in gang

        e. The gang has specific rules or codes. 1. No   2. Yes   0. Not in gang

        f. Gang members have specific roles.   1. No   2. Yes   0. Not in gang

        g. There are roles for each age group.   1. No   2. Yes   0. Not in gang

        h. The gang has symbols or colors.   1. No   2. Yes   0. Not in gang

        i. There are specific roles for girls.   1. No   2. Yes   0. Not in gang

        j. There are specific roles for boys.   1. No   2. Yes   0. Not in gang

7.   How old were you when you joined this gang?
        About _____ years old.   0. Not in gang

8.   Why did you join the gang? (**CIRCLE ALL THAT APPLY**)
        0. Not in gang   5. I was forced to join
        1. For fun   6. To get respect
        2. For protection   7. For money
        3. A friend was in the gang   8. To fit in better
        4. A brother or sister was in the gang   9. Other (SPECIFY)_____

9.   Do members of your gang do these things together?
        a. Help out in the community   1. No   2. Yes   0. Not in gang

        b. Get in fights with other gangs   1. No   2. Yes   0. Not in gang

        c. Provide protection for each other   1. No   2. Yes   0. Not in gang

        d. Steal things   1. No   2. Yes   0. Not in gang

        e. Rob other people   1. No   2. Yes   0. Not in gang

        f. Steal cars   1. No   2. Yes   0. Not in gang

        g. Sell marijuana   1. No   2. Yes   0. Not in gang

        h. Sell other illegal drugs   1. No   2. Yes   0. Not in gang

        i. Damage or destroy property   1. No   2. Yes   0. Not in gang

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and do not necessarily reflect the official position or policies of the U.S. Department of Justice.

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O. Sometimes we find that we need help with various problems that are encountered at school or elsewhere. Please indicate how much you agree or disagree with the following statements about different kinds of services or assistance that are available to people when they need help.

1.   You are aware of programs and services in your community that help victims of crime.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2.   You know where a person can go for help if he/she is victimized.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   If a friend was in trouble, you could tell him/her where to go for help.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4.   There is someone you could talk to if you had a problem at school.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

P. For these last few statements, please circle the answer that best reflects your opinion. Remember, there are no right or wrong answers.

1.   There's not much I can do to change our community.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2.   Teenagers are usually viewed as the problem, not part of the solution.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   It is my responsibility to do something about problems in our community.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4.   My involvement in the community improves others' lives.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5.   Teenagers can make a difference in improving their community.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6.   I often think about how my actions affect other people.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7.   I work well with adults.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8.   Adults never listen to young people.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9. Gangs interfere with the peace and safety of a neighborhood.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10. Getting involved with gangs will interfere with reaching my goals.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11. I have limited my activities as a result of gangs in my neighborhood.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. People only help others when they think they are going to get something out of it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. I value being a team member.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. It feels good to do something without expecting anything in return.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. I always do my part.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. I don't like to work unless I get paid for it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

17. If you don't look out for yourself, no one else will.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

Thank you very much for answering these questions. We really appreciate your help.

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NATIONAL EVALUATION OF G.R.E.A.T.

STUDENT QUESTIONNAIRE

Post – Test

School Year 2006 - 2007

University of Missouri-St. Louis
Department of Criminology and Criminal Justice
8001 Natural Bridge Road
St. Louis, MO 63121

INSTRUCTIONS

1.   Please answer the questions in the order they appear.

2.   Circle the number that shows your best answer to each question.

3.   There are no right or wrong answers.   Your opinion is what counts.

4.   Do **NOT** write your name on the questionnaire.

5.   Your answers are CONFIDENTIAL - - no one outside of our research office will ever connect your name with the answers you give.

6.   You have the right to skip any question that you do not want to answer.

7.   You can stop filling out the questionnaire any time you wish.

WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS

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Please provide the following information. Once you have completed this page, tear it out and hand it to one of the researchers.

PLEASE PRINT

Your Name:_____
            (First)   (Middle)   (Last)

Address: _____
        (Number)   (Street)

_____
    (City)   (State)   (Zip Code)

Today's Date: _____

A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.

1. I am   1. Male
                2. Female

2. I am   1. White/Anglo, not Hispanic   **(CIRCLE ALL THAT APPLY)**
              2. Black/African-American
              3. Hispanic/Latino
              4. American Indian/Native American
              5. Asian/Pacific Islander/Oriental
              6. Other (SPECIFY)_____

3. How old are you?   9   10   11   12   13   14   15

4. I live with   1. my mother and my father
               2. my mother only
               3. my father only
               4. my mother and stepfather
               5. my father and stepmother
               6. my mother and other adult (SPECIFY)_____
               7. my father and other adult (SPECIFY) _____
               8. other relatives (SPECIFY)_____
               9. other (SPECIFY)_____

5. What is the <u>highest</u> level of schooling that your <u>father</u> has completed?
         1. Less than high school   4. Completed college
         2. Completed high school   5. More than college
         3. Some college   6. Don't know

6. What is the <u>highest</u> level of schooling that your <u>mother</u> has completed?
         1. Less than high school   4. Completed college
         2. Completed high school   5. More than college
         3. Some college   6. Don't know

7. How many times have you moved during the last 3 months? _____ Times

8. Were you born in the United States?   1. No   2. Yes

     8a. **IF NO**, in what country were you born? _____

9. Looking at all your grades at school, would you say you were closest to a ….
         1. Straight A student   4. D Student
         2. B student   5. F student
         3. C student   6. Something else _____

10. Did you complete the G.R.E.A.T. program?

         1. No   2. Yes

B. Much of our time is spent in schools and neighborhoods and these places affect how we feel about a lot of other things. Thinking about your school and neighborhood, please indicate how much of a problem each of the following is in your school and neighborhood. That is, are these things not a problem, somewhat of a problem, or a big problem?

1. Kids bullying or teasing other children at your school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

2. Places in your school where some students are afraid to go
   1. Not a problem   2. Somewhat of a problem   3. A big problem

3. Students beating up or threatening other students at your school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

4. Kids of different racial or cultural groups at your school not getting along with each other
   1. Not a problem   2. Somewhat of a problem   3. A big problem

5. Students bringing guns to school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

6. Having things stolen at school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

7. Run-down or poorly kept buildings in your neighborhood
   1. Not a problem   2. Somewhat of a problem   3. A big problem

8. Groups of people hanging out in public places causing trouble in your neighborhood
   1. Not a problem   2. Somewhat of a problem   3. A big problem

9. Graffiti on buildings and fences in your neighborhood
   1. Not a problem   2. Somewhat of a problem   3. A big problem

10. Hearing gunshots in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

11. Cars traveling too fast throughout the streets of your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

12. Gangs in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

C. For the next set of statements, indicate how much you think these statements describe you. That is, how much do you agree or disagree with each statement? There are no right or wrong answers; it is your opinion that counts.

1. When I go someplace, I leave a note for my parents or call them to tell them where I am.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. My parents know where I am when I am not at home or at school.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. I know how to get in touch with my parents if they are not at home.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. My parents know who I am with if I am not at home.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. I often act without stopping to think.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I don't devote much thought and effort to preparing for the future.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. I often do whatever brings me pleasure here and now, even at the cost of some distant goal.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. I'm more concerned with what happens to me in the short run than in the long run.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9. I like to test myself every now and then by doing something a little risky.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10. Sometimes I will take a risk just for the fun of it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11. I sometimes find it exciting to do things for which I might get in trouble.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. Excitement and adventure are more important to me than security.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. I lose my temper pretty easily.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. Often when I'm angry at people, I feel more like hurting them than talking to them about why I am angry.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. When I'm really angry, other people better stay away from me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. When I have a serious disagreement with someone, it's usually hard for me to talk calmly about it without getting upset.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

17. I try to look out for myself first, even if it means making things difficult for other people.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

18. I'm not very sympathetic to other people when they are having problems.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

19. If things I do upset people, it's their problem not mine.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

20. I will try to get the things I want even when I know it's causing problems for other people.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

D. The next few statements are about your attitudes toward the police.

1. Police officers are honest.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. Police officers are hardworking.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. Most police officers are usually friendly.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. Police officers are usually courteous.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. Police officers are respectful toward people like me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I feel safer when police officers are in my school.

1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7.   Police officers make good teachers.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8.   Police officers don't know much about gangs.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

E. For the next set of questions, think about your current group of friends. During the last year, how many of your current friends have done the following?

1.   Gotten along well with teachers and adults at school?
       1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

2.   Have been thought of as good students?
       1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

3.   Have been generally honest and told the truth?
       1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

4.   Almost always obeyed school rules?
       1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

Still thinking about your current friends, how likely is it that you would go along with them if they wanted you to do the following things with them?

5.   Bully another student at school?
       1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

6.   Break into a home in your community?
       1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

7.   Beat up a stranger on the street?
       1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

8.   Cheat on a test at school?
       1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

9.   Steal something from a store?
       1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

10.   Drink alcohol?
       1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

11. Use illegal drugs?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

12. If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

13. If your group of friends was getting you into trouble at school, how likely is it that you would still hang out with them?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

14. If your group of friends was getting you into trouble with the police, how likely is it that you would still hang out with them?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

15. If your friends told you <u>not</u> to do something because it was wrong, how likely is it that you would listen to them?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

16. If your friends told you <u>not</u> to do something because it was against the law, how likely is it that you would listen to them?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

Still thinking about your current friends….

17. Do you ever spend time hanging around with your current friends not doing anything in particular where no adults are present?   1. No   2. Yes

    17a. **IF YES**, How many hours a week do you do this?
            1. 1 -3 hours   2. 4 – 10 hours   3. more than 10 hours

18. Do you ever spend time getting together with your current friends where drugs and alcohol are available?   1. No   2. Yes

During the last year, how many of your current friends have done the following?

19. Skipped school without an excuse?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

20. Stolen something worth <u>less</u> than $50?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

21.   Attacked someone with a weapon?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

22.   Sold marijuana or other illegal drugs?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

23.   Used tobacco or alcohol products?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

24.   Used marijuana or other illegal drugs?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

25.   Belonged to a gang?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

F. These next few questions are about your opinions about a number of different things. How much do you agree or disagree with these statements?

1.   It's okay to tell a small lie if it doesn't hurt anyone.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2.   It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   It's okay to lie to someone if it will keep you out of trouble with them.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4.   It's okay to steal something from someone who is rich and can easily replace it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5.   It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6.   It's okay to steal something if that's the only way you could ever get it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7.   It's okay to beat up someone if they hit you first.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8.   It's okay to beat up someone if you have to stand up for or protect your rights.

1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9.   It's okay to beat up someone if they are threatening to hurt your friends or family.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

These next few questions are about school.

10.   Homework is a waste of time.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11.   I try hard in school.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12.   Education is so important that it's worth it to put up with things about school that I don't like.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13.   In general, I like school.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14.   Grades are very important to me.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15.   I usually finish my homework.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16.   If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
1. Definitely Go with Friends 2. Probably Go with Friends 3. Uncertain 4. Probably Study 5. Definitely Study

For these next few questions, how guilty or how badly would you feel if you . . .

17.   Skipped school without an excuse?
1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

18.   Stole something worth <u>less</u> than $50?
1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

19.   Attacked someone with a weapon?
1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

20.   Sold marijuana or other illegal drugs?
1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

21. Used tobacco or alcohol products?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

22. Used marijuana or other illegal drugs?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

23. Belonged to a gang?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

G. Every now and then we get upset with other people. During the past year when you've gotten upset with someone, how often have you done the following?

1. Talked to the person about why I was upset.
    1. Never   2. Sometimes   3. Often

2. Tried to figure out why I was upset.
    1. Never   2. Sometimes   3. Often

3. Did nothing and just stayed angry for a while.
    1. Never   2. Sometimes   3. Often

4. Told the person off or yelled at them.
    1. Never   2. Sometimes   3. Often

5. Hit the person.
    1. Never   2. Sometimes   3. Often

When someone else was upset, how often have you done the following things during the past year?

6. Asked the person why he/she was upset.
    1. Never   2. Sometimes   3. Often

7. Spoken to him/her in a calm voice.
    1. Never   2. Sometimes   3. Often

8. Told the person he/she shouldn't be upset.
    1. Never   2. Sometimes   3. Often

9. Yelled at or argued with the person.
    1. Never   2. Sometimes   3. Often

And, every now and then we try to avoid doing things that our friends try to get us to do. During the past year when this has happened to you, how often have you done the following?

10. Told the person that I can't do it because my parents will get upset with me.
   1. Never   2. Sometimes   3. Often

11. Tried to get out of it by saying I have other things to do.
   1. Never   2. Sometimes   3. Often

12. Said no like I really meant it.
   1. Never   2. Sometimes   3. Often

13. Ignored the person.
   1. Never   2. Sometimes   3. Often

14. Just gone along with it.
   1. Never   2. Sometimes   3. Often

H. During the past year, were you involved in the following activities?

1.   School activities or athletics?   1. No   2. Yes

2.   Community activities such as scouts or athletic leagues?   1. No   2. Yes

3.   Religious activities?   1. No   2. Yes

4.   Your own family activities?   1. No   2. Yes

5.   In addition to activities such as those listed above, some people have a certain group of friends that they spend time with, doing things together or just hanging out. Do you have a group of friends like that?

                                                                                        1. No   2. Yes

If you have more than one such group, think about the one that is most important to you.
If you do not have such a group of friends, please circle NA after each question.

6.   About how many people, other than you, belong to this group?
   1   2 - 5   6 - 10   11 - 20   21 - 50   51 – 100   more than 100   NA

7.   Which of the following categories best describes this group?
   1. All male   2. Mostly male   3. About half male, half female   4. Mostly female   5. All female   NA

8.   Which one of the following categories best describes the races/ethnicities of people in your group?
   1. All are my race/ethnicity

   2. Most are my race/ethnicity

   3. About half are my race/ethnicity

   4. Few are my race/ethnicity

   5. I am the only one of my race/ethnicity

   NA

9.   Which one of the following best describes the ages of most of the people in your group?

1. Under twelve   2. Twelve to fifteen   3. Sixteen to eighteen   4. Nineteen to twenty-five   5. Over twenty-five   NA

10.   Does this group spend a lot of time together in public places like the park, the street, shopping area, or the neighborhood?
1. No   2. Yes   NA

11.   Does this group have an area or place that it calls its own?
1. No   2. Yes   NA

12.   **(IF YES)** Does your group defend this area or place against other groups?
1. No   2. Yes   NA

13.   How long has this group existed?
   1. Less than three months

   2. Three months to less than one year

   3. One to four years

   4. Five to ten years

   5. Eleven to twenty years

   6. More than twenty years

   NA

14.   Is doing illegal things accepted by or okay for your group?   1. No   2. Yes   NA

15.   Do people in your group actually do illegal things together?   1. No   2. Yes   NA

16.   Do you consider your group of friends to be a gang?   1. No   2. Yes   NA

I. The following questions are about how much different people have influenced you.

1. Have any of the following told you about the dangers of drugs, violence, or gangs?

a. Friends	1. Never	2. Sometimes	3. Often
b. Family members	1. Never	2. Sometimes	3. Often
c. School teachers	1. Never	2. Sometimes	3. Often
d. Other adults in your neighborhood	1. Never	2. Sometimes	3. Often
e. Police officers	1. Never	2. Sometimes	3. Often
f. The media (TV, movies, music)	1. Never	2. Sometimes	3. Often

2. Have any of the following encouraged you to be involved in drugs, violence, or gangs?

a. Friends	1. Never	2. Sometimes	3. Often
b. Family members	1. Never	2. Sometimes	3. Often
c. School teachers	1. Never	2. Sometimes	3. Often
d. Other adults in your neighborhood	1. Never	2. Sometimes	3. Often

e. Police officers	1. Never	2. Sometimes	3. Often
f. The media (TV, movies, music)	1. Never	2. Sometimes	3. Often

3. How much have each of the following influenced your attitudes about drugs, violence, and gangs?

a. Friends	1. Not at all	2. A little	3. A lot
b. Family members	1. Not at all	2. A little	3. A lot
c. School teachers	1. Not at all	2. A little	3. A lot
d. Other adults in your neighborhood	1. Not at all	2. A little	3. A lot
e. Police officers	1. Not at all	2. A little	3. A lot
f. The media (TV, movies, music)	1. Not at all	2. A little	3. A lot

J. Please indicate the extent to which you think these statements describe you.

1. I would feel sorry for a lonely stranger in a group.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I worry about how other people feel.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. I feel happy when I see other people celebrating.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Seeing other people cry has no effect on me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. I would find it very hard to break bad news to someone.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I often interrupt someone talking to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I look at the person talking to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. I pay attention to other people's body language when they are talking to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. I ask questions of the person speaking to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. I talk to my friends about my problems.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. I talk to adults about my problems.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. When I make plans, I am certain I can make them work.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. If I can't do something the first time, I keep trying until I can.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. When I have something unpleasant to do, I stick to it until I finish it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. When I decide to do something, I go right to work on it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. Failure just makes me try harder.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

K. Studies have found that everyone breaks the rules and laws some times. Please indicate whether you have ever done any of these things. Then, if you have done these things, circle the category that best indicates how many times in the past 3 months you have done each thing.

Have you ever . . .   **IF YES, how many times in the last 3 months have you . . .**

1. Skipped classes without an excuse?
   1. No   2. Yes   **IF YES,** ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

2. Lied about your age to get into
   some place or to buy something?
   1. No   2. Yes   **IF YES,** ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

3. Avoided paying for things such as
   movies, bus, or subway rides?
   1. No   2. Yes   **IF YES,** ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

4. Purposely damaged or destroyed
   property that did not belong to you?
   1. No   2. Yes   **IF YES,** ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

5. Carried a hidden weapon for protection?
   1. No   2. Yes   **IF YES,** ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

   IF YES   5a. What kind of weapon?   1. Gun   2. Knife   3. Other _____

6. Illegally spray painted a wall or a building?
   1. No   2. Yes   **IF YES,** ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

7. Stolen or tried to steal something worth
    <u>less</u> than $50?
    1. No   2. Yes   **IF YES,**   ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

8. Stolen or tried to steal something worth
    <u>more</u> than $50?
    1. No   2. Yes   **IF YES,**   ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

9. Gone into or tried to go into a building
    to steal something?
    1. No   2. Yes   **IF YES,**   ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

10. Hit someone with the idea of hurting him/her?
    1. No   2. Yes   **IF YES,**   ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

11. Attacked someone with a weapon?
    1. No   2. Yes   **IF YES,**   ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

12. Used a weapon or force to get money
    or things from people?
    1. No   2. Yes   **IF YES,**   ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

13. Been involved in gang fights?
    1. No   2. Yes   **IF YES,**   ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

14. Sold marijuana or other illegal drugs?
    1. No   2. Yes   **IF YES,**   ⟶   0 1 2 3 4 5 6 7 8 9 10   more than 10

L. For the following list of drugs, please indicate whether you have ever used any one of these. Then, if you have used any, please indicate which category best describes how often you've used each drug in the past 3 months.

Have you ever used . . .   **IF YES, how many times in the last 3 months have you used . . .**

1. Tobacco products?
    1. No   2. Yes   **IF YES,** ⟶ 0   1 – 2 times   About once a month   About once a week   Every day

2. Alcohol?
    1. No   2. Yes   **IF YES,** ⟶ 0   1 – 2 times   About once a month   About once a week   Every day

3. Marijuana or other illegal drugs?
    1. No   2. Yes   **IF YES,** ⟶ 0   1 – 2 times   About once a month   About once a week   Every day

4.	Paint, glue or other things you inhale to get high?
	1. No	2. Yes	**IF YES,** → 0	1 – 2 times	About once a month	About once a week	Every day

M. Have any of the following things ever happened to you?

Have you ever ...   **IF YES, how many times in the last 3 months have you . . .**

1.	Been attacked or threatened on your way
	to or from school?
	1. No	2. Yes	**IF YES,** ——————→	0 1 2 3 4 5 6 7 8 9 10 more than 10

2.	Had your things stolen from you at school?
	1. No	2. Yes	**IF YES,** ——————→	0 1 2 3 4 5 6 7 8 9 10 more than 10

3.	Been attacked or threatened at school?
	1. No	2. Yes	**IF YES,** ——————→	0 1 2 3 4 5 6 7 8 9 10 more than 10

4.	Had mean rumors or lies spread about you at school?
	1. No	2. Yes	**IF YES,** ——————→	0 1 2 3 4 5 6 7 8 9 10 more than 10

5.	Had sexual jokes, comments, or gestures
	made to you at school?
	1. No	2. Yes	**IF YES,** ——————→	0 1 2 3 4 5 6 7 8 9 10 more than 10

6.	Been made fun of at school because of your looks
	or the way you talk?
	1. No	2. Yes	**IF YES,** ——————→	0 1 2 3 4 5 6 7 8 9 10 more than 10

7.	Been bullied at school?
	1. No	2.Yes	**IF YES,** ——————→	0 1 2 3 4 5 6 7 8 9 10 more than 10

Other than the events you have just reported happening at school, have the following things ever happened to you outside of school? And, if yes, how many times in the last 3 months have you …

8.	Been hit by someone trying to hurt you?
	1. No	2. Yes	**IF YES,** ——————→	0 1 2 3 4 5 6 7 8 9 10 more than 10

9.	Had someone use a weapon or force to
	get money or things from you?
	1. No	2. Yes	**IF YES,** ——————→	0 1 2 3 4 5 6 7 8 9 10 more than 10

10.	Been attacked by someone with a weapon or
	by someone trying to seriously hurt or kill you?

1. No   2. Yes   **IF YES,** ⎯⎯⎯⎯⎯⎯⎯➤   0   1   2   3   4   5   6   7   8   9   10   more than 10

11.   Had some of your things stolen from you?
1. No   2. Yes   **IF YES,** ⎯⎯⎯⎯⎯⎯⎯➤   0   1   2   3   4   5   6   7   8   9   10   more than 10

N. The following questions ask about your attitudes about gangs and things that gangs do.

1. Whether or not you are a member of a gang, what **<u>GOOD</u>** things do you think would happen to you as a gang member? (**CIRCLE ALL THAT APPLY**)
    1. I would be part of a family.
    2. I would fit into a group better.
    3. I would have excitement.
    4. I would be "cool".
    5. I would be protected.
    6. I would feel successful.
    7. I would get money.
    8. There are no good things.
    9. Other (SPECIFY)_____

2. Whether or not you are a gang member, what **<u>BAD</u>** things do you think would happen to you as a gang member? (**CIRCLE ALL THAT APPLY**)
    1. I would feel guilty.
    2. I would get into trouble with police.
    3. I would get into trouble with parents.
    4. I would get into trouble with teachers.
    5. I would lose my nongang friends.
    6. I would get hurt.
    7. I would get killed.
    8. There are no bad things.
    9. Other (SPECIFY)_____

3. Have you ever been a gang member?   1. No   2. Yes

4. Are you now in a gang?   1. No   2. Yes

(IF YOU ARE NOT IN A GANG, CIRCLE THE "Not in gang" RESPONSE IN QUESTIONS 5 - 9)

5. Imagine a "bull's eye" target represents your gang with a 1 in the middle circle and a 5 in the outside ring. How far from the center of the gang are you? Circle the number that best describes your place in your gang.

    1   2   3   4   5   0. Not in Gang

6. Do the following describe your gang?

a. You can join before age 13.	1. No	2. Yes	0. Not in gang
b. There are initiation rites.	1. No	2. Yes	0. Not in gang
c. The gang has established leaders.	1. No	2. Yes	0. Not in gang
d. The gang has regular meetings.	1. No	2. Yes	0. Not in gang
e. The gang has specific rules or codes.	1. No	2. Yes	0. Not in gang
f. Gang members have specific roles.	1. No	2. Yes	0. Not in gang
g. There are roles for each age group.	1. No	2. Yes	0. Not in gang
h. The gang has symbols or colors.	1. No	2. Yes	0. Not in gang
i. There are specific roles for girls.	1. No	2. Yes	0. Not in gang
j. There are specific roles for boys.	1. No	2. Yes	0. Not in gang

7. How old were you when you joined this gang?

About _____ years old.   0. Not in gang

8. Why did you join the gang? (**CIRCLE ALL THAT APPLY**)

0. Not in gang   5. I was forced to join
1. For fun   6. To get respect
2. For protection   7. For money
3. A friend was in the gang   8. To fit in better
4. A brother or sister was in the gang   9. Other (SPECIFY)_____

9. Do members of your gang do these things together?

a. Help out in the community	1. No	2. Yes	0. Not in gang
b. Get in fights with other gangs	1. No	2. Yes	0. Not in gang
c. Provide protection for each other	1. No	2. Yes	0. Not in gang
d. Steal things	1. No	2. Yes	0. Not in gang
e. Rob other people	1. No	2. Yes	0. Not in gang
f. Steal cars	1. No	2. Yes	0. Not in gang
g. Sell marijuana	1. No	2. Yes	0. Not in gang
h. Sell other illegal drugs	1. No	2. Yes	0. Not in gang
i. Damage or destroy property	1. No	2. Yes	0. Not in gang

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O. Sometimes we find that we need help with various problems that are encountered at school or elsewhere. Please indicate how much you agree or disagree with the following statements about different kinds of services or assistance that are available to people when they need help.

1.   You are aware of programs and services in your community that help victims of crime.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2.   You know where a person can go for help if he/she is victimized.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   If a friend was in trouble, you could tell him/her where to go for help.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4.   There is someone you could talk to if you had a problem at school.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

P. For these last few statements, please circle the answer that best reflects your opinion. Remember, there are no right or wrong answers.

1.   There's not much I can do to change our community.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2.   Teenagers are usually viewed as the problem, not part of the solution.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   It is my responsibility to do something about problems in our community.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4.   My involvement in the community improves others' lives.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5.   Teenagers can make a difference in improving their community.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6.   I often think about how my actions affect other people.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7.   I work well with adults.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8.   Adults never listen to young people.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

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9.   Gangs interfere with the peace and safety of a neighborhood.
        1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10.   Getting involved with gangs will interfere with reaching my goals.
        1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11.   I have limited my activities as a result of gangs in my neighborhood.
        1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12.   People only help others when they think they are going to get something out of it.
        1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13.   I value being a team member.
        1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14.   It feels good to do something without expecting anything in return.
        1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15.   I always do my part.
        1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16.   I don't like to work unless I get paid for it.
        1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

17.   If you don't look out for yourself, no one else will.
        1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

Thank you very much for answering these questions.
We really appreciate your help.

NATIONAL EVALUATION OF G.R.E.A.T.

STUDENT QUESTIONNAIRE

Wave 3

School Year 2007 - 2008

University of Missouri-St. Louis
Department of Criminology and Criminal Justice
8001 Natural Bridge Road
St. Louis, MO 63121

INSTRUCTIONS

1.   Please answer the questions in the order they appear.

2.   Circle the number that shows your best answer to each question.

3.   There are no right or wrong answers.   Your opinion is what counts.

4.   Do **NOT** write your name on the questionnaire.

5.   Your answers are CONFIDENTIAL - - no one outside of our research office will ever connect your name with the answers you give.

6.   You have the right to skip any question that you do not want to answer.

7.   You can stop filling out the questionnaire any time you wish.

WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS

Please provide the following information. Once you have completed this page, tear it out and hand it to one of the researchers.

PLEASE PRINT

Your Name:_____
            (First)   (Middle)   (Last)

Address: _____
           (Number)   (Street)

_____
      (City)   (State)   (Zip Code)

Today's Date: _____

A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.

1. I am
   1. Male
   2. Female

2. I am
   1. White/Anglo, not Hispanic **(CIRCLE ALL THAT APPLY)**
   2. Black/African-American
   3. Hispanic/Latino
   4. American Indian/Native American
   5. Asian/Pacific Islander/Oriental
   6. Other (SPECIFY)_____

3. How old are you?   10   11   12   13   14   15   16

4. I live with
   1. my mother and my father
   2. my mother only
   3. my father only
   4. my mother and stepfather
   5. my father and stepmother
   6. my mother and other adult (SPECIFY)_____
   7. my father and other adult (SPECIFY)_____
   8. other relatives (SPECIFY)_____
   9. other (SPECIFY)_____

5. What is the <u>highest</u> level of schooling that your <u>father</u> has completed?
1. Less than high school	4. Completed college
2. Completed high school	5. More than college
3. Some college	6. Don't know

6. What is the <u>highest</u> level of schooling that your <u>mother</u> has completed?
1. Less than high school	4. Completed college
2. Completed high school	5. More than college
3. Some college	6. Don't know

7. How many times have you moved this year (since January 1, 2007)? _____ Times

8. Were you born in the United States?   1. No   2. Yes

   8a. **IF NO**, in what country were you born? _____

9. Looking at all your grades at school, would you say you were closest to a ….
1. Straight A student	4. D student
2. B student	5. F student
3. C student	6. Something else _____

B. Much of our time is spent in schools and neighborhoods and these places affect how we feel about a lot of other things. Thinking about your school and neighborhood, please indicate how much of a problem each of the following is in your school and neighborhood. That is, are these things not a problem, somewhat of a problem, or a big problem?

1. Kids bullying or teasing other children at your school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

2. Places in your school where some students are afraid to go
   1. Not a problem   2. Somewhat of a problem   3. A big problem

3. Students beating up or threatening other students at your school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

4. Kids of different racial or cultural groups at your school not getting along with each other
   1. Not a problem   2. Somewhat of a problem   3. A big problem

5. Students bringing guns to school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

6. Having things stolen at school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

7. Run-down or poorly kept buildings in your neighborhood
   1. Not a problem   2. Somewhat of a problem   3. A big problem

8. Groups of people hanging out in public places causing trouble in your neighborhood
   1. Not a problem   2. Somewhat of a problem   3. A big problem

9. Graffiti on buildings and fences in your neighborhood
   1. Not a problem   2. Somewhat of a problem   3. A big problem

10. Hearing gunshots in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

11. Cars traveling too fast throughout the streets of your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

12. Gangs in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

C. For the next set of statements, indicate how much you think these statements describe you. That is, how much do you agree or disagree with each statement? There are no right or wrong answers; it is your opinion that counts.

1. When I go someplace, I leave a note for my parents or call them to tell them where I am.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. My parents know where I am when I am not at home or at school.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. I know how to get in touch with my parents if they are not at home.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. My parents know who I am with if I am not at home.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. I often act without stopping to think.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I don't devote much thought and effort to preparing for the future.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. I often do whatever brings me pleasure here and now, even at the cost of some distant goal.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. I'm more concerned with what happens to me in the short run than in the long run.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9. I like to test myself every now and then by doing something a little risky.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10. Sometimes I will take a risk just for the fun of it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11. I sometimes find it exciting to do things for which I might get in trouble.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. Excitement and adventure are more important to me than security.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. I lose my temper pretty easily.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. Often when I'm angry at people, I feel more like hurting them than talking to them about why I am angry.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. When I'm really angry, other people better stay away from me.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. When I have a serious disagreement with someone, it's usually hard for me to talk calmly about it without getting upset.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

17. I try to look out for myself first, even if it means making things difficult for other people.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

18. I'm not very sympathetic to other people when they are having problems.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

19. If things I do upset people, it's their problem not mine.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

20. I will try to get the things I want even when I know it's causing problems for other people.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

D. The next few statements are about your attitudes toward the police.

1. Police officers are honest.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. Police officers are hardworking.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. Most police officers are usually friendly.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. Police officers are usually courteous.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. Police officers are respectful toward people like me.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I feel safer when police officers are in my school.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. Police officers make good teachers.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. Police officers don't know much about gangs.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

E. For the next set of questions, think about your current group of friends.   During the last year, how many of your current friends have done the following?

1. Gotten along well with teachers and adults at school?
   1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

2. Have been thought of as good students?
   1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

3. Have been generally honest and told the truth?
   1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

4. Almost always obeyed school rules?
   1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

Still thinking about your current friends, how likely is it that you would go along with them if they wanted you to do the following things with them?

5. Bully another student at school?
   1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

6. Break into a home in your community?
   1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

7. Beat up a stranger on the street?
   1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

8. Cheat on a test at school?
   1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

9. Steal something from a store?
   1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

10. Drink alcohol?

    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

11. Use illegal drugs?

    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

12. If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?

    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

13. If your group of friends was getting you into trouble at school, how likely is it that you would still hang out with them?

    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

14. If your group of friends was getting you into trouble with the police, how likely is it that you would still hang out with them?

    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

15. If your friends told you <u>not</u> to do something because it was wrong, how likely is it that you would listen to them?

    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

16. If your friends told you <u>not</u> to do something because it was against the law, how likely is it that you would listen to them?

    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

Still thinking about your current friends….

17. Do you ever spend time hanging around with your current friends not doing anything in particular where no adults are present?   1. No   2. Yes

    17a. **IF YES**, How many hours a week do you do this?

        1. 1 -3 hours   2. 4 – 10 hours   3. more than 10 hours

18. Do you ever spend time getting together with your current friends where drugs and alcohol are available?   1. No   2. Yes

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During the last year, how many of your current friends have done the following?

19.   Skipped school without an excuse?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

20.   Stolen something worth <u>less</u> than $50?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

21.   Attacked someone with a weapon?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

22.   Sold marijuana or other illegal drugs?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

23.   Used tobacco or alcohol products?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

24.   Used marijuana or other illegal drugs?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

25.   Belonged to a gang?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

F. These next few questions are about your opinions about a number of different things. How much do you agree or disagree with these statements?

1.   It's okay to tell a small lie if it doesn't hurt anyone.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2.   It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   It's okay to lie to someone if it will keep you out of trouble with them.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4.   It's okay to steal something from someone who is rich and can easily replace it.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. It's okay to steal something if that's the only way you could ever get it.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. It's okay to beat up someone if they hit you first.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. It's okay to beat up someone if you have to stand up for or protect your rights.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9. It's okay to beat up someone if they are threatening to hurt your friends or family.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

These next few questions are about school.

10. Homework is a waste of time.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11. I try hard in school.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. Education is so important that it's worth it to put up with things about school that I don't like.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. In general, I like school.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. Grades are very important to me.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. I usually finish my homework.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
    1. Definitely Go with Friends   2. Probably Go with Friends   3. Uncertain   4. Probably Study   5. Definitely Study

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For these next few questions, how guilty or how badly would you feel if you . . .

17.   Skipped school without an excuse?
        1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

18.   Stole something worth <u>less</u> than $50?
        1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

19.   Attacked someone with a weapon?
        1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

20.   Sold marijuana or other illegal drugs?
        1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

21.   Used tobacco or alcohol products?
        1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

22.   Used marijuana or other illegal drugs?
        1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

23.   Belonged to a gang?
        1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

G. Every now and then we get upset with other people. During the past year when you've gotten upset with someone, how often have you done the following?

1.   Talked to the person about why I was upset.
        1. Never   2. Sometimes   3. Often

2.   Tried to figure out why I was upset.
        1. Never   2. Sometimes   3. Often

3.   Did nothing and just stayed angry for a while.
        1. Never   2. Sometimes   3. Often

4.   Told the person off or yelled at them.
        1. Never   2. Sometimes   3. Often

5.   Hit the person.
        1. Never   2. Sometimes   3. Often

When someone else was upset, how often have you done the following things during the past year?

6.   Asked the person why he/she was upset.
        1. Never   2. Sometimes   3. Often

7.   Spoken to him/her in a calm voice.
        1. Never   2. Sometimes   3. Often

8.   Told the person he/she shouldn't be upset.
        1. Never   2. Sometimes   3. Often

9.   Yelled at or argued with the person.
        1. Never   2. Sometimes   3. Often

And, every now and then we try to avoid doing things that our friends try to get us to do. During the past year when this has happened to you, how often have you done the following?

10.   Told the person that I can't do it because my parents will get upset with me.
        1. Never   2. Sometimes   3. Often

11.   Tried to get out of it by saying I have other things to do.
        1. Never   2. Sometimes   3. Often

12.   Said no like I really meant it.
        1. Never   2. Sometimes   3. Often

13.   Ignored the person.
        1. Never   2. Sometimes   3. Often

14.   Just gone along with it.
        1. Never   2. Sometimes   3. Often

H. During the past year, were you involved in the following activities?

1.   School activities or athletics?   1. No   2. Yes

2.   Community activities such as scouts or athletic leagues?   1. No   2. Yes

3.   Religious activities?   1. No   2. Yes

4.   Your own family activities?   1. No   2. Yes

5.   In addition to activities such as those listed above, some people have a certain group of friends that they spend time with, doing things together or just hanging out. Do you have a group of friends like that?

                                                                     1. No   2. Yes

If you have more than one such group, think about the one that is most important to you.
If you do not have such a group of friends, please circle NA (Not Applicable) after each question.

6.   About how many people, other than you, belong to this group?
      1   2 - 5   6 - 10   11 - 20   21 - 50   51 – 100   more than 100   NA

7.   Which of the following categories best describes this group?
      1. All male   2. Mostly male   3. About half male, half female   4. Mostly female   5. All female   NA

8.   Which one of the following categories best describes the races/ethnicities of people in your group?
      1. All are my race/ethnicity

      2. Most are my race/ethnicity

      3. About half are my race/ethnicity

      4. Few are my race/ethnicity

      5. I am the only one of my race/ethnicity

      NA

9.   Which one of the following best describes the ages of most of the people in your group?
      1. Under twelve   2. Twelve to fifteen   3. Sixteen to eighteen 4. Nineteen to twenty-five   5. Over twenty-five   NA

10.   Does this group spend a lot of time together in public places like the park, the street, shopping area, or the neighborhood?
      1. No   2. Yes   NA

11.   Does this group have an area or place that it calls its own?
      1. No   2. Yes   NA

      12.   **(IF YES)** Does your group defend this area or place against other groups?
      1. No   2. Yes   NA

13.   How long has this group existed?
      1. Less than three months

      2. Three months to less than one year

      3. One to four years

      4. Five to ten years

      5. Eleven to twenty years

      6. More than twenty years

      NA

14.   Is doing illegal things accepted by or okay for your group?   1. No   2. Yes   NA

15.   Do people in your group actually do illegal things together?   1. No   2. Yes   NA

16.   Do you consider your group of friends to be a gang?   1. No   2. Yes   NA

I. The following questions are about how much different people have influenced you.

1. Have any of the following told you about the dangers of drugs, violence, or gangs?

a. Friends	1. Never	2. Sometimes	3. Often
b. Family members	1. Never	2. Sometimes	3. Often
c. School teachers	1. Never	2. Sometimes	3. Often
d. Other adults in your neighborhood	1. Never	2. Sometimes	3. Often
e. Police officers	1. Never	2. Sometimes	3. Often
f. The media (TV, movies, music)	1. Never	2. Sometimes	3. Often

2. Have any of the following encouraged you to be involved in drugs, violence, or gangs?

a. Friends	1. Never	2. Sometimes	3. Often
b. Family members	1. Never	2. Sometimes	3. Often
c. School teachers	1. Never	2. Sometimes	3. Often
d. Other adults in your neighborhood	1. Never	2. Sometimes	3. Often
e. Police officers	1. Never	2. Sometimes	3. Often
f. The media (TV, movies, music)	1. Never	2. Sometimes	3. Often

J. Please indicate the extent to which you think these statements describe you.

1. I would feel sorry for a lonely stranger in a group.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. I worry about how other people feel.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. I feel happy when I see other people celebrating.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. Seeing other people cry has no effect on me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. I would find it very hard to break bad news to someone.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I often interrupt someone talking to me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. I look at the person talking to me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. I pay attention to other people's body language when they are talking to me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9. I ask questions of the person speaking to me.

1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10. I talk to my friends about my problems.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11. I talk to adults about my problems.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. When I make plans, I am certain I can make them work.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. If I can't do something the first time, I keep trying until I can.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. When I have something unpleasant to do, I stick to it until I finish it.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. When I decide to do something, I go right to work on it.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. Failure just makes me try harder.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

How much do you agree or disagree with the following statements?

17. When someone disrespects you, it is important that you use physical force or aggression to teach him or her not to disrespect you.
1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

18. If someone uses violence against you, it is important that you use violence against him or her to get even.
1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

19. People will take advantage of you if you don't let them know how tough you are.
1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

20. People do not respect a person who is afraid to fight physically for his/her rights.
1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

21. Sometimes you need to threaten people in order to get them to treat you fairly.
1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

22. It is important to show others that you cannot be intimidated.
1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

23. People tend to respect a person who is tough and aggressive.
1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

K. Studies have found that everyone breaks the rules and laws some times.   Please circle the category that best indicates how many times in the past 6 months you have done each thing.
How many times in the last 6 months have you . . .

1.	Skipped classes without an excuse?	0 1 2 3 4 5 6 7 8 9 10 more than 10

2.	Lied about your age to get into
	some place or to buy something?	0 1 2 3 4 5 6 7 8 9 10 more than 10

3.	Avoided paying for things such as
	movies, bus, or subway rides?	0 1 2 3 4 5 6 7 8 9 10 more than 10

4.	Purposely damaged or destroyed
	property that did not belong to you?	0 1 2 3 4 5 6 7 8 9 10 more than 10

5.	Carried a hidden weapon for protection?	0 1 2 3 4 5 6 7 8 9 10 more than 10

	IF YES, 5a. What kind of weapon? 1. Gun 2. Knife 3. Other _____

6.	Illegally spray painted a wall or a building?	0 1 2 3 4 5 6 7 8 9 10 more than 10

7.	Stolen or tried to steal something worth
	 <u>less</u> than $50?	0 1 2 3 4 5 6 7 8 9 10 more than 10

8.	Stolen or tried to steal something worth
	<u>more</u> than $50?	0 1 2 3 4 5 6 7 8 9 10 more than 10

9.	Gone into or tried to go into a building
	to steal something?	0 1 2 3 4 5 6 7 8 9 10 more than 10

10.	Hit someone with the idea of hurting him/her?	0 1 2 3 4 5 6 7 8 9 10 more than 10

11.	Attacked someone with a weapon?	0 1 2 3 4 5 6 7 8 9 10 more than 10

12.	Used a weapon or force to get money
	or things from people?	0 1 2 3 4 5 6 7 8 9 10 more than 10

13.	Been involved in gang fights?	0 1 2 3 4 5 6 7 8 9 10 more than 10

14.	Sold marijuana or other illegal drugs?	0 1 2 3 4 5 6 7 8 9 10 more than 10

15.	Bullied other students at school?	0 1 2 3 4 5 6 7 8 9 10 more than 10

16.	Said any mean, threatening, or embarrassing
	things to other students through text
	messages, phone calls, email, or websites?	0 1 2 3 4 5 6 7 8 9 10 more than 10

How many times in the past 6 months have you …

17. Been stopped by the police or
    law enforcement officers for questioning?   0 1 2 3 4 5 6 7 8 9 10   more than 10

18. Been arrested?   0 1 2 3 4 5 6 7 8 9 10   more than 10

19. If you have been stopped or arrested by the police, how satisfied were you with the way you were treated by the officer(s) when you were stopped or arrested? **(If more than 1 time, think about the most recent time.)**

    1. Very dissatisfied   2. Dissatisfied   3. Neither dissatisfied nor satisfied   4. Satisfied   5. Very Satisfied

L. For the following list of drugs, please circle the category that best describes how often you've used each of these drugs in the past 6 months.

1. Tobacco products?   0   1 – 2 times   About once a month   About once a week   Every day

2. Alcohol?   0   1 – 2 times   About once a month   About once a week   Every day

3. Marijuana or other illegal drugs?   0   1 – 2 times   About once a month   About once a week   Every day

4. Paint, glue or other things you
   inhale to get high?   0   1 – 2 times   About once a month   About once a week   Every day

M. How many times have the following things happened to you in the past 6 months?

1. Been attacked or threatened on your way
   to or from school?   0 1 2 3 4 5 6 7 8 9 10   more than 10

2. Had your things stolen from you at school?   0 1 2 3 4 5 6 7 8 9 10   more than 10

3. Been attacked or threatened at school?   0 1 2 3 4 5 6 7 8 9 10   more than 10

4. Had mean rumors or lies spread about
   you at school?   0 1 2 3 4 5 6 7 8 9 10   more than 10

5. Had sexual jokes, comments, or gestures
   made to you at school?   0 1 2 3 4 5 6 7 8 9 10   more than 10

6. Been made fun of at school because
   of your looks or the way you talk?   0 1 2 3 4 5 6 7 8 9 10   more than 10

7. Been bullied at school?   0 1 2 3 4 5 6 7 8 9 10   more than 10

Other than the events you have just reported happening at school, have the following things happened to you outside of school? How many times in the last 6 months have you …

8.	Been hit by someone trying to hurt you?	0 1 2 3 4 5 6 7 8 9 10 more than 10

9.	Had someone use a weapon or force to
	get money or things from you?	0 1 2 3 4 5 6 7 8 9 10 more than 10

10.	Been attacked by someone with a weapon or
	by someone trying to seriously hurt or kill you?	0 1 2 3 4 5 6 7 8 9 10 more than 10

11.	Had some of your things stolen from you?	0 1 2 3 4 5 6 7 8 9 10 more than 10

12.	Had any mean, threatening, or embarrassing
	things said about you or to you through text
	messages, phone calls, email, or websites?	0 1 2 3 4 5 6 7 8 9 10 more than 10

13.	If you were a crime victim during the past 6 months, how many times did you report these events
	to the police?	0 1 2 3 4 5 6 7 8 9 10 more than 10

14.	How satisfied were you with the way you were treated when you reported the event to the
	police? **(If more than 1 time, think about the most recent time.)**

	1. Very dissatisfied 2. Dissatisfied 3. Neither dissatisfied nor satisfied 4. Satisfied 5. Very Satisfied

N. The following questions ask about your attitudes about gangs and things that gangs do.

1.	Whether or not you are a member of a gang, what **GOOD** things do you think would happen to you as
	a gang member? (**CIRCLE ALL THAT APPLY**)
	1. I would be part of a family.
	2. I would fit into a group better.
	3. I would have excitement.
	4. I would be "cool".
	5. I would be protected.
	6. I would feel successful.
	7. I would get money.
	8. There are no good things.
	9. Other (SPECIFY)_____

2.	Whether or not you are a gang member, what **BAD** things do you think would happen to you as a gang member? (**CIRCLE ALL THAT APPLY**)
1. I would feel guilty.
2. I would get into trouble with police.
3. I would get into trouble with parents.
4. I would get into trouble with teachers.
5. I would lose my nongang friends.
6. I would get hurt.
7. I would get killed.
8. There are no bad things.
9. Other (SPECIFY)_____

3.	Have you ever been a gang member?	1. No	2. Yes

4.	Are you now in a gang?	1. No	2. Yes

(IF YOU ARE NOT IN A GANG, CIRCLE THE "Not in gang" RESPONSE IN QUESTIONS 5 - 9)

5.	Imagine a "bull's eye" target represents your gang with a 1 in the middle circle and a 5 in the outside ring. How far from the center of the gang are you? Circle the number that best describes your place in your gang.

	1	2	3	4	5	0. Not in Gang

6.	Do the following describe your gang?

a. You can join before age 13.	1. No	2. Yes	0. Not in gang
b. There are initiation rites.	1. No	2. Yes	0. Not in gang
c. The gang has established leaders.	1. No	2. Yes	0. Not in gang
d. The gang has regular meetings.	1. No	2. Yes	0. Not in gang
e. The gang has specific rules or codes.	1. No	2. Yes	0. Not in gang
f. Gang members have specific roles.	1. No	2. Yes	0. Not in gang
g. There are roles for each age group.	1. No	2. Yes	0. Not in gang
h. The gang has symbols or colors.	1. No	2. Yes	0. Not in gang
i. There are specific roles for girls.	1. No	2. Yes	0. Not in gang
j. There are specific roles for boys.	1. No	2. Yes	0. Not in gang

7.   How old were you when you joined this gang?

About _____ years old.   0. Not in gang

8.   Why did you join the gang? (**CIRCLE ALL THAT APPLY**)

0. Not in gang	5. I was forced to join
1. For fun	6. To get respect
2. For protection	7. For money
3. A friend was in the gang	8. To fit in better
4. A brother or sister was in the gang	9. Other (SPECIFY)_____

9.   Do members of your gang do these things together?

a. Help out in the community	1. No	2. Yes	0. Not in gang
b. Get in fights with other gangs	1. No	2. Yes	0. Not in gang
c. Provide protection for each other	1. No	2. Yes	0. Not in gang
d. Steal things	1. No	2. Yes	0. Not in gang
e. Rob other people	1. No	2. Yes	0. Not in gang
f. Steal cars	1. No	2. Yes	0. Not in gang
g. Sell marijuana	1. No	2. Yes	0. Not in gang
h. Sell other illegal drugs	1. No	2. Yes	0. Not in gang
i. Damage or destroy property	1. No	2. Yes	0. Not in gang

10.   If you were a gang member at some point in your life, but you are not now a gang member, why did you leave the gang? (**CIRCLE ALL THAT APPLY**)

0. Never in a gang

1. Now in a gang

2. A friend was hurt or killed

3. A family member was hurt or killed

4. I was hurt

5. I got in trouble with the police

6. An adult encouraged me to get out

7. I made new friends

8. I just felt like it

9. I moved to a new home or school

10. My parents made me leave the gang

11. It wasn't what I thought it was going to be

12. Other _____

11. If you were a gang member at some point in your life, but you are not now a gang member, how did you leave the gang. (**CIRCLE ALL THAT APPLY**)
   0. Never in a gang
   1. Now in a gang
   2. I just left
   3. I moved away
   4. I had to fight other members of the gang ("jumped out or beaten out")
   5. I had to commit a crime
   6. I was allowed out by gang leaders
   7. Other _____

12. If you were a gang member at some point in your life, but you are not now a gang member, were there any consequences that resulted from you leaving the gang?
   0. Never in a gang
   1. Now in a gang
   2. No
   3. Yes

   12a. **IF YES,** what were those consequences: (**CIRCLE ALL THAT APPLY**)
      1. I was beaten up by members of my former gang
      2. I was beaten up by members of another gang
      3. A family member was hurt or killed
      4. A friend was hurt or killed
      5. I was threatened
      6. My friends or family were threatened
      7. I lost my gang friends
      8. Other _____

O. Sometimes we find that we need help with various problems that are encountered at school or elsewhere. Please indicate how much you agree or disagree with the following statements about different kinds of services or assistance that are available to people when they need help.

1. You are aware of programs and services in your community that help victims of crime.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. You know where a person can go for help if he/she is victimized.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. If a friend was in trouble, you could tell him/her where to go for help.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

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4. There is someone you could talk to if you had a problem at school.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

P. For these next few statements, please circle the answer that best reflects your opinion. Remember, there are no right or wrong answers.

1. There's not much I can do to change our community.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. Teenagers are usually viewed as the problem, not part of the solution.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. It is my responsibility to do something about problems in our community.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. My involvement in the community improves others' lives.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. Teenagers can make a difference in improving their community.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I often think about how my actions affect other people.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. I work well with adults.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. Adults never listen to young people.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9. Gangs interfere with the peace and safety of a neighborhood.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10. Getting involved with gangs will interfere with reaching my goals.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11. I have limited my activities as a result of gangs in my neighborhood.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. People only help others when they think they are going to get something out of it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. I value being a team member.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. It feels good to do something without expecting anything in return.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. I always do my part.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. I don't like to work unless I get paid for it.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

17. If you don't look out for yourself, no one else will.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

Q. Sometimes our behavior brings responses from other people. These next few questions are about responses to behaviors. Please circle the number of times each of the following has happened to you.

How many times in the past 6 months have you…

1. Been punished by your parent(s) or caregiver(s) because of your behavior in school or in the community?
   0   1   2   3   4   5   6   7   8   9   10   more than 10

2. Been excluded from activities by your group of friends because of your behavior in school or in the community?
   0   1   2   3   4   5   6   7   8   9   10   more than 10

3. Been sent to the principal's office or given a detention because of your behavior in school?
   0   1   2   3   4   5   6   7   8   9   10   more than 10

4. Been given either an in school or out of school suspension because of your behavior in school?
   0   1   2   3   4   5   6   7   8   9   10   more than 10

5. Been yelled at or asked to leave an area by adults in your community?
   0   1   2   3   4   5   6   7   8   9   10   more than 10

R. How likely is it that you would report the following events if you saw someone doing the following things?

1. Breaking into a locker at school?
   1. Not at all likely   2 A little likely   3 Somewhat likely   4 Likely   5 Very likely

2. Bullying another student at school?
   1. Not at all likely   2 A little likely   3 Somewhat likely   4 Likely   5 Very likely

3. Breaking into a home in your community?
    1. Not at all likely   2 A little likely   3 Somewhat likely   4 Likely   5 Very likely

4. Beating up a stranger on the street?
    1. Not at all likely   2 A little likely   3 Somewhat likely   4 Likely   5 Very likely

5. Cheating on a test at school?
    1. Not at all likely   2 A little likely   3 Somewhat likely   4 Likely   5 Very likely

6. Stealing something from a store?
    1. Not at all likely   2 A little likely   3 Somewhat likely   4 Likely   5 Very likely

Thank you very much for answering these questions. We really appreciate your help.

NATIONAL EVALUATION OF G.R.E.A.T.

STUDENT QUESTIONNAIRE

Wave 4

School Year 2008 - 2009

University of Missouri-St. Louis
Department of Criminology and Criminal Justice
8001 Natural Bridge Road
St. Louis, MO 63121

INSTRUCTIONS

1.   Please answer the questions in the order they appear.

2.   Circle the number that shows your best answer to each question.

3.   There are no right or wrong answers.   Your opinion is what counts.

4.   Do **NOT** write your name on the questionnaire.

5.   Your answers are CONFIDENTIAL - - no one outside of our research office will ever connect your name with the answers you give.

6.   You have the right to skip any question that you do not want to answer.

7.   You can stop filling out the questionnaire any time you wish.

WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS

Please provide the following information. Once you have completed this page, tear it out and hand it to one of the researchers.

PLEASE PRINT

Your Name:_____
           (First)   (Middle)   (Last)

Address: _____
          (Number)   (Street)

_____
    (City)   (State)   (Zip Code)

Today's Date: _____

A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.

1. I am   1. Male
                 2. Female

2. I am   1. White/Anglo, not Hispanic   **(CIRCLE ALL THAT APPLY)**
                 2. Black/African-American
                 3. Hispanic/Latino
                 4. American Indian/Native American
                 5. Asian/Pacific Islander/Oriental
                 6. Other (SPECIFY)_____

3. How old are you?   11   12   13   14   15   16   17

4. I live with 1. my mother and my father
               2. my mother only
               3. my father only
               4. my mother and stepfather
               5. my father and stepmother
               6. my mother and other adult (SPECIFY)_____
               7. my father and other adult (SPECIFY) _____
               8. other relatives (SPECIFY)_____
               9. other (SPECIFY)_____

7. How many times have you moved this year (since January 1, 2008)? _____ Times

9. Looking at all your grades at school, would you say you were closest to a ....
                1. Straight A student   4. D student
                2. B student   5. F student
                3. C student   6. Something else _____

B. Much of our time is spent in schools and neighborhoods and these places affect how we feel about a lot of other things. Thinking about your school and neighborhood, please indicate how much of a problem each of the following is in your school and neighborhood. That is, are these things not a problem, somewhat of a problem, or a big problem?

1. Kids bullying or teasing other children at your school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

2. Places in your school where some students are afraid to go
   1. Not a problem   2. Somewhat of a problem   3. A big problem

3. Students beating up or threatening other students at your school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

4. Kids of different racial or cultural groups at your school not getting along with each other
   1. Not a problem   2. Somewhat of a problem   3. A big problem

5. Students bringing guns to school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

6. Having things stolen at school
   1. Not a problem   2. Somewhat of a problem   3. A big problem

7. Run-down or poorly kept buildings in your neighborhood
   1. Not a problem   2. Somewhat of a problem   3. A big problem

8. Groups of people hanging out in public places causing trouble in your neighborhood
   1. Not a problem   2. Somewhat of a problem   3. A big problem

9. Graffiti on buildings and fences in your neighborhood
   1. Not a problem   2. Somewhat of a problem   3. A big problem

10. Hearing gunshots in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

11. Cars traveling too fast throughout the streets of your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

12. Gangs in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

These next few questions are about how afraid you are of certain situations. Please indicate how afraid you are of the following things happening to you.

13. Having someone break into your house while you are there
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

14. Having someone break into your house while you are away
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

15. Having your property damaged by someone
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

16. Being robbed or mugged
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

17. Being attacked by someone with a weapon
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

18. Being attacked or threatened on your way to or from school
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

19. Having your things stolen from you at school
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

20. Being attacked or threatened at school
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

C. For the next set of statements, indicate how much you think these statements describe you. That is, how much do you agree or disagree with each statement? There are no right or wrong answers; it is your opinion that counts.

1. When I go someplace, I leave a note for my parents or call them to tell them where I am.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. My parents know where I am when I am not at home or at school.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. I know how to get in touch with my parents if they are not at home.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. My parents know who I am with if I am not at home.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. I often act without stopping to think.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I don't devote much thought and effort to preparing for the future.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. I often do whatever brings me pleasure here and now, even at the cost of some distant goal.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. I'm more concerned with what happens to me in the short run than in the long run.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9. I like to test myself every now and then by doing something a little risky.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10. Sometimes I will take a risk just for the fun of it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11. I sometimes find it exciting to do things for which I might get in trouble.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. Excitement and adventure are more important to me than security.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. I lose my temper pretty easily.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. Often when I'm angry at people, I feel more like hurting them than talking to them about why I am angry.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. When I'm really angry, other people better stay away from me.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. When I have a serious disagreement with someone, it's usually hard for me to talk calmly about it without getting upset.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

17. I try to look out for myself first, even if it means making things difficult for other people.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

18. I'm not very sympathetic to other people when they are having problems.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

19. If things I do upset people, it's their problem not mine.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

20. I will try to get the things I want even when I know it's causing problems for other people.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

D. The next few statements are about your attitudes toward the police.

1. Police officers are honest.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. Police officers are hardworking.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. Most police officers are usually friendly.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. Police officers are usually courteous.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. Police officers are respectful toward people like me.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I feel safer when police officers are in my school.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. Police officers make good teachers.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. Police officers don't know much about gangs.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

E. For the next set of questions, think about your current group of friends. During the last year, how many of your current friends have done the following?

1. Gotten along well with teachers and adults at school?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

2. Have been thought of as good students?

      1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

3. Have been generally honest and told the truth?

      1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

4. Almost always obeyed school rules?

      1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

Still thinking about your current friends, how likely is it that you would go along with them if they wanted you to do the following things with them?

5. Bully another student at school?

      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

6. Break into a home in your community?

      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

7. Beat up a stranger on the street?

      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

8. Cheat on a test at school?

      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

9. Steal something from a store?

      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

10. Drink alcohol?

      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

11. Use illegal drugs?

      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

12. If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?

      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

13. If your group of friends was getting you into trouble at school, how likely is it that you would still hang out with them?

      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

14. If your group of friends was getting you into trouble with the police, how likely is it that you would still hang out with them?

      1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

15. If your friends told you <u>not</u> to do something because it was wrong, how likely is it that you would listen to them?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

16. If your friends told you <u>not</u> to do something because it was against the law, how likely is it that you would listen to them?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

Still thinking about your current friends….

17. Do you ever spend time hanging around with your current friends not doing anything in particular where no adults are present?   1. No   2. Yes

    17a. **IF YES**, How many hours a week do you do this?
                1. 1 -3 hours   2. 4 – 10 hours   3. more than 10 hours

18. Do you ever spend time getting together with your current friends where drugs and alcohol are available?   1. No   2. Yes

During the last year, how many of your current friends have done the following?

19. Skipped school without an excuse?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

20. Stolen something worth <u>less</u> than $50?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

21. Attacked someone with a weapon?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

22. Sold marijuana or other illegal drugs?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

23. Used tobacco or alcohol products?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

24. Used marijuana or other illegal drugs?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

25. Belonged to a gang?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

F. These next few questions are about your opinions about a number of different things. How much do you agree or disagree with these statements?

1. It's okay to tell a small lie if it doesn't hurt anyone.
   1. Strongly Disagree 　 2. Disagree 　 3. Neither Agree nor Disagree 　 4. Agree 　 5. Strongly Agree

2. It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
   1. Strongly Disagree 　 2. Disagree 　 3. Neither Agree nor Disagree 　 4. Agree 　 5. Strongly Agree

3. It's okay to lie to someone if it will keep you out of trouble with them.
   1. Strongly Disagree 　 2. Disagree 　 3. Neither Agree nor Disagree 　 4. Agree 　 5. Strongly Agree

4. It's okay to steal something from someone who is rich and can easily replace it.
   1. Strongly Disagree 　 2. Disagree 　 3. Neither Agree nor Disagree 　 4. Agree 　 5. Strongly Agree

5. It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.
   1. Strongly Disagree 　 2. Disagree 　 3. Neither Agree nor Disagree 　 4. Agree 　 5. Strongly Agree

6. It's okay to steal something if that's the only way you could ever get it.
   1. Strongly Disagree 　 2. Disagree 　 3. Neither Agree nor Disagree 　 4. Agree 　 5. Strongly Agree

7. It's okay to beat up someone if they hit you first.
   1. Strongly Disagree 　 2. Disagree 　 3. Neither Agree nor Disagree 　 4. Agree 　 5. Strongly Agree

8. It's okay to beat up someone if you have to stand up for or protect your rights.
   1. Strongly Disagree 　 2. Disagree 　 3. Neither Agree nor Disagree 　 4. Agree 　 5. Strongly Agree

9. It's okay to beat up someone if they are threatening to hurt your friends or family.
   1. Strongly Disagree 　 2. Disagree 　 3. Neither Agree nor Disagree 　 4. Agree 　 5. Strongly Agree

These next few questions are about school.

10. Homework is a waste of time.
    1. Strongly Disagree 　 2. Disagree 　 3. Neither Agree nor Disagree 　 4. Agree 　 5. Strongly Agree

11. I try hard in school.
    1. Strongly Disagree 　 2. Disagree 　 3. Neither Agree nor Disagree 　 4. Agree 　 5. Strongly Agree

12. Education is so important that it's worth it to put up with things about school that I don't like.
    1. Strongly Disagree 　 2. Disagree 　 3. Neither Agree nor Disagree 　 4. Agree 　 5. Strongly Agree

13. In general, I like school.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. Grades are very important to me.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. I usually finish my homework.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
    1. Definitely Go with Friends 2. Probably Go with Friends 3. Uncertain 4. Probably Study 5. Definitely Study

For these next few questions, how guilty or how badly would you feel if you . . .

17. Skipped school without an excuse?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

18. Stole something worth <u>less</u> than $50?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

19. Attacked someone with a weapon?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

20. Sold marijuana or other illegal drugs?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

21. Used tobacco or alcohol products?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

22. Used marijuana or other illegal drugs?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

23. Belonged to a gang?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

G. Every now and then we get upset with other people. During the past year when you've gotten upset with someone, how often have you done the following?

1. Talked to the person about why I was upset.
    1. Never   2. Sometimes   3. Often

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2.   Tried to figure out why I was upset.
   1. Never   2. Sometimes   3. Often

3.   Did nothing and just stayed angry for a while.
   1. Never   2. Sometimes   3. Often

4.   Told the person off or yelled at them.
   1. Never   2. Sometimes   3. Often

5.   Hit the person.
   1. Never   2. Sometimes   3. Often

When someone else was upset, how often have you done the following things during the past year?

6.   Asked the person why he/she was upset.
   1. Never   2. Sometimes   3. Often

7.   Spoken to him/her in a calm voice.
   1. Never   2. Sometimes   3. Often

8.   Told the person he/she shouldn't be upset.
   1. Never   2. Sometimes   3. Often

9.   Yelled at or argued with the person.
   1. Never   2. Sometimes   3. Often

And, every now and then we try to avoid doing things that our friends try to get us to do. During the past year when this has happened to you, how often have you done the following?

10.   Told the person that I can't do it because my parents will get upset with me.
    1. Never   2. Sometimes   3. Often

11.   Tried to get out of it by saying I have other things to do.
    1. Never   2. Sometimes   3. Often

12.   Said no like I really meant it.
    1. Never   2. Sometimes   3. Often

13.   Ignored the person.
    1. Never   2. Sometimes   3. Often

14.   Just gone along with it.
    1. Never   2. Sometimes   3. Often

Every now and then things happen to us. How likely do you think it is that the following things will happen to you?

15. Having someone break into your house while you are there
    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

16. Having someone break into your house while you are away
    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

17. Having your property damaged by someone
    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

18. Being robbed or mugged
    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

19. Being attacked by someone with a weapon
    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

20. Being attacked or threatened on your way to or from school
    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

21. Having your things stolen from you at school
    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

22. Being attacked or threatened at school
    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

H. During the past year, were you involved in the following activities?

1. School activities or athletics?   1. No   2. Yes

2. Community activities such as scouts or athletic leagues?   1. No   2. Yes

3. Religious activities?   1. No   2. Yes

4. Your own family activities?   1. No   2. Yes

5. In addition to activities such as those listed above, some people have a certain group of friends that they spend time with, doing things together or just hanging out. Do you have a group of friends like that?

                                               1. No   2. Yes

If you have more than one such group, think about the one that is most important to you.
If you do not have such a group of friends, please circle NA (Not Applicable) after each question.

6. About how many people, other than you, belong to this group?
    1   2 - 5   6 - 10   11 - 20   21 - 50   51 – 100   more than 100   NA

7. Which of the following categories best describes this group?
    1. All male   2. Mostly male   3. About half male, half female   4. Mostly female   5. All female   NA

8. Which one of the following categories best describes the races/ethnicities of people in your group?
   1. All are my race/ethnicity

   2. Most are my race/ethnicity

   3. About half are my race/ethnicity

   4. Few are my race/ethnicity

   5. I am the only one of my race/ethnicity

   NA

9. Which one of the following best describes the ages of most of the people in your group?
   1. Under twelve   2. Twelve to fifteen   3. Sixteen to eighteen 4. Nineteen to twenty-five   5. Over twenty-five   NA

10. Does this group spend a lot of time together in public places like the park, the street, shopping area, or the neighborhood?
    1. No   2. Yes   NA

11. Does this group have an area or place that it calls its own?
    1. No   2. Yes   NA

12. **(IF YES)** Does your group defend this area or place against other groups?
    1. No   2. Yes   NA

13. How long has this group existed?
    1. Less than three months

    2. Three months to less than one year

    3. One to four years

    4. Five to ten years

    5. Eleven to twenty years

    6. More than twenty years

    NA

14. Is doing illegal things accepted by or okay for your group?   1. No   2. Yes   NA

15. Do people in your group actually do illegal things together?   1. No   2. Yes   NA

16. Do you consider your group of friends to be a gang?   1. No   2. Yes   NA

17. If you do not consider your group of friends to be a gang, is there some other word you use to describe your group?   1. No   2. Yes

18. **(IF YES)** What is that word? _____

I. The following questions are about how much different people have influenced you.

1. Have any of the following told you about the dangers of drugs, violence, or gangs?

a. Friends	1. Never	2. Sometimes	3. Often
b. Family members	1. Never	2. Sometimes	3. Often
c. School teachers	1. Never	2. Sometimes	3. Often
d. Other adults in your neighborhood	1. Never	2. Sometimes	3. Often
e. Police officers	1. Never	2. Sometimes	3. Often
f. The media (TV, movies, music)	1. Never	2. Sometimes	3. Often

2. Have any of the following encouraged you to be involved in drugs, violence, or gangs?

a. Friends	1. Never	2. Sometimes	3. Often
b. Family members	1. Never	2. Sometimes	3. Often
c. School teachers	1. Never	2. Sometimes	3. Often
d. Other adults in your neighborhood	1. Never	2. Sometimes	3. Often
e. Police officers	1. Never	2. Sometimes	3. Often
f. The media (TV, movies, music)	1. Never	2. Sometimes	3. Often

J. Please indicate the extent to which you think these statements describe you.

1. I would feel sorry for a lonely stranger in a group.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. I worry about how other people feel.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. I feel happy when I see other people celebrating.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. Seeing other people cry has no effect on me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. I would find it very hard to break bad news to someone.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I often interrupt someone talking to me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. I look at the person talking to me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. I pay attention to other people's body language when they are talking to me.

9.   I ask questions of the person speaking to me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10.   I talk to my friends about my problems.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11.   I talk to adults about my problems.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12.   When I make plans, I am certain I can make them work.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13.   If I can't do something the first time, I keep trying until I can.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14.   When I have something unpleasant to do, I stick to it until I finish it.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15.   When I decide to do something, I go right to work on it.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16.   Failure just makes me try harder.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

How much do you agree or disagree with the following statements?

17.   When someone disrespects you, it is important that you use physical force or aggression to teach him or her not to disrespect you.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

18.   If someone uses violence against you, it is important that you use violence against him or her to get even.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

19.   People will take advantage of you if you don't let them know how tough you are.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

20.   People do not respect a person who is afraid to fight physically for his/her rights.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

21.   Sometimes you need to threaten people in order to get them to treat you fairly.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

22.   It is important to show others that you cannot be intimidated.
   1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

23.   People tend to respect a person who is tough and aggressive.

1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

K. Studies have found that everyone breaks the rules and laws some times. Please circle the category that best indicates how many times in the past 6 months you have done each thing.
How many times in the last 6 months have you . . .

1.	Skipped classes without an excuse?	0 1 2 3 4 5 6 7 8 9 10 more than 10
2.	Lied about your age to get into some place or to buy something?	0 1 2 3 4 5 6 7 8 9 10 more than 10
3.	Avoided paying for things such as movies, bus, or subway rides?	0 1 2 3 4 5 6 7 8 9 10 more than 10
4.	Purposely damaged or destroyed property that did not belong to you?	0 1 2 3 4 5 6 7 8 9 10 more than 10
5.	Carried a hidden weapon for protection?	0 1 2 3 4 5 6 7 8 9 10 more than 10

IF YES,   5a. What kind of weapon?   1. Gun   2. Knife   3. Other _____

6.	Illegally spray painted a wall or a building?	0 1 2 3 4 5 6 7 8 9 10 more than 10
7.	Stolen or tried to steal something worth <u>less</u> than $50?	0 1 2 3 4 5 6 7 8 9 10 more than 10
8.	Stolen or tried to steal something worth <u>more</u> than $50?	0 1 2 3 4 5 6 7 8 9 10 more than 10
9.	Gone into or tried to go into a building to steal something?	0 1 2 3 4 5 6 7 8 9 10 more than 10
10.	Hit someone with the idea of hurting him/her?	0 1 2 3 4 5 6 7 8 9 10 more than 10
11.	Attacked someone with a weapon?	0 1 2 3 4 5 6 7 8 9 10 more than 10
12.	Used a weapon or force to get money or things from people?	0 1 2 3 4 5 6 7 8 9 10 more than 10
13.	Been involved in gang fights?	0 1 2 3 4 5 6 7 8 9 10 more than 10
14.	Sold marijuana or other illegal drugs?	0 1 2 3 4 5 6 7 8 9 10 more than 10
15.	Bullied other students at school?	0 1 2 3 4 5 6 7 8 9 10 more than 10

16. Said any mean, threatening, or embarrassing
things to other students through text
messages, phone calls, email, or websites?   0 1 2 3 4 5 6 7 8 9 10   more than 10

How many times in the past 6 months have you …

17. Been stopped by the police or
law enforcement officers for questioning?   0 1 2 3 4 5 6 7 8 9 10   more than 10

18. Been arrested?   0 1 2 3 4 5 6 7 8 9 10   more than 10

19. If you have been stopped or arrested by the police, how satisfied were you with the way you were
treated by the officer(s) when you were stopped or arrested? **(If more than 1 time, think about
the most recent time.)**

    1. Very dissatisfied   2. Dissatisfied   3. Neither dissatisfied nor satisfied   4. Satisfied   5. Very Satisfied

**L. For the following list of drugs, please circle the category that best describes how often you've used
each of these drugs in the past 6 months.**

1. Tobacco products?   0   1 – 2 times   About once a month   About once a week   Every day

2. Alcohol?   0   1 – 2 times   About once a month   About once a week   Every day

3. Marijuana or other illegal drugs?   0   1 – 2 times   About once a month   About once a week   Every day

4. Paint, glue or other things you
inhale to get high?   0   1 – 2 times   About once a month   About once a week   Every day

M. How many times have the following things happened to you in the past 6 months?

1. Been attacked or threatened on your way
to or from school?   0 1 2 3 4 5 6 7 8 9 10   more than 10

2. Had your things stolen from you at school?   0 1 2 3 4 5 6 7 8 9 10   more than 10

3. Been attacked or threatened at school?   0 1 2 3 4 5 6 7 8 9 10   more than 10

4. Had mean rumors or lies spread about
you at school?   0 1 2 3 4 5 6 7 8 9 10   more than 10

5. Had sexual jokes, comments, or gestures
made to you at school?   0 1 2 3 4 5 6 7 8 9 10   more than 10

6.   Been made fun of at school because
     of your looks or the way you talk?   0 1 2 3 4 5 6 7 8 9 10   more than 10

7.   Been bullied at school?   0 1 2 3 4 5 6 7 8 9 10   more than 10

Other than the events you have just reported happening at school, have the following things happened to you outside of school? How many times in the last 6 months have you …

8.   Been hit by someone trying to hurt you?   0 1 2 3 4 5 6 7 8 9 10   more than 10

9.   Had someone use a weapon or force to
     get money or things from you?   0 1 2 3 4 5 6 7 8 9 10   more than 10

10. Been attacked by someone with a weapon or
     by someone trying to seriously hurt or kill you?   0 1 2 3 4 5 6 7 8 9 10   more than 10

11. Had some of your things stolen from you?   0 1 2 3 4 5 6 7 8 9 10   more than 10

12. Had any mean, threatening, or embarrassing
     things said about you or to you through text
     messages, phone calls, email, or websites?   0 1 2 3 4 5 6 7 8 9 10   more than 10

13. If you were a crime victim during the past 6 months, how many times did you report these events
     to the police?   0 1 2 3 4 5 6 7 8 9 10   more than 10

14. How satisfied were you with the way you were treated when you reported the event to the
     police? **(If more than 1 time, think about the most recent time.)**

     1. Very dissatisfied   2. Dissatisfied   3. Neither dissatisfied nor satisfied   4. Satisfied   5. Very Satisfied

N. The following questions ask about your attitudes about gangs and things that gangs do.

1.   Whether or not you are a member of a gang, what **GOOD** things do you think would happen to you as
     a gang member? (**CIRCLE ALL THAT APPLY**)
     1. I would be part of a family.
     2. I would fit into a group better.
     3. I would have excitement.
     4. I would be "cool."
     5. I would be protected.
     6. I would feel successful.
     7. I would get money.
     8. There are no good things.
     9. Other (SPECIFY)_____

2.   Whether or not you are a gang member, what **BAD** things do you think would happen to you as a gang member? (**CIRCLE ALL THAT APPLY**)
    1. I would feel guilty.
    2. I would get into trouble with police.
    3. I would get into trouble with parents.
    4. I would get into trouble with teachers.
    5. I would lose my nongang friends.
    6. I would get hurt.
    7. I would get killed.
    8. There are no bad things.
    9. Other (SPECIFY)_____

3.   Have you ever been a gang member?   1. No   2. Yes

4.   Are you now in a gang?   1. No   2. Yes

(IF YOU ARE NOT IN A GANG, CIRCLE THE "Not in gang" RESPONSE TO QUESTIONS 5 - 9)

5.   Imagine a "bull's eye" target represents your gang with a 1 in the middle circle and a 5 in the outside ring. How far from the center of the gang are you? Circle the number that best describes your place in your gang.

        1   2   3   4   5   0. Not in Gang

6.   Do the following describe your gang?

a. You can join before age 13.	1. No	2. Yes	0. Not in gang
b. There are initiation rites.	1. No	2. Yes	0. Not in gang
c. The gang has established leaders.	1. No	2. Yes	0. Not in gang
d. The gang has regular meetings.	1. No	2. Yes	0. Not in gang
e. The gang has specific rules or codes.	1. No	2. Yes	0. Not in gang
f. Gang members have specific roles.	1. No	2. Yes	0. Not in gang
g. There are roles for each age group.	1. No	2. Yes	0. Not in gang
h. The gang has symbols or colors.	1. No	2. Yes	0. Not in gang
i. There are specific roles for girls.	1. No	2. Yes	0. Not in gang
j. There are specific roles for boys.	1. No	2. Yes	0. Not in gang

7. How old were you when you joined this gang?

   About _____ years old.   0. Not in gang

8. Why did you join the gang? (**CIRCLE ALL THAT APPLY**)

0. Not in gang	5. I was forced to join
1. For fun	6. To get respect
2. For protection	7. For money
3. A friend was in the gang	8. To fit in better
4. A brother or sister was in the gang	9. Other (SPECIFY)_____

9. Do members of your gang do these things together?

a. Help out in the community	1. No	2. Yes	0. Not in gang
b. Get in fights with other gangs	1. No	2. Yes	0. Not in gang
c. Provide protection for each other	1. No	2. Yes	0. Not in gang
d. Steal things	1. No	2. Yes	0. Not in gang
e. Rob other people	1. No	2. Yes	0. Not in gang
f. Steal cars	1. No	2. Yes	0. Not in gang
g. Sell marijuana	1. No	2. Yes	0. Not in gang
h. Sell other illegal drugs	1. No	2. Yes	0. Not in gang
i. Damage or destroy property	1. No	2. Yes	0. Not in gang

10. If you were a gang member at some point in your life, but you are not now a gang member, why did you leave the gang? (**CIRCLE ALL THAT APPLY**)

    0. Never in a gang.
    1. Now in a gang.
    2. A friend was hurt or killed.
    3. A family member was hurt or killed.
    4. I was hurt.
    5. I got in trouble with the police.
    6. An adult encouraged me to get out.
    7. I made new friends.
    8. I just felt like it.
    9. I moved to a new home or school.
    10. My parents made me leave the gang.
    11. It wasn't what I thought it was going to be.
    12. Other _____

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11. If you were a gang member at some point in your life, but you are not now a gang member, how did you leave the gang? (**CIRCLE ALL THAT APPLY**)
    0. Never in a gang.
    1. Now in a gang.
    2. I just left.
    3. I moved away.
    4. I had to fight other members of the gang ("jumped out or beaten out").
    5. I had to commit a crime.
    6. I was allowed out by gang leaders.
    7. Other _____

12. If you were a gang member at some point in your life, but you are not now a gang member, were there any consequences that resulted from you leaving the gang?
    0. Never in a gang
    1. Now in a gang
    2. No
    3. Yes
        12a. **IF YES,** what were those consequences? (**CIRCLE ALL THAT APPLY**)
            1. I was beaten up by members of my former gang.
            2. I was beaten up by members of another gang.
            3. A family member was hurt or killed.
            4. A friend was hurt or killed.
            5. I was threatened.
            6. My friends or family were threatened.
            7. I lost my gang friends.
            8. Other _____

O. Sometimes we find that we need help with various problems that are encountered at school or elsewhere. Please indicate how much you agree or disagree with the following statements about different kinds of services or assistance that are available to people when they need help.

1. You are aware of programs and services in your community that help victims of crime.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. You know where a person can go for help if he/she is victimized.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   If a friend was in trouble, you could tell him/her where to go for help.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4.   There is someone you could talk to if you had a problem at school.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

P. For these next few statements, please circle the answer that best reflects your opinion. Remember, there are no right or wrong answers.

1.   There's not much I can do to change our community.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2.   Teenagers are usually viewed as the problem, not part of the solution.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   It is my responsibility to do something about problems in our community.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4.   My involvement in the community improves others' lives.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5.   Teenagers can make a difference in improving their community.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6.   I often think about how my actions affect other people.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7.   I work well with adults.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8.   Adults never listen to young people.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9.   Gangs interfere with the peace and safety of a neighborhood.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10.   Getting involved with gangs will interfere with reaching my goals.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11.   I have limited my activities as a result of gangs in my neighborhood.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. People only help others when they think they are going to get something out of it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. I value being a team member.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. It feels good to do something without expecting anything in return.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. I always do my part.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. I don't like to work unless I get paid for it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

17. If you don't look out for yourself, no one else will.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

Q. Sometimes our behavior brings responses from other people. These next few questions are about responses to behaviors. Please circle the number of times each of the following has happened to you.

How many times in the past 6 months have you…

1. Been punished by your parent(s) or caregiver(s) because of your behavior in school or in the community?
   0   1   2   3   4   5   6   7   8   9   10   more than 10

2. Been excluded from activities by your group of friends because of your behavior in school or in the community?
   0   1   2   3   4   5   6   7   8   9   10   more than 10

3. Been sent to the principal's office or given a detention because of your behavior in school?
   0   1   2   3   4   5   6   7   8   9   10   more than 10

4. Been given either an in school or out of school suspension because of your behavior in school?
   0   1   2   3   4   5   6   7   8   9   10   more than 10

5. Been yelled at or asked to leave an area by adults in your community?
   0   1   2   3   4   5   6   7   8   9   10   more than 10

R. How likely is it that you would report the following events if you saw someone doing the following things?

1.   Breaking into a locker at school?
          1. Not at all likely   2. A little likely   3. Somewhat likely   4 . Likely   5. Very likely

2.   Bullying another student at school?
          1. Not at all likely   2. A little likely   3. Somewhat likely   4 . Likely   5. Very likely

3.   Breaking into a home in your community?
          1. Not at all likely   2 . A little likely   3. Somewhat likely   4 . Likely   5. Very likely

4.   Beating up a stranger on the street?
          1. Not at all likely   2 . A little likely   3. Somewhat likely   4 . Likely   5. Very likely

5.   Cheating on a test at school?
          1. Not at all likely   2 . A little likely   3. Somewhat likely   4 . Likely   5. Very likely

6.   Stealing something from a store?
          1. Not at all likely   2 . A little likely   3. Somewhat likely   4 . Likely   5. Very likely

Thank you very much for answering these questions. We really appreciate your help.

NATIONAL EVALUATION OF G.R.E.A.T.

STUDENT QUESTIONNAIRE

Wave 5

School Year 2009 - 2010

University of Missouri-St. Louis
Department of Criminology and Criminal Justice
8001 Natural Bridge Road
St. Louis, MO 63121

INSTRUCTIONS

1.   Please answer the questions in the order they appear.

2.   Circle the number that shows your best answer to each question.

3.   There are no right or wrong answers.   Your opinion is what counts.

4.   Do **NOT** write your name on the questionnaire.

5.   Your answers are CONFIDENTIAL - - no one outside of our research office will ever connect your name with the answers you give.

6.   You have the right to skip any question that you do not want to answer.

7.   You can stop filling out the questionnaire any time you wish.

WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS

Please provide the following information. Once you have completed this page, tear it out and give it to one of the researchers. You will receive $5.00 for completing the 2009 student questionnaire for the Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program.

PLEASE PRINT

Your Name:_____
            (First)   (Middle)   (Last)

Address: _____

_____
      (City)   (State)   (Zip Code)

Signature:_____

Date: _____

A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.

1. I am
    1. Male
    2. Female

2. I am
    1. White/Anglo, not Hispanic   **(CIRCLE ALL THAT APPLY)**
    2. Black/African-American
    3. Hispanic/Latino
    4. American Indian/Native American
    5. Asian/Pacific Islander/Oriental
    6. Other (SPECIFY)_____

3. How old are you?   12   13   14   15   16   17   18

4. I live with
    1. my mother and my father
    2. my mother only
    3. my father only
    4. my mother and stepfather
    5. my father and stepmother
    6. my mother and other adult (SPECIFY)_____
    7. my father and other adult (SPECIFY) _____
    8. other relatives (SPECIFY)_____
    9. other (SPECIFY)_____

7. How many times have you moved this year (since January 1, 2009)? _____ Times

9. Looking at all your grades at school, would you say you were closest to a ….
    1. Straight A student   4. D student
    2. B student   5. F student
    3. C student   6. Something else _____

10. Other than English, is there another language spoken in your home?
    1. No   2. Yes
                        10a. **IF YES**, what language? _____

B. Much of our time is spent in schools and neighborhoods and these places affect how we feel about a lot of other things. Thinking about your school and neighborhood, please indicate how much of a problem each of the following is in your school and neighborhood. That is, are these things not a problem, somewhat of a problem, or a big problem?

1. Kids bullying or teasing other children at your school
    1. Not a problem   2. Somewhat of a problem   3. A big problem

2. Places in your school where some students are afraid to go
    1. Not a problem   2. Somewhat of a problem   3. A big problem

3. Students beating up or threatening other students at your school
    1. Not a problem   2. Somewhat of a problem   3. A big problem

4. Kids of different racial or cultural groups at your school not getting along with each other
    1. Not a problem   2. Somewhat of a problem   3. A big problem

5. Students bringing guns to school
    1. Not a problem   2. Somewhat of a problem   3. A big problem

6. Having things stolen at school
    1. Not a problem   2. Somewhat of a problem   3. A big problem

7. Run-down or poorly kept buildings in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

8. Groups of people hanging out in public places causing trouble in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

9. Graffiti on buildings and fences in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

10. Hearing gunshots in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

11. Cars traveling too fast throughout the streets of your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

12. Gangs in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

These next few questions are about how afraid you are of certain situations. Please indicate how afraid you are of the following things happening to you.

13. Having someone break into your house while you are there
    1. Not at all afraid 2. A little afraid 3. Somewhat afraid 4. Afraid 5. Very afraid

14. Having someone break into your house while you are away
    1. Not at all afraid 2. A little afraid 3. Somewhat afraid 4. Afraid 5. Very afraid

15. Having your property damaged by someone
    1. Not at all afraid 2. A little afraid 3. Somewhat afraid 4. Afraid 5. Very afraid

16. Being robbed or mugged
    1. Not at all afraid 2. A little afraid 3. Somewhat afraid 4. Afraid 5. Very afraid

17. Being attacked by someone with a weapon
    1. Not at all afraid 2. A little afraid 3. Somewhat afraid 4. Afraid 5. Very afraid

18. Being attacked or threatened on your way to or from school
    1. Not at all afraid 2. A little afraid 3. Somewhat afraid 4. Afraid 5. Very afraid

19. Having your things stolen from you at school
    1. Not at all afraid 2. A little afraid 3. Somewhat afraid 4. Afraid 5. Very afraid

20. Being attacked or threatened at school
    1. Not at all afraid 2. A little afraid 3. Somewhat afraid 4. Afraid 5. Very afraid

C. For the next set of statements, indicate how much you think these statements describe you. That is, how much do you agree or disagree with each statement? There are no right or wrong answers; it is your opinion that counts.

1. When I go someplace, I leave a note for my parents or call them to tell them where I am.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. My parents know where I am when I am not at home or at school.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. I know how to get in touch with my parents if they are not at home.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. My parents know who I am with if I am not at home.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5.	I often act without stopping to think.
	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree

6.	I don't devote much thought and effort to preparing for the future.
	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree

7.	I often do whatever brings me pleasure here and now, even at the cost of some distant goal.
	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree

8.	I'm more concerned with what happens to me in the short run than in the long run.
	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree

9.	I like to test myself every now and then by doing something a little risky.
	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree

10.	Sometimes I will take a risk just for the fun of it.
	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree

11.	I sometimes find it exciting to do things for which I might get in trouble.
	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree

12.	Excitement and adventure are more important to me than security.
	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree

13.	I lose my temper pretty easily.
	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree

14.	Often when I'm angry at people, I feel more like hurting them than talking to them about why I am angry.
	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree

15.	When I'm really angry, other people better stay away from me.
	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree

16.	When I have a serious disagreement with someone, it's usually hard for me to talk calmly about it without getting upset.
	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree

17.	I try to look out for myself first, even if it means making things difficult for other people.
	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree

18. I'm not very sympathetic to other people when they are having problems.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

19. If things I do upset people, it's their problem not mine.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

20. I will try to get the things I want even when I know it's causing problems for other people.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

D. The next few statements are about your attitudes toward the police.

1. Police officers are honest.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. Police officers are hardworking.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. Most police officers are usually friendly.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. Police officers are usually courteous.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. Police officers are respectful toward people like me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I feel safer when police officers are in my school.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. Police officers make good teachers.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. Police officers don't know much about gangs.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

E. For the next set of questions, think about your current group of friends.   During the last year, how many of your current friends have done the following?

1.   Gotten along well with teachers and adults at school?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

2.   Have been thought of as good students?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

3.   Have been generally honest and told the truth?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

4.   Almost always obeyed school rules?
        1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

Still thinking about your current friends, how likely is it that you would go along with them if they wanted you to do the following things with them?

5.   Bully another student at school?
        1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

6.   Break into a home in your community?
        1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

7.   Beat up a stranger on the street?
        1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

8.   Cheat on a test at school?
        1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

9.   Steal something from a store?
        1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

10.   Drink alcohol?
        1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

11.   Use illegal drugs?
        1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

12.   If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?
        1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

13.   If your group of friends was getting you into trouble at school, how likely is it that you would still

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hang out with them?

1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

14.   If your group of friends was getting you into trouble with the police, how likely is it that you would still hang out with them?

1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

15.   If your friends told you <u>not</u> to do something because it was wrong, how likely is it that you would listen to them?

1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

16.   If your friends told you <u>not</u> to do something because it was against the law, how likely is it that you would listen to them?

1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

Still thinking about your current friends….

17.   Do you ever spend time hanging around with your current friends not doing anything in particular where no adults are present?   1. No   2. Yes

       17a. **IF YES**, How many hours a week do you do this?
                    1. 1 -3 hours   2. 4 – 10 hours   3. more than 10 hours

18.   Do you ever spend time getting together with your current friends where drugs and alcohol are available?   1. No   2. Yes

During the last year, how many of your current friends have done the following?

19.   Skipped school without an excuse?
       1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

20.   Stolen something worth <u>less</u> than $50?
       1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

21.   Attacked someone with a weapon?
       1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

22.   Sold marijuana or other illegal drugs?
       1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

23.   Used tobacco or alcohol products?
       1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

24.   Used marijuana or other illegal drugs?
      1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

25.   Belonged to a gang?
      1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

F. These next few questions are about your opinions about a number of different things. How much do you agree or disagree with these statements?

1.   It's okay to tell a small lie if it doesn't hurt anyone.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2.   It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   It's okay to lie to someone if it will keep you out of trouble with them.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4.   It's okay to steal something from someone who is rich and can easily replace it.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5.   It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6.   It's okay to steal something if that's the only way you could ever get it.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7.   It's okay to beat up someone if they hit you first.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8.   It's okay to beat up someone if you have to stand up for or protect your rights.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9.   It's okay to beat up someone if they are threatening to hurt your friends or family.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

These next few questions are about school.

10.   Homework is a waste of time.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11. I try hard in school.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. Education is so important that it's worth it to put up with things about school that I don't like.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. In general, I like school.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. Grades are very important to me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. I usually finish my homework.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
   1. Definitely Go with Friends   2. Probably Go with Friends   3. Uncertain   4. Probably Study   5. Definitely Study

For these next few questions, how guilty or how badly would you feel if you . . .

17. Skipped school without an excuse?
   1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

18. Stole something worth less than $50?
   1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

19. Attacked someone with a weapon?
   1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

20. Sold marijuana or other illegal drugs?
   1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

21. Used tobacco or alcohol products?
   1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

22. Used marijuana or other illegal drugs?
   1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

23. Belonged to a gang?
   1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

G. Every now and then we get upset with other people. During the past year when you've gotten upset with someone, how often have you done the following?

1.   Talked to the person about why I was upset.
       1. Never   2. Sometimes   3. Often

2.   Tried to figure out why I was upset.
       1. Never   2. Sometimes   3. Often

3.   Did nothing and just stayed angry for a while.
       1. Never   2. Sometimes   3. Often

4.   Told the person off or yelled at them.
       1. Never   2. Sometimes   3. Often

5.   Hit the person.
       1. Never   2. Sometimes   3. Often

When someone else was upset, how often have you done the following things during the past year?

6.   Asked the person why he/she was upset.
       1. Never   2. Sometimes   3. Often

7.   Spoken to him/her in a calm voice.
       1. Never   2. Sometimes   3. Often

8.   Told the person he/she shouldn't be upset.
       1. Never   2. Sometimes   3. Often

9.   Yelled at or argued with the person.
       1. Never   2. Sometimes   3. Often

And, every now and then we try to avoid doing things that our friends try to get us to do. During the past year when this has happened to you, how often have you done the following?

10.   Told the person that I can't do it because my parents will get upset with me.
       1. Never   2. Sometimes   3. Often

11.   Tried to get out of it by saying I have other things to do.
       1. Never   2. Sometimes   3. Often

12.   Said no like I really meant it.
       1. Never   2. Sometimes   3. Often

13.   Ignored the person.
       1. Never   2. Sometimes   3. Often

14. Just gone along with it.

    1. Never   2. Sometimes   3. Often

Every now and then things happen to us. How likely do you think it is that the following things will happen to you?

15. Having someone break into your house while you are there

    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

16. Having someone break into your house while you are away

    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

17. Having your property damaged by someone

    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

18. Being robbed or mugged

    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

19. Being attacked by someone with a weapon

    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

20. Being attacked or threatened on your way to or from school

    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

21. Having your things stolen from you at school

    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

22. Being attacked or threatened at school

    1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

H. During the past year, were you involved in the following activities?

1. School activities or athletics?   1. No   2. Yes

2. Community activities such as scouts or athletic leagues?   1. No   2. Yes

3. Religious activities?   1. No   2. Yes

4. Your own family activities?   1. No   2. Yes

5. In addition to activities such as those listed above, some people have a certain group of friends that they spend time with, doing things together or just hanging out. Do you have a group of friends like that?

                                        1. No   2. Yes

If you have more than one such group, think about the one that is most important to you.
If you do not have such a group of friends, please circle NA (Not Applicable) after each question.

6.   About how many people, other than you, belong to this group?
          1   2 - 5   6 - 10   11 - 20   21 - 50   51 – 100   more than 100   NA

7.   Which of the following categories best describes this group?
          1. All male   2. Mostly male   3. About half male, half female   4. Mostly female   5. All female   NA

8.   Which one of the following categories best describes the races/ethnicities of people in your group?
          1. All are my race/ethnicity

          2. Most are my race/ethnicity

          3. About half are my race/ethnicity

          4. Few are my race/ethnicity

          5. I am the only one of my race/ethnicity
          NA

9.   Which one of the following best describes the ages of most of the people in your group?
          1. Under twelve 2. Twelve to fifteen   3. Sixteen to eighteen 4. Nineteen to twenty-five 5. Over twenty-five   NA

10.   Does this group spend a lot of time together in public places like the park, the street, shopping area, or the neighborhood?
          1. No   2. Yes   NA

11.   Does this group have an area or place that it calls its own?
          1. No   2. Yes   NA

12.   **(IF YES)** Does your group defend this area or place against other groups?
          1. No   2. Yes   NA

13.   How long has this group existed?
          1. Less than three months

          2. Three months to less than one year

          3. One to four years

          4. Five to ten years

          5. Eleven to twenty years

          6. More than twenty years

          NA

14.   Is doing illegal things accepted by or okay for your group?   1. No   2. Yes NA

15.   Do people in your group actually do illegal things together?   1. No   2. Yes NA

16.   Do you consider your group of friends to be a gang?   1. No   2. Yes NA

17.   If you do not consider your group of friends to be a gang, is there some other word you use to describe

your group?   1. No   2. Yes

18. **(IF YES)** What is that word? _____

I. The following questions are about how much different people have influenced you.

1. Have any of the following told you about the dangers of drugs, violence, or gangs?

a. Friends	1. Never	2. Sometimes	3. Often
b. Family members	1. Never	2. Sometimes	3. Often
c. School teachers	1. Never	2. Sometimes	3. Often
d. Other adults in your neighborhood	1. Never	2. Sometimes	3. Often
e. Police officers	1. Never	2. Sometimes	3. Often
f. The media (TV, movies, music)	1. Never	2. Sometimes	3. Often

2. Have any of the following encouraged you to be involved in drugs, violence, or gangs?

a. Friends	1. Never	2. Sometimes	3. Often
b. Family members	1. Never	2. Sometimes	3. Often
c. School teachers	1. Never	2. Sometimes	3. Often
d. Other adults in your neighborhood	1. Never	2. Sometimes	3. Often
e. Police officers	1. Never	2. Sometimes	3. Often
f. The media (TV, movies, music)	1. Never	2. Sometimes	3. Often

J. Please indicate the extent to which you think these statements describe you.

1.   I would feel sorry for a lonely stranger in a group.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2.   I worry about how other people feel.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   I feel happy when I see other people celebrating.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4.   Seeing other people cry has no effect on me.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5.   I would find it very hard to break bad news to someone.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6.   I often interrupt someone talking to me.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. I look at the person talking to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. I pay attention to other people's body language when they are talking to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. I ask questions of the person speaking to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. I talk to my friends about my problems.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. I talk to adults about my problems.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

12. When I make plans, I am certain I can make them work.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

13. If I can't do something the first time, I keep trying until I can.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. When I have something unpleasant to do, I stick to it until I finish it.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. When I decide to do something, I go right to work on it.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. Failure just makes me try harder.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

How much do you agree or disagree with the following statements?

17. When someone disrespects you, it is important that you use physical force or aggression to teach him or her not to disrespect you.
    1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

18. If someone uses violence against you, it is important that you use violence against him or her to get even.
    1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

19. People will take advantage of you if you don't let them know how tough you are.
    1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

20. People do not respect a person who is afraid to fight physically for his/her rights.
    1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

21. Sometimes you need to threaten people in order to get them to treat you fairly.
    1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

22. It is important to show others that you cannot be intimidated.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

23. People tend to respect a person who is tough and aggressive.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

How often have your parents told you to do these things?

24. If someone hits you, hit them back.
    1. Never   2. Sometimes   3. Often

25. If someone calls you names, hit them.
    1. Never   2. Sometimes   3. Often

26. If someone calls you names, call them names back.
    1. Never   2. Sometimes   3. Often

27. If someone asks you to fight, hit them first.
    1. Never   2. Sometimes   3. Often

28. If you can't solve the problem by talking, it is best to solve it through fighting.
    1. Never   2. Sometimes   3. Often

K. Studies have found that everyone breaks the rules and laws some times. Please circle the category that best indicates how many times in the past 6 months you have done each thing. How many times in the last 6 months have you . . .

1. Skipped classes without an excuse?   0 1 2 3 4 5 6 7 8 9 10 more than 10

2. Lied about your age to get into
   some place or to buy something?   0 1 2 3 4 5 6 7 8 9 10 more than 10

3. Avoided paying for things such as
   movies, bus, or subway rides?   0 1 2 3 4 5 6 7 8 9 10 more than 10

4. Purposely damaged or destroyed
   property that did not belong to you?   0 1 2 3 4 5 6 7 8 9 10 more than 10

5. Carried a hidden weapon for protection?   0 1 2 3 4 5 6 7 8 9 10 more than 10

        IF YES,   5a. What kind of weapon?   1. Gun   2. Knife   3. Other _____

6. Illegally spray painted a wall or a building?   0 1 2 3 4 5 6 7 8 9 10 more than 10

7. Stolen or tried to steal something worth
<u>less</u> than $50? 0 1 2 3 4 5 6 7 8 9 10 more than 10

8. Stolen or tried to steal something worth
<u>more</u> than $50? 0 1 2 3 4 5 6 7 8 9 10 more than 10

9. Gone into or tried to go into a building
to steal something? 0 1 2 3 4 5 6 7 8 9 10 more than 10

10. Hit someone with the idea of hurting him/her? 0 1 2 3 4 5 6 7 8 9 10 more than 10

11. Attacked someone with a weapon? 0 1 2 3 4 5 6 7 8 9 10 more than 10

12. Used a weapon or force to get money
or things from people? 0 1 2 3 4 5 6 7 8 9 10 more than 10

13. Been involved in gang fights? 0 1 2 3 4 5 6 7 8 9 10 more than 10

14. Sold marijuana or other illegal drugs? 0 1 2 3 4 5 6 7 8 9 10 more than 10

15. Bullied other students at school? 0 1 2 3 4 5 6 7 8 9 10 more than 10

16. Said any mean, threatening, or embarrassing
things to other students through text
messages, phone calls, email, or websites? 0 1 2 3 4 5 6 7 8 9 10 more than 10

How many times in the past 6 months have you …

17. Been stopped by the police or
law enforcement officers for questioning? 0 1 2 3 4 5 6 7 8 9 10 more than 10

18. Been arrested? 0 1 2 3 4 5 6 7 8 9 10 more than 10

19. If you have been stopped or arrested by the police, how satisfied were you with the way you were treated by the officer(s) when you were stopped or arrested? **(If more than 1 time, think about the most recent time.)**

1. Very dissatisfied   2. Dissatisfied   3. Neither dissatisfied nor satisfied   4. Satisfied   5. Very Satisfied

L. For the following list of drugs, please circle the category that best describes how often you've used each of these drugs in the past 6 months.

1. Tobacco products? 0   1 – 2 times   About once a month   About once a week   Every day

2. Alcohol? 0   1 – 2 times   About once a month   About once a week   Every day

3.   Marijuana or other illegal drugs?   0   1 – 2 times   About once a month   About once a week   Every day

4.   Paint, glue or other things you
inhale to get high?   0   1 – 2 times   About once a month   About once a week   Every day

M. How many times have the following things happened to you in the past 6 months?

1.   Been attacked or threatened on your way
to or from school?   0   1   2   3   4   5   6   7   8   9   10   more than 10

2.   Had your things stolen from you at school?   0   1   2   3   4   5   6   7   8   9   10   more than 10

3.   Been attacked or threatened at school?   0   1   2   3   4   5   6   7   8   9   10   more than 10

4.   Had mean rumors or lies spread about
you at school?   0   1   2   3   4   5   6   7   8   9   10   more than 10

5.   Had sexual jokes, comments, or gestures
made to you at school?   0   1   2   3   4   5   6   7   8   9   10   more than 10

6.   Been made fun of at school because
of your looks or the way you talk?   0   1   2   3   4   5   6   7   8   9   10   more than 10

7.   Been bullied at school?   0   1   2   3   4   5   6   7   8   9   10   more than 10

Other than the events you have just reported happening at school, have the following things happened to you outside of school? How many times in the last 6 months have you …

8.   Been hit by someone trying to hurt you?   0   1   2   3   4   5   6   7   8   9   10   more than 10

9.   Had someone use a weapon or force to
get money or things from you?   0   1   2   3   4   5   6   7   8   9   10   more than 10

10.   Been attacked by someone with a weapon or
by someone trying to seriously hurt or kill you?   0   1   2   3   4   5   6   7   8   9   10   more than 10

11.   Had some of your things stolen from you?   0   1   2   3   4   5   6   7   8   9   10   more than 10

12.   Had any mean, threatening, or embarrassing
things said about you or to you through text
messages, phone calls, email, or websites?   0   1   2   3   4   5   6   7   8   9   10   more than 10

13.   If you were a crime victim during the past 6 months, how many times did you report these events
to the police?   0   1   2   3   4   5   6   7   8   9   10   more than 10

14.   How satisfied were you with the way you were treated when you reported the event to the police? **(If more than 1 time, think about the most recent time.)**

   1. Very dissatisfied   2. Dissatisfied   3. Neither dissatisfied nor satisfied   4. Satisfied   5. Very Satisfied

N. The following questions ask about your attitudes about gangs and things that gangs do.

1.   Whether or not you are a member of a gang, what **GOOD** things do you think would happen to you as a gang member? (**CIRCLE ALL THAT APPLY**)
   1. I would be part of a family.
   2. I would fit into a group better.
   3. I would have excitement.
   4. I would be "cool."
   5. I would be protected.
   6. I would feel successful.
   7. I would get money.
   8. There are no good things.
   9. Other (SPECIFY)_____

2.   Whether or not you are a gang member, what **BAD** things do you think would happen to you as a gang member? (**CIRCLE ALL THAT APPLY**)
   1. I would feel guilty.
   2. I would get into trouble with police.
   3. I would get into trouble with parents.
   4. I would get into trouble with teachers.
   5. I would lose my nongang friends.
   6. I would get hurt.
   7. I would get killed.
   8. There are no bad things.
   9. Other (SPECIFY)_____

3.   Have you ever been a gang member?   1. No   2. Yes

4.   Are you now in a gang?   1. No   2. Yes

(IF YOU ARE NOT IN A GANG, CIRCLE THE "Not in gang" RESPONSE TO QUESTIONS 5 - 9)

5. Imagine a "bull's eye" target represents your gang with a 1 in the middle circle and a 5 in the outside ring. How far from the center of the gang are you? Circle the number that best describes your place in your gang.

    1   2   3   4   5   0. Not in Gang

6. Do the following describe your gang?
   a. You can join before age 13.   1. No   2. Yes   0. Not in gang

   b. There are initiation rites.   1. No   2. Yes   0. Not in gang

   c. The gang has established leaders.   1. No   2. Yes   0. Not in gang

   d. The gang has regular meetings.   1. No   2. Yes   0. Not in gang

   e. The gang has specific rules or codes.   1. No   2. Yes   0. Not in gang

   f. Gang members have specific roles.   1. No   2. Yes   0. Not in gang

   g. There are roles for each age group.   1. No   2. Yes   0. Not in gang

   h. The gang has symbols or colors.   1. No   2. Yes   0. Not in gang

   i. There are specific roles for girls.   1. No   2. Yes   0. Not in gang

   j. There are specific roles for boys.   1. No   2. Yes   0. Not in gang

7. How old were you when you joined this gang?
   About _____ years old.   0. Not in gang

8. Why did you join the gang? (**CIRCLE ALL THAT APPLY**)
   0. Not in gang   5. I was forced to join
   1. For fun   6. To get respect
   2. For protection   7. For money
   3. A friend was in the gang   8. To fit in better
   4. A brother or sister was in the gang 9. Other (SPECIFY)_____

9. Do members of your gang do these things together?
   a. Help out in the community   1. No   2. Yes   0. Not in gang

   b. Get in fights with other gangs   1. No   2. Yes   0. Not in gang

   c. Provide protection for each other   1. No   2. Yes   0. Not in gang

   d. Steal things   1. No   2. Yes   0. Not in gang

   e. Rob other people   1. No   2. Yes   0. Not in gang

   f. Steal cars   1. No   2. Yes   0. Not in gang

   g. Sell marijuana   1. No   2. Yes   0. Not in gang

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| h. Sell other illegal drugs | 1. No | 2. Yes | 0. Not in gang |
| i. Damage or destroy property | 1. No | 2. Yes | 0. Not in gang |

10. If you were a gang member at some point in your life, but you are not now a gang member, why did you leave the gang? (**CIRCLE ALL THAT APPLY**)
    0. Never in a gang.
    1. Now in a gang.
    2. A friend was hurt or killed.
    3. A family member was hurt or killed.
    4. I was hurt.
    5. I got in trouble with the police.
    6. An adult encouraged me to get out.
    7. I made new friends.
    8. I just felt like it.
    9. I moved to a new home or school.
    10. My parents made me leave the gang.
    11. It wasn't what I thought it was going to be.
    12. Other _____

11. If you were a gang member at some point in your life, but you are not now a gang member, how did you leave the gang? (**CIRCLE ALL THAT APPLY**)
    0. Never in a gang.
    1. Now in a gang.
    2. I just left.
    3. I moved away.
    4. I had to fight other members of the gang ("jumped out or beaten out").
    5. I had to commit a crime.
    6. I was allowed out by gang leaders.
    7. Other _____

12. If you were a gang member at some point in your life, but you are not now a gang member, were there any consequences that resulted from you leaving the gang?
    0. Never in a gang
    1. Now in a gang
    2. No
    3. Yes
        12a. **IF YES,** what were those consequences? (**CIRCLE ALL THAT APPLY**)
            1. I was beaten up by members of my former gang.
            2. I was beaten up by members of another gang.
            3. A family member was hurt or killed.

4. A friend was hurt or killed.
5. I was threatened.
6. My friends or family were threatened.
7. I lost my gang friends.
8. Other _____

O. Sometimes we find that we need help with various problems that are encountered at school or elsewhere. Please indicate how much you agree or disagree with the following statements about different kinds of services or assistance that are available to people when they need help.

1. You are aware of programs and services in your community that help victims of crime.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. You know where a person can go for help if he/she is victimized.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. If a friend was in trouble, you could tell him/her where to go for help.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. There is someone you could talk to if you had a problem at school.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

P. For these next few statements, please circle the answer that best reflects your opinion. Remember, there are no right or wrong answers.

1. There's not much I can do to change our community.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. Teenagers are usually viewed as the problem, not part of the solution.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. It is my responsibility to do something about problems in our community.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. My involvement in the community improves others' lives.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. Teenagers can make a difference in improving their community.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I often think about how my actions affect other people.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. I work well with adults.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. Adults never listen to young people.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9. Gangs interfere with the peace and safety of a neighborhood.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10. Getting involved with gangs will interfere with reaching my goals.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11. I have limited my activities as a result of gangs in my neighborhood.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. People only help others when they think they are going to get something out of it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. I value being a team member.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. It feels good to do something without expecting anything in return.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. I always do my part.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. I don't like to work unless I get paid for it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

17. If you don't look out for yourself, no one else will.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

Q. Sometimes our behavior brings responses from other people. These next few questions are about responses to behaviors. Please circle the number of times each of the following has happened to you.

How many times in the past 6 months have you…

1. Been punished by your parent(s) or caregiver(s) because of your behavior in school or in the community?

   0   1   2   3   4   5   6   7   8   9   10   more than 10

2. Been excluded from activities by your group of friends because of your behavior in school or in the

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community?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | more than 10 |

3.   Been sent to the principal's office or given a detention because of your behavior in school?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | more than 10 |

4.   Been given either an in school or out of school suspension because of your behavior in school?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | more than 10 |

5.   Been yelled at or asked to leave an area by adults in your community?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | more than 10 |

R. How likely is it that you would report the following events if you saw someone doing the following things?

1.   Breaking into a locker at school?
       1. Not at all likely   2. A little likely   3. Somewhat likely   4 . Likely   5. Very likely

2.   Bullying another student at school?
       1. Not at all likely   2. A little likely   3. Somewhat likely   4 . Likely   5. Very likely

3.   Breaking into a home in your community?
       1. Not at all likely   2 . A little likely   3. Somewhat likely   4 . Likely   5. Very likely

4.   Beating up a stranger on the street?
       1. Not at all likely   2 . A little likely   3. Somewhat likely   4 . Likely   5. Very likely

5.   Cheating on a test at school?
       1. Not at all likely   2 . A little likely   3. Somewhat likely   4 . Likely   5. Very likely

6.   Stealing something from a store?
       1. Not at all likely   2 . A little likely   3. Somewhat likely   4 . Likely   5. Very likely

Thank you very much for answering these questions. We really appreciate your help.

NATIONAL EVALUATION OF G.R.E.A.T.

STUDENT QUESTIONNAIRE

Wave 6

School Year 2010 - 2011

University of Missouri-St. Louis
Department of Criminology and Criminal Justice
8001 Natural Bridge Road
St. Louis, MO 63121

INSTRUCTIONS

1.   Please answer the questions in the order they appear.

2.   Circle the number that shows your best answer to each question.

3.   There are no right or wrong answers.   Your opinion is what counts.

4.   Do **NOT** write your name on the questionnaire.

5.   Your answers are CONFIDENTIAL - - no one outside of our research office will ever connect your name with the answers you give.

6.   You have the right to skip any question that you do not want to answer.

7.   You can stop filling out the questionnaire any time you wish.

WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS

Please provide the following information. Once you have completed this page, tear it out and give it to one of the researchers. You will receive $5.00 for completing the 2010 student questionnaire for the Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program.

PLEASE PRINT

Your Name:_____
                (First)   (Middle)   (Last)

Address: _____

_____
        (City)   (State)   (Zip Code)

Signature:_____

Date: _____

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A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.

1. I am   1. Male
                    2. Female

2. I am   1. White/Anglo, not Hispanic   **(CIRCLE ALL THAT APPLY)**
                    2. Black/African-American
                    3. Hispanic/Latino
                    4. American Indian/Native American
                    5. Asian/Pacific Islander/Oriental
                    6. Other (SPECIFY)_____

3. How old are you?   13   14   15   16   17   18   19

4. I live with 1. my mother and my father
                2. my mother only
                3. my father only
                4. my mother and stepfather
                5. my father and stepmother
                6. my mother and other adult (SPECIFY)_____
                7. my father and other adult (SPECIFY) _____
                8. other relatives (SPECIFY)_____
                9. other (SPECIFY)_____

7. How many times have you moved this year (since January 1, 2010)? _____ Times

9. Looking at all your grades at school, would you say you were closest to a ….
                1. Straight A student   4. D student
                2. B student   5. F student
                3. C student   6. Something else _____

10. Other than English, is there another language spoken in your home?
                1. No   2. Yes
                                    10a. **IF YES**, what language? _____

B. Much of our time is spent in schools and neighborhoods and these places affect how we feel about a lot of other things. Thinking about your school and neighborhood, please indicate how much of a problem each of the following is in your school and neighborhood. That is, are these things not a problem, somewhat of a problem, or a big problem?

1. Kids bullying or teasing other children at your school
    1. Not a problem   2. Somewhat of a problem   3. A big problem

2. Places in your school where some students are afraid to go
    1. Not a problem   2. Somewhat of a problem   3. A big problem

3. Students beating up or threatening other students at your school
    1. Not a problem   2. Somewhat of a problem   3. A big problem

4. Kids of different racial or cultural groups at your school not getting along with each other
    1. Not a problem   2. Somewhat of a problem   3. A big problem

5. Students bringing guns to school
    1. Not a problem   2. Somewhat of a problem   3. A big problem

6. Having things stolen at school
    1. Not a problem   2. Somewhat of a problem   3. A big problem

7. Run-down or poorly kept buildings in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

8. Groups of people hanging out in public places causing trouble in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

9. Graffiti on buildings and fences in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

10. Hearing gunshots in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

11. Cars traveling too fast throughout the streets of your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

12. Gangs in your neighborhood
    1. Not a problem   2. Somewhat of a problem   3. A big problem

These next few questions are about how afraid you are of certain situations. Please indicate how afraid you are of the following things happening to you.

13. Having someone break into your house while you are there
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

14. Having someone break into your house while you are away
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

15. Having your property damaged by someone
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

16. Being robbed or mugged
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

17. Being attacked by someone with a weapon
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

18. Being attacked or threatened on your way to or from school
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

19. Having your things stolen from you at school
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

20. Being attacked or threatened at school
   1. Not at all afraid   2. A little afraid   3. Somewhat afraid   4. Afraid
   5. Very afraid

C. For the next set of statements, indicate how much you think these statements describe you. That is, how much do you agree or disagree with each statement? There are no right or wrong answers; it is your opinion that counts.

1. When I go someplace, I leave a note for my parents or call them to tell them where I am.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. My parents know where I am when I am not at home or at school.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. I know how to get in touch with my parents if they are not at home.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. My parents know who I am with if I am not at home.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. I often act without stopping to think.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I don't devote much thought and effort to preparing for the future.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. I often do whatever brings me pleasure here and now, even at the cost of some distant goal.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. I'm more concerned with what happens to me in the short run than in the long run.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9. I like to test myself every now and then by doing something a little risky.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10. Sometimes I will take a risk just for the fun of it.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11. I sometimes find it exciting to do things for which I might get in trouble.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. Excitement and adventure are more important to me than security.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. I lose my temper pretty easily.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. Often when I'm angry at people, I feel more like hurting them than talking to them about why I am angry.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. When I'm really angry, other people better stay away from me.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. When I have a serious disagreement with someone, it's usually hard for me to talk calmly about it without getting upset.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

17. I try to look out for myself first, even if it means making things difficult for other people.

1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

18.   I'm not very sympathetic to other people when they are having problems.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

19.   If things I do upset people, it's their problem not mine.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

20.   I will try to get the things I want even when I know it's causing problems for other people.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

D. The next few statements are about your attitudes toward the police.

1.   Police officers are honest.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2.   Police officers are hardworking.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   Most police officers are usually friendly.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4.   Police officers are usually courteous.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5.   Police officers are respectful toward people like me.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6.   I feel safer when police officers are in my school.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7.   Police officers make good teachers.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8.   Police officers don't know much about gangs.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

E. For the next set of questions, think about your current group of friends. During the last year, how many of your current friends have done the following?

1. Gotten along well with teachers and adults at school?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

2. Have been thought of as good students?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

3. Have been generally honest and told the truth?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

4. Almost always obeyed school rules?
    1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

Still thinking about your current friends, how likely is it that you would go along with them if they wanted you to do the following things with them?

5. Bully another student at school?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

6. Break into a home in your community?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

7. Beat up a stranger on the street?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

8. Cheat on a test at school?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

9. Steal something from a store?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

10. Drink alcohol?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

11. Use illegal drugs?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

12. If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

13. If your group of friends was getting you into trouble at school, how likely is it that you would still hang out with them?
    1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

14. If your group of friends was getting you into trouble with the police, how likely is it that you would still hang out with them?
   1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

15. If your friends told you <u>not</u> to do something because it was wrong, how likely is it that you would listen to them?
   1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

16. If your friends told you <u>not</u> to do something because it was against the law, how likely is it that you would listen to them?
   1. Not at All Likely   2. A Little Likely   3. Somewhat Likely   4. Likely   5. Very Likely

Still thinking about your current friends….

17. Do you ever spend time hanging around with your current friends not doing anything in particular where no adults are present?   1. No   2. Yes

   17a. **IF YES**, How many hours a week do you do this?
        1. 1 -3 hours   2. 4 – 10 hours   3. more than 10 hours

18. Do you ever spend time getting together with your current friends where drugs and alcohol are available?   1. No   2. Yes

During the last year, how many of your current friends have done the following?

19. Skipped school without an excuse?
   1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

20. Stolen something worth <u>less</u> than $50?
   1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

21. Attacked someone with a weapon?
   1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

22. Sold marijuana or other illegal drugs?
   1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

23. Used tobacco or alcohol products?
   1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

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24. Used marijuana or other illegal drugs?
   1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

25. Belonged to a gang?
   1. None of them   2. Few of them   3. Half of them   4. Most of them   5. All of them

F. These next few questions are about your opinions about a number of different things. How much do you agree or disagree with these statements?

1. It's okay to tell a small lie if it doesn't hurt anyone.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. It's okay to lie to someone if it will keep you out of trouble with them.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. It's okay to steal something from someone who is rich and can easily replace it.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. It's okay to steal something if that's the only way you could ever get it.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7. It's okay to beat up someone if they hit you first.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8. It's okay to beat up someone if you have to stand up for or protect your rights.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9. It's okay to beat up someone if they are threatening to hurt your friends or family.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

These next few questions are about school.

10. Homework is a waste of time.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11. I try hard in school.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12. Education is so important that it's worth it to put up with things about school that I don't like.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13. In general, I like school.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14. Grades are very important to me.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15. I usually finish my homework.
    1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16. If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
    1. Definitely Go with Friends   2. Probably Go with Friends   3. Uncertain   4. Probably Study   5. Definitely Study

For these next few questions, how guilty or how badly would you feel if you . . .

17. Skipped school without an excuse?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

18. Stole something worth less than $50?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

19. Attacked someone with a weapon?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

20. Sold marijuana or other illegal drugs?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

21. Used tobacco or alcohol products?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

22. Used marijuana or other illegal drugs?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

23. Belonged to a gang?
    1. Not Very Guilty/Badly   2. Somewhat Guilty/Badly   3. Very Guilty/Badly

G. Every now and then we get upset with other people. During the past year when you've gotten upset with someone, how often have you done the following?

1.   Talked to the person about why I was upset.
        1. Never   2. Sometimes   3. Often

2.   Tried to figure out why I was upset.
        1. Never   2. Sometimes   3. Often

3.   Did nothing and just stayed angry for a while.
        1. Never   2. Sometimes   3. Often

4.   Told the person off or yelled at them.
        1. Never   2. Sometimes   3. Often

5.   Hit the person.
        1. Never   2. Sometimes   3. Often

When someone else was upset, how often have you done the following things during the past year?

6.   Asked the person why he/she was upset.
        1. Never   2. Sometimes   3. Often

7.   Spoken to him/her in a calm voice.
        1. Never   2. Sometimes   3. Often

8.   Told the person he/she shouldn't be upset.
        1. Never   2. Sometimes   3. Often

9.   Yelled at or argued with the person.
        1. Never   2. Sometimes   3. Often

And, every now and then we try to avoid doing things that our friends try to get us to do. During the past year when this has happened to you, how often have you done the following?

10.   Told the person that I can't do it because my parents will get upset with me.
        1. Never   2. Sometimes   3. Often

11.   Tried to get out of it by saying I have other things to do.
        1. Never   2. Sometimes   3. Often

12.   Said no like I really meant it.
        1. Never   2. Sometimes   3. Often

13.   Ignored the person.
        1. Never   2. Sometimes   3. Often

14.   Just gone along with it.
         1. Never   2. Sometimes   3. Often

Every now and then things happen to us. How likely do you think it is that the following things will happen to you?

15.   Having someone break into your house while you are there
         1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

16.   Having someone break into your house while you are away
         1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

17.   Having your property damaged by someone
         1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

18.   Being robbed or mugged
         1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

19.   Being attacked by someone with a weapon
         1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

20.   Being attacked or threatened on your way to or from school
         1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

21.   Having your things stolen from you at school
         1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

22.   Being attacked or threatened at school
         1. Not at all likely   2. A little likely   3. Somewhat likely   4. Likely   5. Very likely

H. During the past year, were you involved in the following activities?

1.   School activities or athletics?   1. No   2. Yes

2.   Community activities such as scouts or athletic leagues?   1. No   2. Yes

3.   Religious activities?   1. No   2. Yes

4.   Your own family activities?   1. No   2. Yes

5.   In addition to activities such as those listed above, some people have a certain group of friends that they spend time with, doing things together or just hanging out. Do you have a group of friends like that?

                                                                             1. No   2. Yes

If you have more than one such group, think about the one that is most important to you.
If you do not have such a group of friends, please circle NA (Not Applicable) after each question.

6. About how many people, other than you, belong to this group?

   1   2 - 5   6 - 10   11 - 20   21 - 50   51 – 100   more than 100   NA

7. Which of the following categories best describes this group?

   1. All male   2. Mostly male   3. About half male, half female   4. Mostly female   5. All female   NA

8. Which one of the following categories best describes the races/ethnicities of people in your group?

   1. All are my race/ethnicity

   2. Most are my race/ethnicity

   3. About half are my race/ethnicity

   4. Few are my race/ethnicity

   5. I am the only one of my race/ethnicity

   NA

9. Which one of the following best describes the ages of most of the people in your group?

   1. Under twelve   2. Twelve to fifteen   3. Sixteen to eighteen 4. Nineteen to twenty-five   5. Over twenty-five   NA

10. Does this group spend a lot of time together in public places like the park, the street, shopping area, or the neighborhood?

   1. No   2. Yes   NA

11. Does this group have an area or place that it calls its own?

   1. No   2. Yes   NA

      12. **(IF YES)** Does your group defend this area or place against other groups?

         1. No   2. Yes   NA

13. How long has this group existed?

   1. Less than three months

   2. Three months to less than one year

   3. One to four years

   4. Five to ten years

   5. Eleven to twenty years

   6. More than twenty years

   NA

14. Is doing illegal things accepted by or okay for your group?   1. No   2. Yes NA

15. Do people in your group actually do illegal things together?   1. No   2. Yes NA

16. Do you consider your group of friends to be a gang?   1. No   2. Yes NA

17. If you do not consider your group of friends to be a gang, is there some other word you use to describe your group?   1. No   2. Yes

18. **(IF YES)** What is that word? _____

I. The following questions are about how much different people have influenced you.

1. Have any of the following told you about the dangers of drugs, violence, or gangs?

a. Friends	1. Never	2. Sometimes	3. Often
b. Family members	1. Never	2. Sometimes	3. Often
c. School teachers	1. Never	2. Sometimes	3. Often
d. Other adults in your neighborhood	1. Never	2. Sometimes	3. Often
e. Police officers	1. Never	2. Sometimes	3. Often
f. The media (TV, movies, music)	1. Never	2. Sometimes	3. Often

2. Have any of the following encouraged you to be involved in drugs, violence, or gangs?

a. Friends	1. Never	2. Sometimes	3. Often
b. Family members	1. Never	2. Sometimes	3. Often
c. School teachers	1. Never	2. Sometimes	3. Often
d. Other adults in your neighborhood	1. Never	2. Sometimes	3. Often
e. Police officers	1. Never	2. Sometimes	3. Often
f. The media (TV, movies, music)	1. Never	2. Sometimes	3. Often

J. Please indicate the extent to which you think these statements describe you.

1. I would feel sorry for a lonely stranger in a group.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2. I worry about how other people feel.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3. I feel happy when I see other people celebrating.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4. Seeing other people cry has no effect on me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5. I would find it very hard to break bad news to someone.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6. I often interrupt someone talking to me.
   1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7.   I look at the person talking to me.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8.   I pay attention to other people's body language when they are talking to me.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9.   I ask questions of the person speaking to me.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10.   I talk to my friends about my problems.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11.   I talk to adults about my problems.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12.   When I make plans, I am certain I can make them work.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13.   If I can't do something the first time, I keep trying until I can.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14.   When I have something unpleasant to do, I stick to it until I finish it.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15.   When I decide to do something, I go right to work on it.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16.   Failure just makes me try harder.
      1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

How much do you agree or disagree with the following statements?

17.   When someone disrespects you, it is important that you use physical force or aggression to teach him or her not to disrespect you.
      1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

18.   If someone uses violence against you, it is important that you use violence against him or her to get even.
      1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

19.   People will take advantage of you if you don't let them know how tough you are.
      1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

20.   People do not respect a person who is afraid to fight physically for his/her rights.
      1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

21.   Sometimes you need to threaten people in order to get them to treat you fairly.
      1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

22. It is important to show others that you cannot be intimidated.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

23. People tend to respect a person who is tough and aggressive.
    1. Strongly disagree   2. Disagree   3. Neither agree nor disagree   4. Agree   5. Strongly agree

How often have your parents told you to do these things?

24. If someone hits you, hit them back.
    1. Never   2. Sometimes   3. Often

25. If someone calls you names, hit them.
    1. Never   2. Sometimes   3. Often

26. If someone calls you names, call them names back.
    1. Never   2. Sometimes   3. Often

27. If someone asks you to fight, hit them first.
    1. Never   2. Sometimes   3. Often

28. If you can't solve the problem by talking, it is best to solve it through fighting.
    1. Never   2. Sometimes   3. Often

K. Studies have found that everyone breaks the rules and laws some times.   Please circle the category that best indicates how many times in the past 6 months you have done each thing.
How many times in the last 6 months have you . . .

1. Skipped classes without an excuse?   0 1 2 3 4 5 6 7 8 9 10   more than 10

2. Lied about your age to get into
   some place or to buy something?   0 1 2 3 4 5 6 7 8 9 10   more than 10

3. Avoided paying for things such as
   movies, bus, or subway rides?   0 1 2 3 4 5 6 7 8 9 10   more than 10

4. Purposely damaged or destroyed
   property that did not belong to you?   0 1 2 3 4 5 6 7 8 9 10   more than 10

5. Carried a hidden weapon for protection?   0 1 2 3 4 5 6 7 8 9 10   more than 10

            IF YES,   5a. What kind of weapon?   1. Gun   2. Knife   3. Other _____

6. Illegally spray painted a wall or a building?   0 1 2 3 4 5 6 7 8 9 10   more than 10

7. Stolen or tried to steal something worth

		less than $50?	0 1 2 3 4 5 6 7 8 9 10 more than 10

8. Stolen or tried to steal something worth
more than $50?   0 1 2 3 4 5 6 7 8 9 10 more than 10

9. Gone into or tried to go into a building
to steal something?   0 1 2 3 4 5 6 7 8 9 10 more than 10

10. Hit someone with the idea of hurting him/her? 0 1 2 3 4 5 6 7 8 9 10 more than 10

11. Attacked someone with a weapon?   0 1 2 3 4 5 6 7 8 9 10 more than 10

12. Used a weapon or force to get money
or things from people?   0 1 2 3 4 5 6 7 8 9 10 more than 10

13. Been involved in gang fights?   0 1 2 3 4 5 6 7 8 9 10 more than 10

14. Sold marijuana or other illegal drugs?   0 1 2 3 4 5 6 7 8 9 10 more than 10

15. Bullied other students at school?   0 1 2 3 4 5 6 7 8 9 10 more than 10

16. Said any mean, threatening, or embarrassing
things to other students through text
messages, phone calls, email, or websites?   0 1 2 3 4 5 6 7 8 9 10 more than 10

How many times in the past 6 months have you …

17. Been stopped by the police or
law enforcement officers for questioning?   0 1 2 3 4 5 6 7 8 9 10 more than 10

18. Been arrested?   0 1 2 3 4 5 6 7 8 9 10 more than 10

19. If you have been stopped or arrested by the police, how satisfied were you with the way you were treated by the officer(s) when you were stopped or arrested? **(If more than 1 time, think about the most recent time.)**

   1. Very dissatisfied   2. Dissatisfied   3. Neither dissatisfied nor satisfied   4. Satisfied   5. Very Satisfied

L. For the following list of drugs, please circle the category that best describes how often you've used each of these drugs in the past 6 months.

1. Tobacco products?   0   1 – 2 times   About once a month   About once a week   Every day

2. Alcohol?   0   1 – 2 times   About once a month   About once a week   Every day

3. Marijuana or other illegal drugs?   0   1 – 2 times   About once a month   About once a week   Every day

4.   Paint, glue or other things you
        inhale to get high?   0   1 – 2 times   About once a month   About once a week   Every day

M. How many times have the following things happened to you in the past 6 months?

1.   Been attacked or threatened on your way
        to or from school?   0   1   2   3   4   5   6   7   8   9   10   more than 10

2.   Had your things stolen from you at school?   0   1   2   3   4   5   6   7   8   9   10   more than 10

3.   Been attacked or threatened at school?   0   1   2   3   4   5   6   7   8   9   10   more than 10

4.   Had mean rumors or lies spread about
        you at school?   0   1   2   3   4   5   6   7   8   9   10   more than 10

5.   Had sexual jokes, comments, or gestures
        made to you at school?   0   1   2   3   4   5   6   7   8   9   10   more than 10

6.   Been made fun of at school because
        of your looks or the way you talk?   0   1   2   3   4   5   6   7   8   9   10   more than 10

7.   Been bullied at school?   0   1   2   3   4   5   6   7   8   9   10   more than 10

Other than the events you have just reported happening at school, have the following things happened to you outside of school? How many times in the last 6 months have you …

8.   Been hit by someone trying to hurt you?   0   1   2   3   4   5   6   7   8   9   10   more than 10

9.   Had someone use a weapon or force to
        get money or things from you?   0   1   2   3   4   5   6   7   8   9   10   more than 10

10.   Been attacked by someone with a weapon or
        by someone trying to seriously hurt or kill you?   0   1   2   3   4   5   6   7   8   9   10   more than 10

11.   Had some of your things stolen from you?   0   1   2   3   4   5   6   7   8   9   10   more than 10

12.   Had any mean, threatening, or embarrassing
        things said about you or to you through text
        messages, phone calls, email, or websites?   0   1   2   3   4   5   6   7   8   9   10   more than 10

13.   If you were a crime victim during the past 6 months, how many times did you report these events
        to the police?   0   1   2   3   4   5   6   7   8   9   10   more than 10

14. How satisfied were you with the way you were treated when you reported the event to the police? **(If more than 1 time, think about the most recent time.)**

    1. Very dissatisfied   2. Dissatisfied   3. Neither dissatisfied nor satisfied   4. Satisfied   5. Very Satisfied

N. The following questions ask about your attitudes about gangs and things that gangs do.

1. Whether or not you are a member of a gang, what **<u>GOOD</u>** things do you think would happen to you as a gang member? (**CIRCLE ALL THAT APPLY**)
   1. I would be part of a family.
   2. I would fit into a group better.
   3. I would have excitement.
   4. I would be "cool."
   5. I would be protected.
   6. I would feel successful.
   7. I would get money.
   8. There are no good things.
   9. Other (SPECIFY)_____

2. Whether or not you are a gang member, what **<u>BAD</u>** things do you think would happen to you as a gang member? (**CIRCLE ALL THAT APPLY**)
   1. I would feel guilty.
   2. I would get into trouble with police.
   3. I would get into trouble with parents.
   4. I would get into trouble with teachers.
   5. I would lose my nongang friends.
   6. I would get hurt.
   7. I would get killed.
   8. There are no bad things.
   9. Other (SPECIFY)_____

3. Have you ever been a gang member?   1. No   2. Yes

4. Are you now in a gang?   1. No   2. Yes

(IF YOU ARE NOT IN A GANG, CIRCLE THE "Not in gang" RESPONSE TO QUESTIONS 5 - 9)

5. Imagine a "bull's eye" target represents your gang with a 1 in the middle circle and a 5 in the outside

ring. How far from the center of the gang are you? Circle the number that best describes your place in your gang.

1   2   3   4   5   0. Not in Gang

6. Do the following describe your gang?

a. You can join before age 13.	1. No	2. Yes	0. Not in gang
b. There are initiation rites.	1. No	2. Yes	0. Not in gang
c. The gang has established leaders.	1. No	2. Yes	0. Not in gang
d. The gang has regular meetings.	1. No	2. Yes	0. Not in gang
e. The gang has specific rules or codes.	1. No	2. Yes	0. Not in gang
f. Gang members have specific roles.	1. No	2. Yes	0. Not in gang
g. There are roles for each age group.	1. No	2. Yes	0. Not in gang
h. The gang has symbols or colors.	1. No	2. Yes	0. Not in gang
i. There are specific roles for girls.	1. No	2. Yes	0. Not in gang
j. There are specific roles for boys.	1. No	2. Yes	0. Not in gang

7. How old were you when you joined this gang?

About _____ years old.   0. Not in gang

8. Why did you join the gang? (**CIRCLE ALL THAT APPLY**)

0. Not in gang	5. I was forced to join
1. For fun	6. To get respect
2. For protection	7. For money
3. A friend was in the gang	8. To fit in better
4. A brother or sister was in the gang	9. Other (SPECIFY)_____

9. Do members of your gang do these things together?

a. Help out in the community	1. No	2. Yes	0. Not in gang
b. Get in fights with other gangs	1. No	2. Yes	0. Not in gang
c. Provide protection for each other	1. No	2. Yes	0. Not in gang
d. Steal things	1. No	2. Yes	0. Not in gang
e. Rob other people	1. No	2. Yes	0. Not in gang
f. Steal cars	1. No	2. Yes	0. Not in gang
g. Sell marijuana	1. No	2. Yes	0. Not in gang
h. Sell other illegal drugs	1. No	2. Yes	0. Not in gang

i. Damage or destroy property   1. No   2. Yes   0. Not in gang

10.   If you were a gang member at some point in your life, but you are not now a gang member, why did you leave the gang? (**CIRCLE ALL THAT APPLY**)
0. Never in a gang.
1. Now in a gang.
2. A friend was hurt or killed.
3. A family member was hurt or killed.
4. I was hurt.
5. I got in trouble with the police.
6. An adult encouraged me to get out.
7. I made new friends.
8. I just felt like it.
9. I moved to a new home or school.
10. My parents made me leave the gang.
11. It wasn't what I thought it was going to be.
12. Other _____

11.   If you were a gang member at some point in your life, but you are not now a gang member, how did you leave the gang? (**CIRCLE ALL THAT APPLY**)
0. Never in a gang.
1. Now in a gang.
2. I just left.
3. I moved away.
4. I had to fight other members of the gang ("jumped out or beaten out").
5. I had to commit a crime.
6. I was allowed out by gang leaders.
7. Other _____

12.   If you were a gang member at some point in your life, but you are not now a gang member, were there any consequences that resulted from you leaving the gang?
0. Never in a gang
1. Now in a gang
2. No
3. Yes
    12a.   **IF YES,** what were those consequences? (**CIRCLE ALL THAT APPLY**)
        1. I was beaten up by members of my former gang.
        2. I was beaten up by members of another gang.
        3. A family member was hurt or killed.
        4. A friend was hurt or killed.

5. I was threatened.
6. My friends or family were threatened.
7. I lost my gang friends.
8. Other _____

O. Sometimes we find that we need help with various problems that are encountered at school or elsewhere. Please indicate how much you agree or disagree with the following statements about different kinds of services or assistance that are available to people when they need help.

1.   You are aware of programs and services in your community that help victims of crime.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2.   You know where a person can go for help if he/she is victimized.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   If a friend was in trouble, you could tell him/her where to go for help.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4.   There is someone you could talk to if you had a problem at school.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

P. For these next few statements, please circle the answer that best reflects your opinion. Remember, there are no right or wrong answers.

1.   There's not much I can do to change our community.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

2.   Teenagers are usually viewed as the problem, not part of the solution.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

3.   It is my responsibility to do something about problems in our community.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

4.   My involvement in the community improves others' lives.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

5.   Teenagers can make a difference in improving their community.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

6.   I often think about how my actions affect other people.
       1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

7.   I work well with adults.

1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

8.   Adults never listen to young people.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

9.   Gangs interfere with the peace and safety of a neighborhood.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

10.   Getting involved with gangs will interfere with reaching my goals.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

11.   I have limited my activities as a result of gangs in my neighborhood.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

12.   People only help others when they think they are going to get something out of it.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

13.   I value being a team member.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

14.   It feels good to do something without expecting anything in return.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

15.   I always do my part.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

16.   I don't like to work unless I get paid for it.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

17.   If you don't look out for yourself, no one else will.
1. Strongly Disagree   2. Disagree   3. Neither Agree nor Disagree   4. Agree   5. Strongly Agree

Q. Sometimes our behavior brings responses from other people. These next few questions are about responses to behaviors. Please circle the number of times each of the following has happened to you.

How many times in the past 6 months have you…

1.   Been punished by your parent(s) or caregiver(s) because of your behavior in school or in the community?

    0   1   2   3   4   5   6   7   8   9   10   more than 10

2.   Been excluded from activities by your group of friends because of your behavior in school or in the community?

0	1	2	3	4	5	6	7	8	9	10	more than 10

3.   Been sent to the principal's office or given a detention because of your behavior in school?

0	1	2	3	4	5	6	7	8	9	10	more than 10

4.   Been given either an in school or out of school suspension because of your behavior in school?

0	1	2	3	4	5	6	7	8	9	10	more than 10

5.   Been yelled at or asked to leave an area by adults in your community?

0	1	2	3	4	5	6	7	8	9	10	more than 10

R. How likely is it that you would report the following events if you saw someone doing the following things?

1.   Breaking into a locker at school?
1. Not at all likely   2. A little likely   3. Somewhat likely   4 . Likely   5. Very likely

2.   Bullying another student at school?
1. Not at all likely   2. A little likely   3. Somewhat likely   4 . Likely   5. Very likely

3.   Breaking into a home in your community?
1. Not at all likely   2 . A little likely   3. Somewhat likely   4 . Likely   5. Very likely

4.   Beating up a stranger on the street?
1. Not at all likely   2 . A little likely   3. Somewhat likely   4 . Likely   5. Very likely

5.   Cheating on a test at school?
1. Not at all likely   2 . A little likely   3. Somewhat likely   4 . Likely   5. Very likely

6.   Stealing something from a store?
1. Not at all likely   2 . A little likely   3. Somewhat likely   4 . Likely   5. Very likely

Thank you very much for answering these questions. We really appreciate your help.