HACER

Hispanic Advocacy and Community Empowerment through Research

Stand Up Participate Program Evaluation Report

Year III

October 2017

Asian Media Access

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**About Hispanic Advocacy and Community Empowerment through Research (HACER):**

HACER's mission is to provide the Minnesota Latino community the ability to create and control information about itself to affect critical institutional decision-making and public policy. General support for HACER has been provided by the Minnesota Council of Nonprofits (MCN), and Minnesota-based philanthropic organizations.
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# Executive Summary

The following report presents the results of the evaluation performed to assess the Stand Up Participate (SUP) program. Initially, we offer a context analysis that contains some of the foundations of this community-based program. We then explain the SUP program by providing some background information, describing a stakeholder analysis and explaining the logic behind the programming. We also go through the evaluation framework which includes a statement of the evaluation questions, methodology, and limitations of the evaluation process. Lastly, we discuss the evaluation findings and provide some recommendations based on the results of our assessment.

The SUP program was conducted in North Minneapolis, Brooklyn Park, and Brooklyn Center based on demographic characteristics, educational disparities and criminality rates. In these areas, there is a large representation of minority groups - populations of color comprise nearly 50% of the populations. These locations have educational disparities by race that are evident when looking at the educational attainment and the Minnesota Report Card (MRC) results segregated in different racial minority groups. In regards to criminality, the sites chosen for the SUP program have crime rates that exceed the state ones considerably. Additionally, it was determined that victims and offenders of homicide in Minnesota are very young, which highlights the importance of working with youth.

The objectives that this community-based program intended to achieve can be categorized into four main domains: reducing the participation of minority youth in homicides and violent injuries/crime, improving academic outcomes and access to public health among minority youth, improving relationships with public health and law enforcement entities, and improving coordination and collaboration of organizations that represent law enforcement, public health, and community-based agencies to address youth violence and crime prevention.

Through the evaluation framework, we intend to assess the SUP program considering four areas: collaboration among stakeholders, community violence and crimes, improvement of youth academic performance, and youth access to health and social services. We used methodologies derived from a community-based participatory evaluation approach, where we included surveys, observations, document reviews and literature reviews.

The first evaluation finding states that there were demographic changes in comparison to the previous year. For instance, in Year II most of the participants were ten years old while in Year III most of them were sixteen years old. The percentage of Asian and African Americans has increased in Y III almost 10pp (74.2%) and 6pp (18.8%) respectively. At the same time, the second evaluation finding notes that the program has kept its initial 12 key partners and that they have remained active in the programming of SUP to combat violence, foster a healthy living environment, develop a youth entrepreneurship multimedia lab and help at-risk young

people. These partnerships have been established to guarantee the sustainability of the program in the future and have been very beneficial in attaining the program's goals. The third evaluation finding states that different activities have been initiated in regards to violence prevention. Finally, the fourth evaluation finding highlights that the participants improved considerably in the three outcome areas evaluated through a survey: (1) program experiences, (2) sense of competence and (3) future expectations.

In regards to program experiences there are three areas included in the assessment: "Leadership and Responsibility," "Supportive Social Environment" and "Supportive Adults." According to the survey results, youth have improved considerably in the "Leadership and Responsibility" component as they feel that they have been involved in planning activities, community services, and leadership roles during the 3rd year of the program. However, teens in middle school do not feel that they contribute to planning or making decisions/rules – this was mainly perceived by girls. Moreover, regarding social environment, boys felt a more supportive environment than girls. There was an increase in the males' perception of unwanted teasing, in particular those in middle school. Lastly, trust among participants and adults improved during the program as participants feel that they have adults interested in them and available as support – although there are improvement opportunities for middle-school participants.

As mentioned previously, the second outcome area is a sense of competence, and it refers to youth's opinions and perceptions about their self-competence according to their learning abilities and social experiences. There has been a noticeable increase in problem-solving skills – although in all cases boys perceive a more significant improvement than girls. In general, there has been an improvement in social self-competence among participants. In regards to the third outcome area, future expectations, participants are overall more likely to talk with adults about their future plans. On the other hand, in terms of expectations, there was an increase in the youth stating they "won't go to college," and there was minimal change in those participants that state they "probably will." Additionally, more girls in middle school think that they are not going to graduate high school or go to college. Teachers perceived an increase in participation, turning in homework on time and completing assignments according to teachers' satisfaction for those participants of the program. However, there is still room for improved class attendance.

Based on the findings mentioned above, we established four recommendations that we encourage to be considered. First, we suggest that additional efforts are undertaken in recruiting African American participants. We recommend pursuing this goal by fostering relationships with certain organizations that are already working with African American youth in the area. A list of these organizations is provided in this document. Second, we recommended putting some thought in involving health institutions that work directly with the community to gain a better understanding of the community resources and needs. Third, we recommend monitoring the effect of violence prevention activities through methods such as

critical reflections and survey instruments to determine their direct impact on participants. Different tools and instruments are provided in this report for this purpose.

We also provide several recommendations based on the SAYO survey results. First, we recommend paying particular attention to girls among the group of participants as we noticed they are facing more challenges. The survey results indicate that girls do not feel that they are contributing to planning or decision/rule making. They feel less supported in the environment than boys, and they have a less significant improvement in problem-solving skills than boys. More of them think that they are not going to graduate from high school or go to college. Second, we recommend additional efforts in bullying prevention, possibly partnering with middle schools. According to survey results, there are improvement opportunities in regards to participants' graduation expectations. We recommend activities such as college field trips and financial education to parents and youth to encourage them to pursue higher education. Finally, according to teachers there is a need for improved class attendance for participants. More in-depth research is needed to understand why participants are missing classes at school.

# Acronyms

| | |
|---|---|
| **AAPI** | Asian American & Pacific Islander |
| **AMA** | Asian Media Access |
| **BALL** | Bicultural Active Living Lifestyle |
| **CCLC** | Century Community Learning Centers |
| **HACER** | Hispanic Advocacy and Community Empowerment through Research |
| **LEP** | Limited English Proficiency |
| **MYVP** | Minority Youth Violence Prevention |
| **OMH** | Office of Minority Health |
| **PHUN** | Positively Healthy U Network |
| **SAYO** | Survey of Academic Youth Outcomes |
| **SUP** | Stand Up Participate |

# Concepts and Definitions

**Community partners:** AMA and key partners are working together and expanding partnership by engaging other community-based projects and organizations with an aligned mission. Partners are selected on a rolling basis depending on project schedules and the timeline of the SUP program.

**Educational disparities:** Data from the Minnesota Department of Education and many other reports in Minnesota educational gaps suggest that there are discrepancies on all levels between minority youth and white youth including opportunity gaps, academic performance gaps, graduation rate gaps, teacher diversity gaps, etc.

**Minority communities:** Communities with a higher than average percentage of minority populations. In Minneapolis, the minority population is concentrated in communities in the north part, such as Camden, Near North, and Northeast. High-risk neighborhoods in these communities include Jordan, Sheridan, Hawthorne, Near North, Willard Hay, and Victor, among others.

**Race vs. Ethnicity:** Race is a broader concept of ideology that is used for the classification of different physical traits or of specific geographical backgrounds. The United States Census Bureau officially recognizes six racial categories: White American, Black or African American, Native American and Alaska Native, Asian American, Native Hawaiian and Other Pacific Islander, and people of two or more races.[1]

Ethnicity has a wider stance and is defined by individuals according to their perception of self-identity. In the SUP program, participants are sometimes recognized in sub-groups of Southeast Asian Americans based on their original birthplace. The most often used ethnic term is Hmong, with origins in Vietnam, Laos, and Thailand. Hmong resettled in the United States in the 1970s due to political unrest.

**Violent crimes**: According to the FBI's Uniform Crime Reporting (UCR) Program,[2] violent crimes are defined as those offenses which involve force or threat of force. According to this definition and online statistics, this term includes the following four offenses: murder, rape, robbery, and assault.

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[1] United Stated Census Bureau (online, 07/25/2017). Retrieved from
https://www.census.gov/topics/population/race/about.html

[2] United Stated Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Division (online, 07/25/2017). Retrieved from https://ucr.fbi.gov/crime-in-the-u.s/2011/crime-in-the-u.s.-2011/violent-crime/violent-crime

**Youth:** The SUP program engages kids, teens, and young adults with ages from six to twenty-six years old. The concept of "youth participants" mainly refers to those elementary school and high school students, usually ages ten to twenty-one years old.

**Youth violence prevention:** Minority youth are considered high risk for committing violent crimes in areas with a high minority concentration. Youth violence prevention efforts include protecting youth from being hurt from violent crimes as well as preventing them from perpetrating criminal acts. Youth violence has been treated as both a social safety issue and a public health issue, which requires the cooperation of law enforcement, public health departments, and community members.

# Section 1: Context Analysis

Due to the demographic characteristics and the criminality situation, North Minneapolis, Brooklyn Park, and Brooklyn Center were selected as prime sites for implementation of the SUP program. This section provides a detailed overview of their current situations.

## 1.1 Demographic Makeup of SUP program communities

Minnesota is a predominantly white state. According to the estimates of the United States Census Bureau for 2016, 80.6% of the population in the state identify themselves as white (excluding Hispanic or Latino) while at the national level this proportion falls to 61.3%.[3] Minorities of color make up relatively small percentages (African American 6.2%, Hispanic or Latino 5.2%, Asian American 4.9% of Minnesota's population). In the state, the population of color is very young. Around 67.71% of the population is under 34 years. In contrast, elders (65 years or more) represent 4.7% of the population.[4]

Vertical approaches to racial statistics show that the population of color is growing rapidly in Minnesota. Refugees from Southeastern Asia (Laos, Hmong, Cambodia, and Vietnam) arrived and settled in Minnesota starting from late 1970 and African refugees and immigrants (from Somalia, Ethiopia, and Liberia) have been settling here since the 1990s, making Minnesota increasingly diverse. The population of color is expected to exceed 1.5 million by 2035 and to make up at least 40% of the region's overall population by 2040.[5] Minnesota has the second-largest Hmong population in the United States after California.[6] This group of populations is distinctively originated. St. Paul has the largest population of Asian Americans while Minneapolis is home to most of the Black and Hispanic communities. These minority groups are often concentrated in specific areas and few white people live within them.

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[3] United States Census Bureau, Quick Facts (online, 07/24/2017) Information updated to July 1, 2016). Retrieved from https://www.census.gov/quickfacts/fact/table/MN,US/PST045216

[4] Age breakdown for African American, American Indian, Asian alone and Latinos. Information retrieved from the U.S. Census Bureau, 2015 American Community Survey 1-Year Estimates.

[5] http://www.mncompass.org/demographics/overview

[6] SEARAC (2011). Southeast Asian Americans at a Glance. Pag 5. Retrieved from http://www.searac.org/sites/default/files/BlogandWhatsNew/STATISTICAL%20PROFILE%202010.pdf

| Ethnicity | Population | Percentage |
|-----------|-----------|-----------|
| Cambodian | 10,408 | 8.1% |
| Hmong | 71,483 | 55.7% |
| Laotian | 11,433 | 8.9% |
| Vietnamese | 35,073 | 27.3% |
| **Total** | **128,397** | |

Data source: U.S. Census Bureau, 2015 American Community Survey 1-Year Estimates

*Table 1 Population of Minnesota Southeast Asian Americans by Ethnicity*

Regarding the sites of the SUP program, North Minneapolis, Brooklyn Park, and Brooklyn Center are areas of concentrated minority populations, mainly African Americans and Southeast Asian Americans (see Table **2**). However, most of the population in these cities is composed of White individuals, more than 50% in all three cities. Brooklyn Park and Brooklyn Center have higher concentrations of minority populations compared to Minneapolis.

| Race | Minneapolis | | Brooklyn Center | | Brooklyn Park | |
|------|------------|------|-----------------|------|---------------|------|
| White alone | 260,331 | 63.4% | 15,475 | 50.3% | 40,093 | 50.7% |
| Black or African American Alone | 80,984 | 19.7% | 8,866 | 28.8% | 21,333 | 27.0% |
| American Indian and Alaska Native alone | 3,687 | 0.9% | - | 0.0% | 625 | 0.8% |
| Asian alone | 27,086 | 6.6% | 2,784 | 9.0% | 13,432 | 17.0% |
| Native Hawaiian and Other Pacific Islander alone | - | 0.0% | - | 0.0% | - | 0.0% |
| Some other race alone | 19,613 | 4.8% | 2,466 | 8.0% | 1,130 | 1.4% |
| Two or more races | 19,234 | 4.7% | 1,179 | 3.8% | 2,537 | 3.2% |
| **Total** | **410,935** | | **30,770** | | **79,150** | |

Source: 2015 American Community Survey 1-Year

*Table 2 Racial Breakdown in the cites of the SUP program*

The proportion of people speaking a language other than English at home is 11% in the state of Minnesota. In the SUP program cites this percentage increases to 21% in Minneapolis, 26% in Brooklyn Park and 29% in Brooklyn Center. These other languages are mainly Spanish (around 8%) and Asian and Pacific Islander languages (13.3%). Brooklyn Park and Brooklyn Center demonstrate their cultural diversity by having more than twice as many Spanish speakers and four times the amount of Asian spoken languages as the state of Minnesota. [7]

At the family level, the composition of family differs across communities. Family households represent 64.8% of total households in the state, and almost half of them have children under 18 years. This proportion remains similar in the SUP program cites. At the state level, 78.6% of family households are of a married-couple, and 14.8% are of a female householder with no

[7] Language spoken at home (2015). Information retrieved from U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates.

husband present. Regarding the SUP program sites this last statistic increases to 25.1% in Minneapolis, 25.7% in Brooklyn Center and 22.6% in Brooklyn Park.[8] Family statistics are particularly relevant when evaluating the importance of the SUP program as it is a youth-based and family-oriented program.

Racial, ethnic, and cultural differences are significant because of how they relate to the percentage of families below the poverty line. In the state, 7.3% of families live with an income that is below the poverty level. This proportion is greater when looking at the SUP sites: 15.4% in Minneapolis, 17.2% in Brooklyn Center, and 8.6% in Brooklyn Park.
Families with a female as the household-head are more likely to live in poverty (27.1% in the state, 39.2% in Minneapolis).[9] In the SUP cites, 95% of families below the poverty line are families of color which specifically addresses the challenges that arise when the youth of color live in disenfranchised homes.[10]

## 1.2 Educational Disparities

The state of Minnesota is ranked within the Top 10 of the most educated states.[11] Although the state was ranked 8th in *Educational Attainment*, it fell to 24th in *Quality of Education and Attainment Gap* among 50 states.  When looking at the city level, Minneapolis-St. Paul and Bloomington are ranked 13th and 54th, respectively, among 150 major cities in the US.[12] Gaps exist at all levels regarding minority education, including gaps in pre-school education, access to educational resources, achievement in mathematics and reading, and SAT scores among others.

These gaps are evident when looking at educational attainment by race (see **Table 3**). At the state level, almost 100% of the white population have a high school diploma. Nevertheless, for African Americans, Asian Americans and Latinos, the proportion of individuals with high school diplomas decreases considerably. Regarding bachelor's degrees, Asian Americans outperform their White peers, while African Americans and Latinos perform poorly.

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[8] Household by type (2015). Information retrieved from the U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

[9] Families whose income is below the poverty level (2015). Information retrieved from the U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

[10] Refer to the SUP Program Evaluation Report Year I for more information.

[11] According to WalletHub (2017) in their article "2017's Most & Least Educated States" retrieved from https://wallethub.com/edu/most-educated-states/31075/ and to Forbes (2017) in their article "The Most and Least Educated States in the U.S. in 2017" retrieved from https://www.forbes.com/sites/karstenstrauss/2017/02/03/the-most-and-least-educated-states-in-the-u-s-in-2017/#6ea2e6f771be.

[12] WalletHub (2017). "2017's Most & Least Educated Cities in America". Retrieved from https://wallethub.com/edu/most-and-least-educated-cities/6656/

| | Minnesota | Minneapolis | Brooklyn Center | Brooklyn Park |
|---|---|---|---|---|
| **White alone (not Hispanic or Latino)** | | | | |
| High school graduate or higher | 94.9% | 96.7% | 93.3% | 96.6% |
| Bachelor's degree or higher | 35.0% | 59.1% | 25.9% | 35.8% |
| **Black alone** | | | | |
| High school graduate or higher | 80.6% | 73.8% | 80.2% | 86.6% |
| Bachelor's degree or higher | 19.3% | 15.0% | 13.4% | 17.3% |
| **Asian alone** | | | | |
| High school graduate or higher | 79.5% | 77.6% | 63.2% | 78.0% |
| Bachelor's degree or higher | 43.1% | 49.1% | 15.4% | 23.7% |
| **Hispanic or Latino Origin** | | | | |
| High school graduate or higher | 65.0% | 55.4% | 51.0% | 64.9% |
| Bachelor's degree or higher | 16.3% | 15.8% | 7.9% | 8.3% |

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

*Table 3 Educational Attainment by Race*

In the state, educational disparities are also evident in math, reading, and science test scores (see Figure 1). White and Asian students far outperformed students of other races while African Americans are the most disadvantaged (they failed 2017 tests at twice the rate of white students).
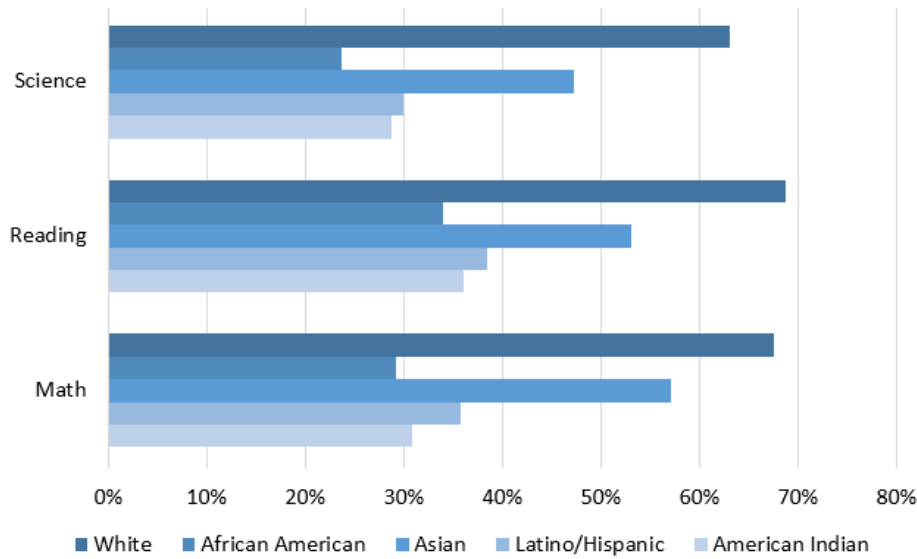


**Note:** Percentage of students in each group to score proficient or advanced.
**Source:** 2017 Student Achievement Level. Minnesota Report Card.

*Figure 1 Proficiency in Math, Reading, and Science (2017)*

Educational disparities worsen with segregation. For instance, one in five Minneapolis schools is made up of one kind of dominant minority group. There are schools serving specific students of color, such as Hmong International Academy for Southeast Asian immigrants, American Indian OIC for Native Americans, and Emerson Spanish Immersion Learning Center for native Spanish speaking students. Due to their geographic location, some schools enroll a much larger

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percentage of African American students (Heritage Science and Technology: over 99%; Harrison Recreation Center: 90%; Lucy Laney at Cleveland Park Elementary School: 87%; etc.), and some schools have less than 2% or even no White students at all. Those schools with less White students also have a higher rate of students living in poverty.

## 1.3 Criminality of SUP Program Neighborhoods

Violent crimes include homicide, rape, armed robbery and aggravated assault.[13]  In Minnesota the violent crime rate per 100,000 residents is 2.43, lower than the national median of 3.8. When looking at each of the SUP sites, their rates exceed the state rate considerably. Minneapolis increases to 10.73 (with 4,410 violent crimes annually), 3.93 in Brooklyn Center (with 121 violent crimes annually) and 3.74 in Brooklyn Park (with 296 violent crimes annually).

Regarding homicides, in Minnesota, the number of criminal homicide victims increased in 2015 (from 82 to 130) but decreased in 2016 (from 130 to 100).[14]  Of the victims, 57% were White and 34% African American (see Figure 2, Panel a). In 62% of the cases, the weapon used was a firearm and, of those cases, the majority were killed by an offender with an unknown relationship to the victim. Of the offenders, 41.8% were White and 34.1% were African American (see Figure 2, Panel b). Victims and offenders are very young. Of White victims, 33.3% were between 20 and 35 years old; while of African American victims, 70.6% were between 18 and 35 years old.  For both cases, more than 75% of offenders were between 18 and 40 years old.

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[13] Neighborhood Scout. Crime Data. Information retrieved from https://www.neighborhoodscout.com/about-the-data/crime-rates

[14] Department of Public Safety, State of Minnesota (2016). "Uniform Crime Report". Retrieved from https://dps.mn.gov/divisions/bca/bca-divisions/mnjis/Documents/2016-Minnesota-Uniform-Crime-Report.pdf

**a) Victims**

**b) Offenders**

*Figure 2 Homicide Victims and Offenders by Race 2014-2016*

Violence involving young people is a critical issue for the SUP program cities. Because of the prevalence of violence in these areas, all of these cities are taking actions to prevent youth violence. For instance, the City of Minneapolis took action through the implementation of the Blueprint for Action: Preventing Youth Violence. The Minneapolis Health Department implements the program and coordinates the efforts of partners such as the Minneapolis Police Department, Minneapolis Public Schools, Minneapolis Park and Recreation Board, Hennepin County, and community-based, youth-serving organizations.[15] Similarly, the City of Brooklyn Park took action through the Youth Violence Prevention Initiative (YVPI) which is a partnership between the Police and Recreation and Parks Departments where police officers are teamed into a Community Response Unit. Additionally, there is a UMCA's after-school program known as "Broader Urban Involvement Leadership Development Program" (BUILD) that teaches young people skills in conflict resolution, goal setting, and healthy decision making.[16]

# Section 2: The SUP Program

## 2.1 Background Information

The SUP program is a three-year community-based program focusing on at-risk minority youth in North Minneapolis, Brooklyn Park, and Brooklyn Center. The changing demographic characteristics in the state of Minnesota, especially the rising rates of African American and

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[15] Minneapolis Health Department (2016). "2015 Youth Violence Prevention: A results Minneapolis Report". Retrieved from http://www.minneapolismn.gov/www/groups/public/@health/documents/webcontent/wcmsp-189736.pdf

[16] Brooklyn Park. "Youth Violence Prevention Initiative". Retrieved from http://www.brooklynpark.org/city-government/public-safety/youth-violence-prevention-initiative/

Southeast Asian American populations make the issues of minority educational disparities, youth violence prevention, and bicultural healthy living conditions particularly critical.

Asian Media Access is the leading organization for the program. This organization is a Minneapolis-based nonprofit organization that provides comprehensive educational services in community media arts and supports creative solutions for problems faced by the Asian American & Pacific Islander (AAPI) community through education, production, information technology, and community organizing.[17] Together with key partners,[18] AMA initiated the SUP program with the grant from the Office of Minority Health (OMH) in 2013 as part of the Minority Youth Violence Prevention (MYVP) Initiative.[19]

Based on the expectations of this grant and in alignment with the mission of OMH, the goal of the SUP program is to effectively integrate public health and community policing approaches to reduce disparities in access to public health services and violent crimes and to improve the health and well-being of communities of color. More specifically the goals are as follows:
1. To improve coordination, collaboration, and linkages among state and/or local law enforcement, public health, social services, and private entities to address youth violence and crime prevention
2. To improve academic outcomes among participants of the MYVP Initiative
3. To reduce negative encounters with law enforcement
4. To increase access to needed public health and/or social services
5. To reduce community violence and crimes perpetrated by minority youth
6. To reduce violent crimes against minority youth

The specific objectives of the program are as follows:

> **Objective 1:** Reduce homicide rate, firearm violence injuries, and other violent crime perpetrated by/against minority youth by 5% at August 30th, 2017.
> **Objective 2:** Improve academic outcomes among 250 youth participants and increase their access to needed public health and/or social services per year.
> **Objective 3:** Improve relationships with public health and law enforcement entities through the "Bicultural Healthy Living" public campaign for 5,000 people of color in Hennepin County per year.

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[17] footnote 2

[18] Key partners include: Asian Media Access, Iny Asian Dance Theater, LVY Foundation, HACER, Minneapolis Health Department, Minneapolis Police Department, Brooklyn Park Health Department, Brooklyn Park Police Department, Brooklyn Center Police Department, Hennepin County Sheriff's Office and Center for Court Innovation.

[19] Minority Youth Violence Prevention is an initiative of the Office of Minority Health at the U.S. Department of Health and Human Services, and the Office of Community Oriented Policing Services at the U.S. Department of Justice. The initiative seeks to engage public health organizations, law enforcement agencies, and community-based groups in an effort to curb violence and reduce disparities in access to public health among at-risk minority youth.

**Objective 4:** Improve coordination, collaboration, and linkages among 30 county and/or local law enforcement, public health, and community-based agencies to address youth violence and crime prevention from a comprehensive approach at August 30th, 2017.

## 2.2 Stakeholder Analysis

According to the Power/Interest Grid (see Figure 3), stakeholders are classified depending on how closely they relate to and are concerned with the program as well as how influential they are in the decision-making process. As seen in figure 3, AMA is the organization with the most influence and power (located in the right-up corner of the grid). Most of the partners have high interest, but only a few of them have power. Beneficiaries, at the beginning of the program, are the group of stakeholders with high interest but low decision-making power. During the program, the idea is to move beneficiaries to a higher power/influence level through participatory processes.
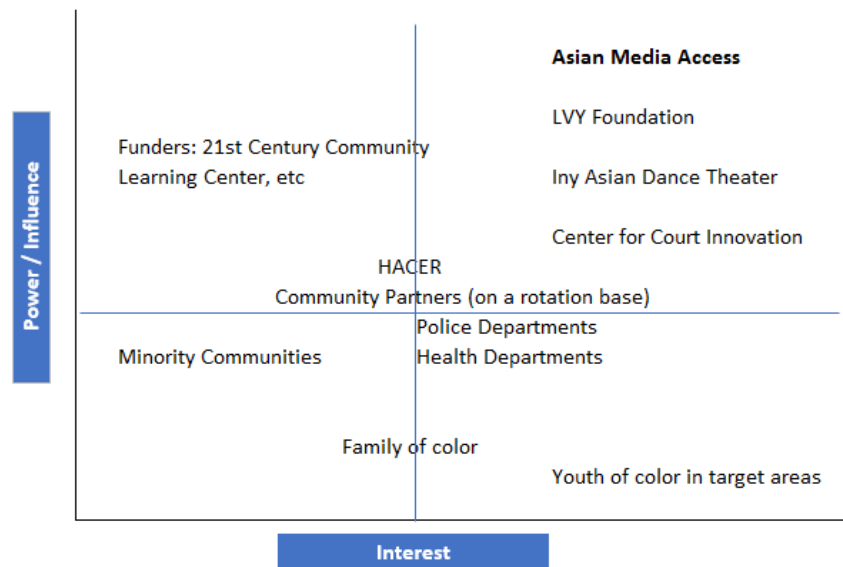


*Figure 3 Power-Interest Grid: SUP Program Stakeholder Analysis*

AMA is the leading organization of the SUP Initiative focusing on project coordination, implementation, grant allocation, and new partnership development. Since 1992, AMA has provided comprehensive community advocacy to combat social inequality, health disparities, and neighborhood crime, and to mobilize communities and inspire young people to get involved in participatory decision-making processes for a safe, supportive environment for all.

In this program, AMA collaborated with a diverse group of organizations and individuals to attain the goal and objectives of the SUP program. Key partners included LVY Foundation, Hmong International Academy and Iny Asian Dance Theater. Other key partners included the

Departments of Health and the Police Departments of Minneapolis, Brooklyn Park, and Brooklyn Center, as well as the Center for Court Innovation. Health Services (state, local and tribal governments) are accountable for delivering a variety of health programs and were partially responsible for the "Bicultural Healthy Living" training. Police Departments were responsible for referrals and joint training for Community Policing strategies and the SARA model.[20]

Community partners are primarily non-profit organizations who coordinate with SUP program's key partners as service providers. These partnerships provide the program with networks and connections with community members, school districts, and funders to strengthen networks and to expand their reach in youth development and violence prevention. Partnerships with community organizations are on rotation and project-based which means they are involved when timelines and project schedules work for both sides.

Hispanic Advocacy and Community Empowerment through Research (HACER) is accountable for the evaluation and research aspects of this program. This organization cooperated with AMA in a community-based participatory manner. Based on the established logic model and program theory, HACER used surveying and observation as the primary tools for this evaluation assisted by a review of the program documents and analysis of statistical data released by government departments.

Beneficiaries are not limited to the youth of color in targeted cities, but proudly influenced low-income minority families, ethnic groups, community members living in target areas, and the society. Beneficiaries are the ones who participate in activities and events, acquire knowledge and skills, change minds and behaviors, and make a difference in collaboration.

## 2.3 Logic Model

With the goal of demonstrating the effectiveness of integrating public health and community policing approaches to reduce disparities in access to public health services and violent crimes and improve the health and wellbeing of communities of color in Hennepin County, HACER and AMA created the Logic Model for understanding the theory of change. The assumptions behind the logic model include:

- Disparities exist between majority and minority groups as well as among ethnic minorities regarding the access of health resources, social violence occurrence, and opportunity in education. There is a larger gap in low-income minority concentration areas such as in the cities that were targeted by the program

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[20] It is a commonly used problem-solving method, especially in policing and risk management. SARA Model includes the following sessions: Scanning, Analysis, Response and Assessment.

- The cultures associated with the distinctive ethnic groups impact views on healthy living and how people act upon them; thus bilingual/culturally-sensitive approaches should be taken into consideration when designing and planning initiatives among such groups
- Improvement of academic performance will positively contribute to the reduction of violent crimes by youth since guiding them to properly use after-school time and providing them opportunities for self-improvement and income generation will reduce youth's propensity for violence as well as decrease their exposure to a degenerate environment
- The goal and objectives of the SUP program will not be attained without the effort of the communities. The success of this program requires a solid and flexible network among community partners since societal issues are seen at every level
- Word of mouth and social media are both good methods for expanding influence. The SUP program should spread information through existing media methods as well as make creative media products and channels to actively and accurately disseminate culturally sensitive information towards targeted audiences.

A detailed plan of activities and strategies is built up and updated annually based on these assumptions and network of partners. See Appendix A for the Logic Model.

# Session 3: Evaluation Framework

## 3.1 Evaluation Questions

Most of the evaluation questions and measurements are the same as those for the evaluation of Year I since there is no change in general goal and objectives for Year III which enhances consistency in the performance tracking and monitoring of the program.

The main question of this evaluation is to what extent has the SUP program integrated public health and community policing approaches to reduce disparities in access to public health services and violent crimes and to improve the health and wellbeing of communities of color?

The evaluation team developed the following sub-questions around four domains to respond to the main question:
- To what extent has the SUP program improved coordination, collaboration, and linkages among stakeholders to address youth violence and crime prevention?
- To what extent has the SUP program reduced community violence and crimes perpetrated by and against minority youth?
- To what extent has the SUP program improved youth academic performance?
- To what extent has the SUP program increased access to public health resources and social services?

## 3.2 Methodology

Qualitative methods were used for the evaluation of the third year of the SUP program. Assessing the questions of this evaluation requires conducting a multi-model qualitative project that relies on a combination of surveys, observations, document reviews, and literature reviews.

The team designed surveys for youth who participated in the Positively Healthy U Network (P.H.U.N.)[21] project based on the instruction of 21st Century Community Learning Center (CCLC) [22]'s Survey of Academic Youth Outcomes (SAYO).[23] There are 29 questions for participants in middle-school, and 33 questions for participants in high-school. The questionnaire covers three main topics and several subtopics under each domain (see **Table 4**). Basic demographic information is included in the survey such as gender, grade, and student ID.

| Main Topics | Sub Topics |
|---|---|
| Youth's Program Experiences | Supportive Social Environment<br>Supportive Adult<br>Leadership and Responsibility |
| Youth's Sense of Competence | Learner's Perspective<br>Social Skills<br>Program's Influence |
| Youth's Future Planning and Expectation | Seeking Support from Adults<br>Success in High-School<br>College Planning |
| Retrospective Questions<br>(Does this program help you to…?) | Feel good about Self<br>Discover Interests and Confidence<br>Make New Friends |

*Table 4 Survey Structure*

Surveys were provided online for participants to complete after enrollment (pre-survey) and before they completed the program (post-survey). These surveys helped to understand the extent to which the program influenced the youth. An additional survey, known as the Teacher Survey, was created to assess the academic improvements of students from teachers'

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[21] The P.H.U.N. Project is one of the core parts of the SUP program. This project contains all afterschool activities, including mentoring, dancing, youth video groups, etc.

[22] The CCLC program is initiated by the U.S. Department of Education to support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students attending high-poverty and low-performing schools.

[23] SAYO Surveys are part of the *A Program Assessment System*, which aims at helping programs measure and link their program quality and youth outcomes. This survey is available for youth and teachers.

perspective. The survey only included eight questions to be completed online after the program ended.

## 3.3 Limitations

There were four limitations identified during the development of this evaluation. First, assessing every program activity by performing data collection for cross comparison, particularly focus groups and interviews, was not possible in this evaluation due to limited resources of funding, time and personnel. Second, the SUP program navigates a problem that is influenced by many other circumstances aside from program participation. Program facilitators have no control over external factors that affect participants and that could generate different outcomes among them. Third, there was not a control group to measure the contribution of SUP program to changes in participants and community members, so the evaluation relies on qualitative methods generating mainly descriptive results. Finally, the lagged data release from government agencies restricted this evaluation in reflecting the complete picture of the results, rather than reflecting the particular context of the SUP program.

# Section 4: Evaluation Findings

## 4.1 Finding One: Demographic Changes
The total number of participants in Year III was 357, from which 60 were new participants. As in previous years, girls' participation surpassed boys' participation, the ratio of girls versus boys continues at 2:1. In this year, girls represented 63.2% of participants. Regarding participants' age, participants were older than in previous year. The mode age was 10 years old for Year II, while in Year III it increased to 16 years old (see Figure 4). Also, 56.52% of participants were between 15 and 19 years old.
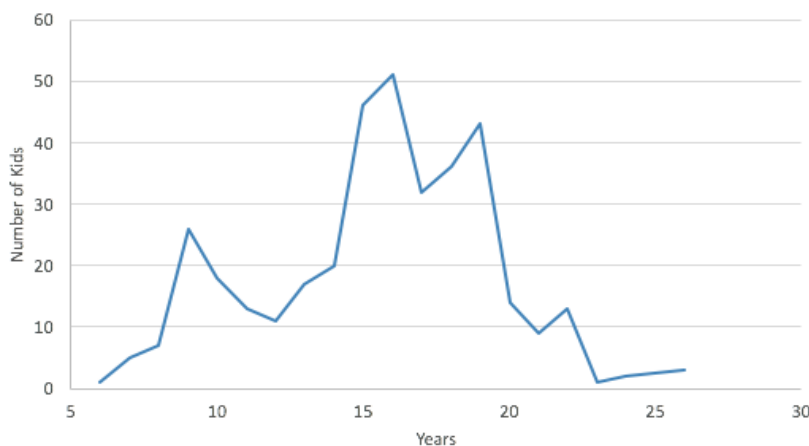


**Source:** Sprockets Systems, Asian Media Access

*Figure 4 Total Number of Young Participants by Age in Year 3*

Most of the participants were Asian Americans and African Americans (see Figure 5). Compared with Year II, the percentage of both ethnicities increased nearly 10 and 6pp, respectively. This increase is due to the connection between young participants and the SUP program through the efforts made by all key partners. In addition, during this year, data collection improved thus reducing the missing data from 24% to 3% of the sample.
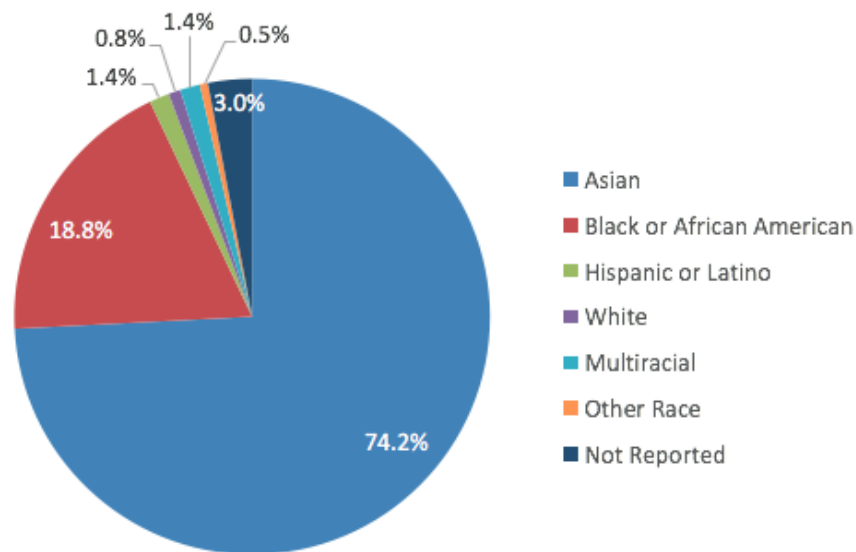


**Source:** Sprockets Systems, Asian Media Access

*Figure 5 Ethnicity of SUP Program Participants – Year III*

## 4.2 Finding Two: Partner Increases and Communication Improvements

In Year III, the SUP program still had the 12 key partners that it has had at the beginning of the program in September 2014 (see Appendix B). These partners remained active and kept strengthening their commitment and their linkages. There were 172 partners collaborating in different events and activities of the program. Of these organizations, 149 started to collaborate in Year III and only 12 have collaborated since the beginning of the program.

These organizations have been supporting efforts to combat violence, to provide a healthy living environment/behavior, to develop a youth entrepreneurship multimedia lab and to help at-risk young people, mainly in North Minneapolis (see Figure 6). Towards the end of the year and thus, the end of the program, the leading organization had been developing partnerships to guarantee the sustainability of the program in the future.
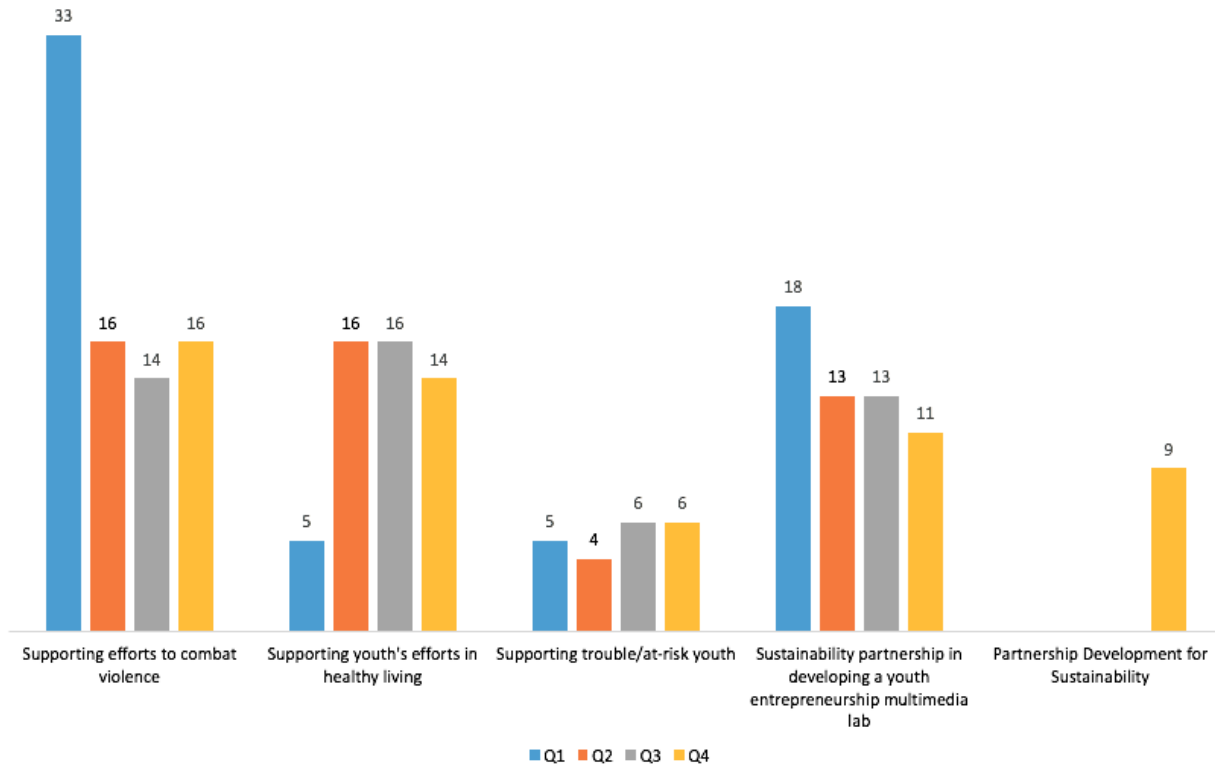
*Figure 6 Role of Partners during Year III*

## 4.3 Finding Three: Events for Violence Prevention and Healthy Living

### 4.3.1 Events for Violence Prevention

One of the greatest goals of the SUP program is to reduce youth violence crime rates and promote public health in disadvantaged communities, particularly within minority groups. The SUP program has included several activities to increase participants' knowledge in violence prevention in order to positively guide communication and encountering behaviors between minority residents and law enforcement, to change youth's perspectives and behaviors towards violence, and to raise their awareness of community violence.

The first year of the program the violence prevention activities included designing t-shirts against violence, radio and video production to support violence prevention, "Toys for Tots", an open house at the Minneapolis Department and shopping with a police officers. One of the findings for the first year of the program was a dominant participation of girls in SUP programming. In response, SUP program included activities to increase boys' participation in the second year of the grant. The activities included: "Angry young me," "Antiviolence Community Forum" and "Bridges to manhood: A conference for young man of color." Finally, in the current year these were the activities that the SUP performed for violence prevention purposes:

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**What the Hack** - #IoTHackDay is a fun and free activity for participants where in a full day they are bring together in teams to produce novel ideas and an entrepreneurial spirit by dreaming up and building new devices to solve everyday problems. Teams form, submit their ideas ahead of the event, and hack for 12 hours. The public is invited to attend at the end of the day, and vote for their favorite teams. Top teams receive cash and hardware prizes.

**Bullying prevention workshop** – Workshop conducted with Minneapolis Police Department involving 21 participants. A bullying prevention training was hosted by the Minneapolis Police Officer Ka Yang provided good tips how to avoid such pitfalls, and how to create a support group for yourself away from gang and bullying. Youth has jointly shared their bullied experiences in schools and streets, and sought suggestions to avoid conflicts.

**Juvenile Detention Alternatives Initiative** – The SUP become a part of the "Juvenile Detention Alternatives Initiative" which is "a collaborative effort between members of the juvenile justice system and the community working to create an effective, fair and efficient system that produces positive outcomes for youth, families and communities while protecting public

### 4.3.2 Activities for Improving Healthy Living

Different activities were implemented in the third year of the SUP program to improve healthy living among participants. The activities included: (1) Hmong Mother and Daughter Club, which provided cooking classes for participants and families with healthy Asian recipes, (2) large-scale outreach events during traditional Asian festivals which usually reached thousands of community residents, (3) youth blog posts which contained information about healthy living, community events and illness prevention regarding other health-related topics and (4) after school dance classes which encouraged physical exercise. Furthermore, the SUP program helped participants by referring them to external health care agencies when they raised issues around health.

### 4.4 Finding Four: Academic Performance

In the third year, P.H.U.N. project engaged youth participants from 4th to 12th grade. Youth were involved in after-school activities. This project intended to help the youth of color to developing beneficial social relationships, personal leadership skills and future planning confidence. The SAYO Survey (pre and post) and the Teachers' Survey were used to measure the influence of the project and to collect feedback from participants.

SAYO surveys reflect three outcome areas according the 21 CCLC's standards: 1) youth's experiences in the afterschool program; 2) youth's sense of competence; 3) youth's future planning and expectation. Each area contains questions with different levels of agreement. Participants were separated into two groups based on the school year: Middle School and High School. In Year III, the number of respondents for the post-survey increased 15.4% due to high-school participants. Overall, there were more respondents in Year II (see Table **5**).

|  |  | Pre | Post | Total |
|---|---|---|---|---|
| Year I | Middle | 41 | 28 | 69 |
|  | High | 45 | 55 | 100 |
|  | **Total** | **86** | **83** | **169** |
| Year II | Middle | 81 | 50 | 131 |
|  | High | 74 | 73 | 147 |
|  | **Total** | **155** | **123** | **278** |
| Year III | Middle | 43 | 49 | 92 |
|  | High | 74 | 93 | 167 |
|  | **Total** | **117** | **142** | **259** |

**Source:** Asian Media Access

*Table 5 SAYO Survey Participation*

Youth participants were asked about three main topics: Program Experiences, Sense of Competence, and Future Expectations. Overall, participants experienced an improvement in the three main areas in the Year III of the program.

### 4.4.1 Program Experiences

This area refers to youth's experiences in the afterschool program and includes three categories: Leadership and Responsibility, Supportive Social Environment, and Supportive Adults.

With the afterschool program, youth participants improved considerably in Leadership and Responsibility (see Figure 7). Teens felt that they could be or had been involved in activity-planning, rule-making, community services and leadership roles during the Year III of the program. In the post-survey results, the percentage increased 7.9pp on average, and 39.7pp in total. The improvement was driven by teens in high school. When looking at the responses by gender, girls perceived that their involvement was higher —for all questions positive perceptions exceed 50%; also, two questions in particular were higher than 80%. When analyzing the results of teens in middle school, it is noticeable that they did not feel that they were in charge of doing something to help the program (negative perception was 38.6% in the pre-survey vs. 49% in the post-survey) or helping in decision-making or rule-making (negative perception was 34.1% in the pre-survey vs. 40.8% in the post-survey). This feeling of lack of participation was mainly perceived by girls.
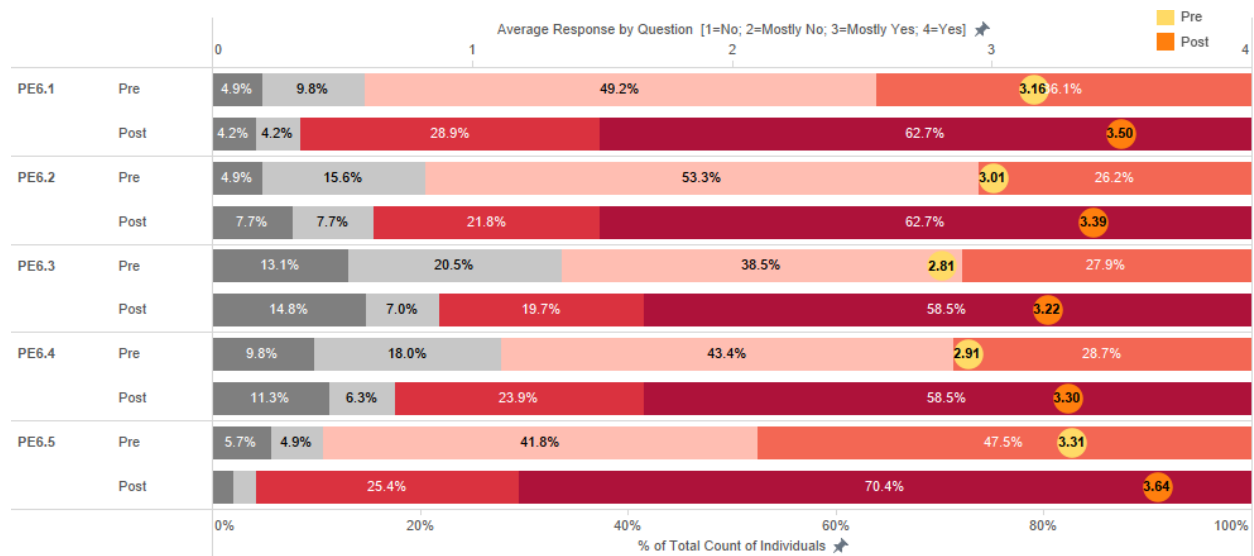
*Figure 7 Leadership and Responsibility[24]*

Regarding the social environment, nearly all teens got along well with their peers and felt mutually respected and supported (see **Figure 8**). In the post-survey results, the positive perception on a supportive social environment increased 2.3pp on average, and a total of 13.6pp. However, boys perceived more of a supportive environment than girls. Overall improvement was higher among participants in high school than those in middle school.

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[24] **Note:** *PE6.1.* Do you get to help plan activities for the program? *PE6.2.* Do you get the chance to lead an activity? *PE6.3.* Are you in charge of doing something to help the program? *PE6.4.* Do you get to help make decisions or rules for the program? *PE6.5.* Do you get to do things that help people in your community? **Source:** Asian Media Access

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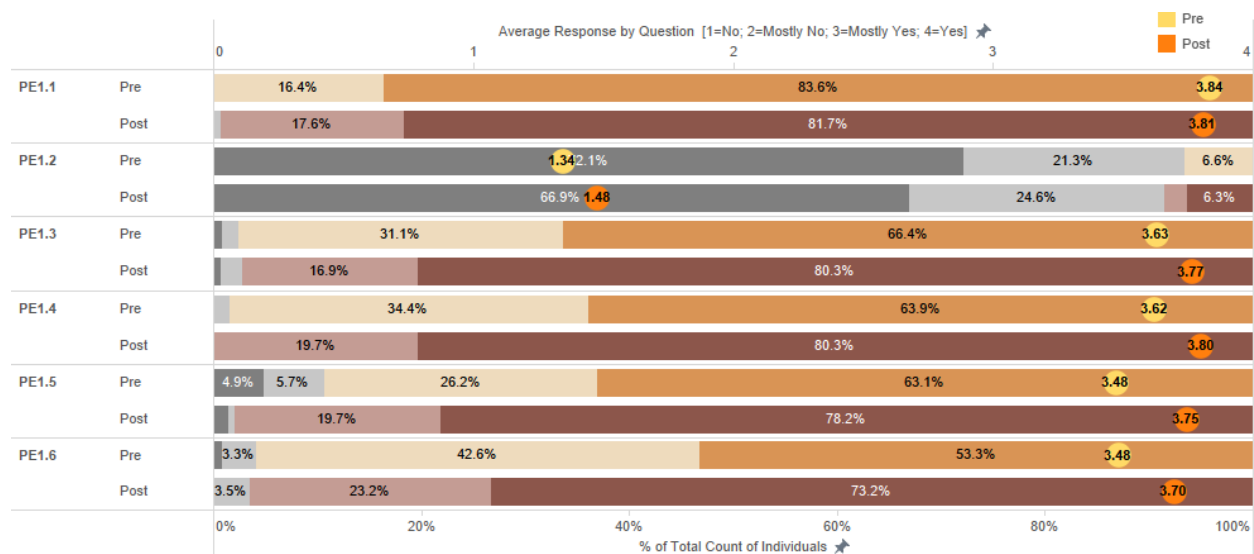
Figure 8 Supportive Social Environment[25]

As part of this category, students were asked about unwanted teasing. Overall, 6.6% of participants noted unwanted teasing in the pre-survey and this proportion increased to 8.5% in the post-survey. Middle school males expressed experiencing this feeling more than any of the other participants. The incidence of "unwanted teasing" did not decrease throughout the three years of the program.

Last of all, trust among participants and adults went up considerably during the program (see **Figure 9**). Participants agreed completely by responding "yes" to the questionnaire when asked about having an adult interested in what they are thinking, having someone to talk to when upset, or having an adult to help them in the event of a problem. There was an average increase of 4.2pp, and a total increase of 16.6pp in this aspect by the end of the program.

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[25] **Note:** *PE1.1.* Are teens here friendly with each other? *PE1.2.* Does a lot of unwanted teasing go on here? *PE1.3.* Do teens here treat each other with respect? *PE1.4.* Do you have a lot of good friends here? *PE1.5.* If you were upset, would other teens here try to help you? *PE1.6.* Do the other teens here listen to you? **Source:** Asian Media Access
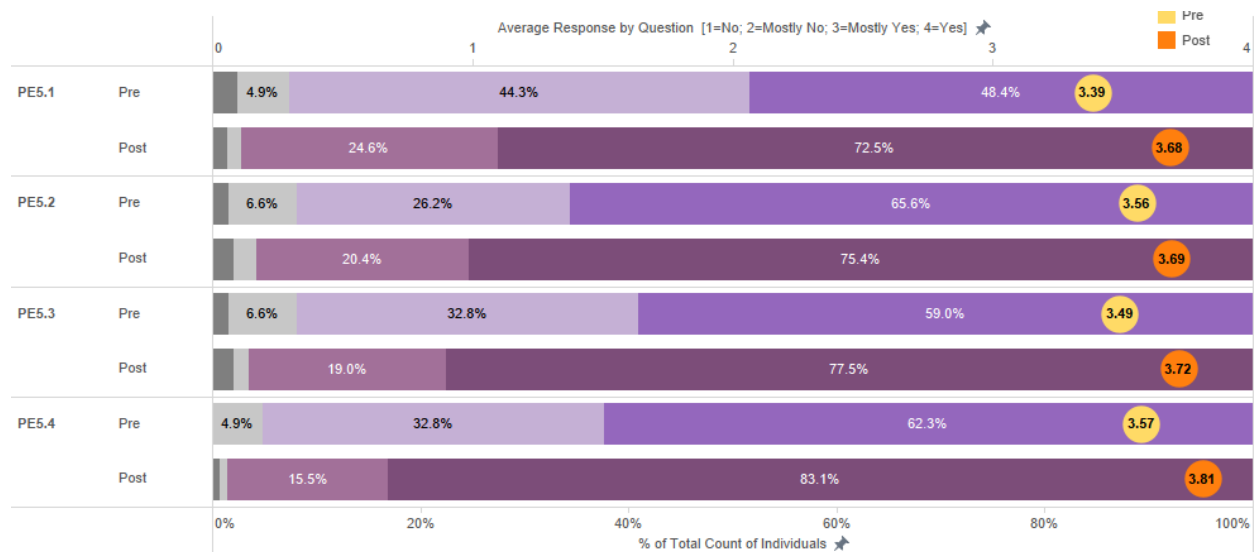
*Figure 9 Supportive Adult*[26]

Additionally, 83.1% of respondents mentioned having a good relationship with adults (in the program) who they respect and that will listen to them when needed – and additional 15.5% answered "mostly yes" for this question ()PE5.4). However, only 71.4% of middle schoolers expressed this feeling as opposed to 89.2% of high schoolers. Boys tended to experience more of a supportive environment than girls.

### 4.4.2 Sense of Competence

This second area refers to youth's opinions and perceptions about self-competence. This area includes two categories: competence as a learner and social competence. Overall, participants were more confident in both academic and social spheres by the end of the program.

As learners, participants expressed improvement in problem-solving skills and increased persistence in completing tasks by the end of the program in 1ppand 3.5pp respectively. Problem solving was the major improvement seen in high schoolers, while middle schoolers experienced a greater increase in persistence. In both areas, boys perceived a greater improvement than girls.

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[26] **Note:** _PE5.1._ Is there an adult interested in what you think about? _PE5.2._ Is there an adult here you can talk to when you are upset? _PE5.3._ Is there an adult here who helps you when you have a problem? _PE5.4._ Is there an adult here who you will listen to and respect? **Source:** Asian Media Access
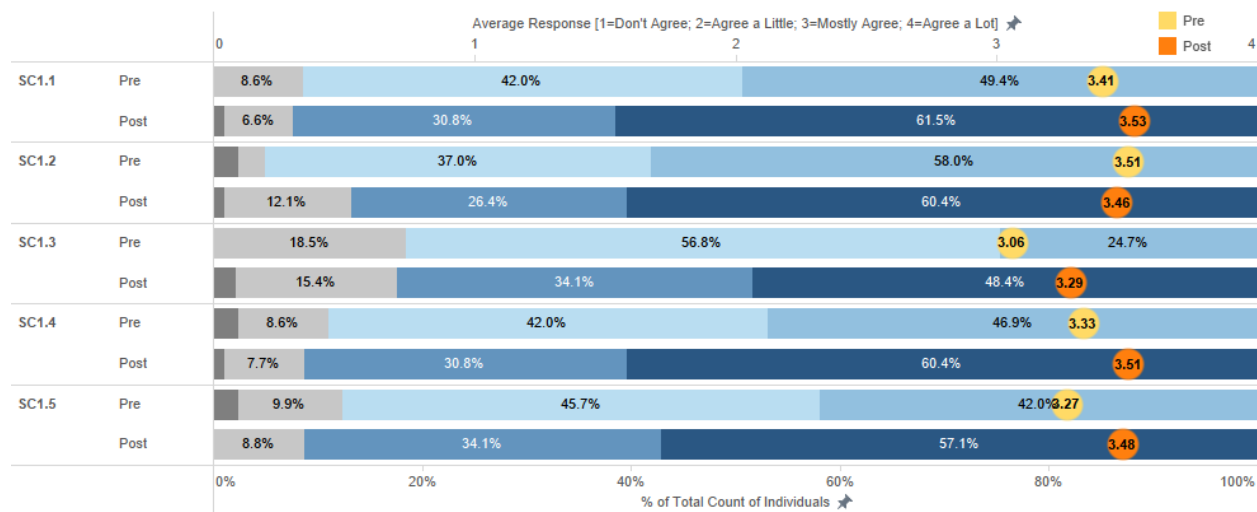
*Figure 10 Self-Competency at Learning[27]*

In the social sphere, participants improved an average of 40.3pp. Overall, participants felt that they were liked by someone they meet and that it was easier for them to join new groups increasing their positive perception in the post-survey in 20.3pp and 20.2pp respectively. In addition, it is important to note that, in the pre-survey, social interaction for girls was more difficult than for boys. When taking into account participants in middle school, there was a low improvement in the indicators. In particular, after the program, a greater proportion of middle-school participants "do not agree" or "agree a little" with the statement of getting along with friends as well as other teens of their age (11.3% in the pre-survey vs. 18.3% in the post-survey compared with).

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[27] **Note:** *SC1.1.* I like to give new things a try, even if they look hard. *SC1.2.* In school, I'm as good as other teens. *SC1.3.* I'm good at solving problems. *SC1.4.* I'm as good as other teens my age at learning new things. *SC1.5.* When I can't learn something right away, I keep trying until I get it. **Source:** Asian Media Access
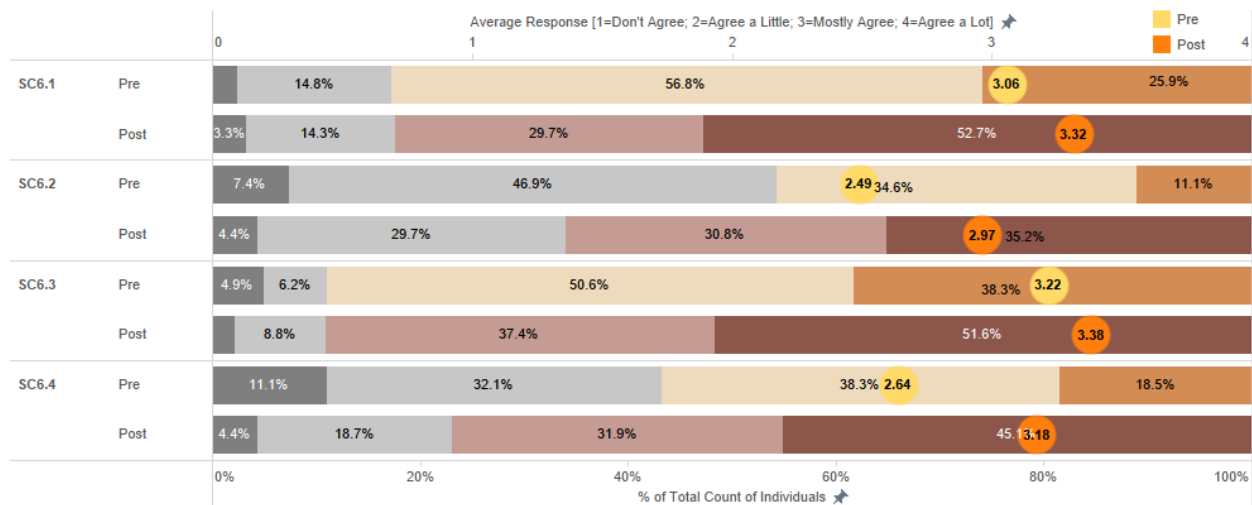
Figure 11 Social Self-Competency[28]

### 4.4.3 Future Planning and Expectations

The third area refers to plans for future life, plans related to college, and expectations. In this area, building trust among participants and adults was particularly important since it encourages youth to share thoughts regarding their future. Overall, participants are more likely to talk with an adult about the future, college, special interests, particular talents, and actions to undertake now to reach life goals.

Additional questions were asked to participants in high school regarding college preparation (inside and outside school), financial aid, and how to increase the chances of getting into a good college. According to the results (see **Figure 12**), the program encouraged high-school teens to think positively about their college planning and to think carefully about their enrollment in higher education institutions.

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[28] **Note:** _SC6.1._ It's very easy for me to get along with other teens. _SC6.2._ When I meet someone new, I know he or she will like me. _SC6.3._ I get along with friends as well as other teens my age. _SC6.4._ It's easy for me to join a new group of teens. **Source:** Asian Media Access

**Future Planning -- Talk to an Adult**

Average Response [1=Not At All; 2=Some; 3=Yes, Definitely]

| | | |
|---|---|---|
| FPE5.1 | Pre | 11.3% / 31.3% / 57.5% — 2.46 |
| | Post | 16.1% / 81.7% — 2.80 |
| FPE5.2 | Pre | 8.8% / 30.0% / 61.3% — 2.53 |
| | Post | 12.9% / 84.9% — 2.83 |
| FPE5.3 | Pre | 7.5% / 35.0% / 57.5% — 2.50 |
| | Post | 20.4% / 78.5% — 2.77 |
| FPE5.4 | Pre | 3.8% / 30.0% / 66.3% — 2.63 |
| | Post | 12.9% / 86.0% — 2.85 |

% of Total Count of Individuals
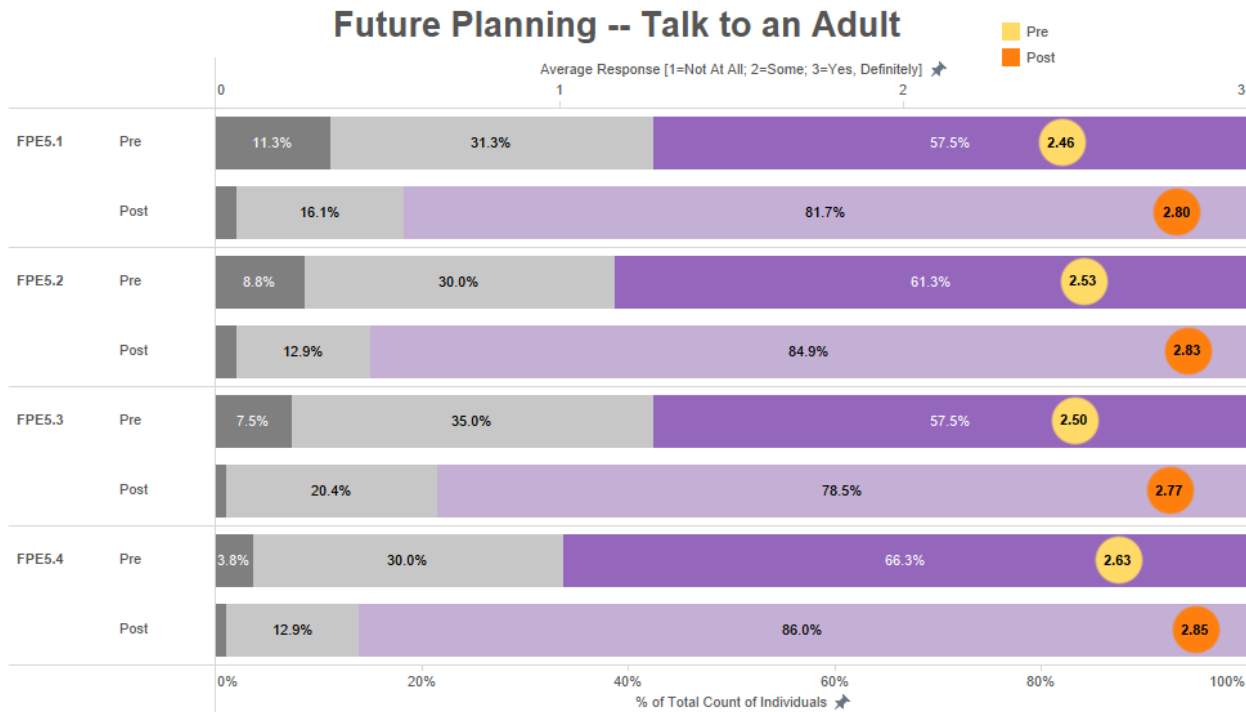
*Figure 12 Future Planning[29]*

Regarding expectations, the improvement rate was very low in general (see **Figure 13**). The largest impact of the program was in the expectation of being successful in high school which increased 9pp. Among high school participants, 95.7% think that they will graduate from high-school and 83.9% think they will go to college.[30] Among them, the effect on expectations was higher for boys. On the contrary, for middle-school participants, the program had a negative effect on expectations — in particular for girls. After the program, 72.5% of girls in middle-school think they will graduate from high school, and 60.0% will go to college, in comparison to 89.2% and 86.5% in the pre-survey respectively.

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[29] **Note:** _FPE5.1._ Which high school courses you should be taking to prepare for college? _FPE5.2._ What activities you can do outside of school to help you prepare for college? _FPE5.3._ What financial aid might be available to help you pay for college? _FPE5.4._ How you can increase your chances of getting into a good college? **Source:** Asian Media Access

[30] Compared to 76.9% and 73.1% in the pre-survey, respectively.
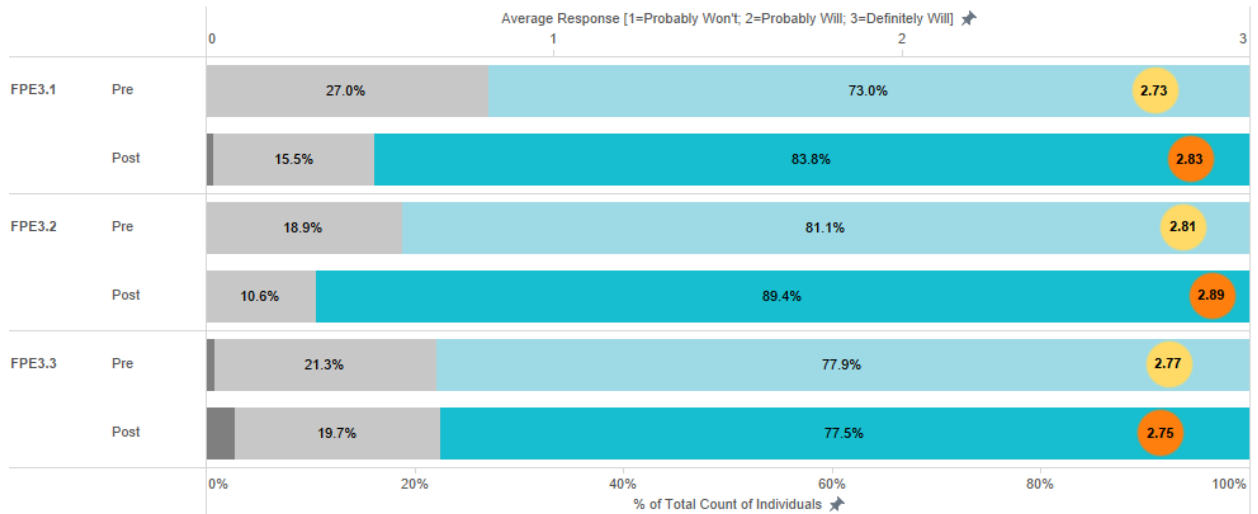
*Figure 13 Future Expectations*[31]

The teacher survey results also affirmed youth participant's performance and ownership in school settings (see **Figure 14**). Overall, participants' experience in afterschool projects helped them improve performance in academic settings. For instance, teachers found that 58.3% of program participants improved in in-class participation. Teachers also perceived improvements, not only in turning homework in on time, but also in completing it to teachers' satisfaction. Nevertheless, despite the positive results, more research has to be done to improve regular class attendance among participants. It is important to know why youth miss class to properly address this aspect, and to learn how to mitigate this phenomenon. Class attendance could interfere not only with the completion of a school year but also with the quality of education that the young person is receiving which could have negative impacts on his/her future education.

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[31] **Note:** *FPE3.1.* Will you be as successful in high school has you had hoped? *FPE3.2.* Will you graduate from high school? *FPE3.3.* Will you go to college? **Source:** Asian Media Access

| | Improved | Declined | No change | Did not need improvement |
|---|---|---|---|---|
| Turning in his/her homework on time | 53.6% | 9.3% | 35.1% | |
| Completing homework to your satisfaction | 58.3% | 7.3% | 33.8% | |
| Coming to school motivated to learn | 51.0% | 8.6% | 39.7% | |
| Academic performance | 56.3% | 9.9% | 31.8% | |
| Behaving well in class | 46.4% | 7.3% | 45.7% | |
| Being attentive in class | 48.3% | 9.3% | 40.4% | |
| Participating in class | 58.3% | 5.3% | 35.1% | |
| Attending class regularly | 38.4% | 8.6% | 44.4% | |
| Volunteering (e.g., for extra credit or more responsibilities) | 50.3% | 17.2% | 31.8% | |
| Getting along well with other students | 46.4% | 6.0% | 46.4% | |

■ Improved  ■ Declined  ■ No change  ■ Did not need improvement

Note: *Improved* includes the following categories: Significant improvement (46% of responses on average), moderate improvement (33% on averge), and slight improvement (20% on average). *Declined* includes the following categories: Significant decline, moderate decline, and slight decline (being the majority of the responses in this category).
Source: HACER with data from Teacher Survey - AMA.

*Figure 14 Teacher Survey Results*

# Session 5: Recommendations

## 5.1 Recommendation One: Consider Additional African Americans Recruitment

Despite an increase of Asian American and African American participants in the SUP program, there is still a need for greater efforts to recruit participants from Black and African American communities. According to the data from Year III, 74.2% of participants were Asian while just 18.8% were Black or African Americans. Considering that this is the biggest minority group in the areas of Minneapolis, Brooklyn Center and Brooklyn Park, representing 19.7%, 28.8% and 27% of the total population respectively, more efforts are needed in fostering partnerships with organizations working in African American communities in order to increase their representation in the SUP program.

We identified some organizations that work with African American Youth in North Minneapolis, Brooklyn Park and Brooklyn Center (See Appendix C). We believe these organizations could be potential partners in the future to better meet SUP goals.

## 5.2 Recommendation Two: Fostering Community-Based Relationships

One of the most important aspects of the SUP program is to foster partnerships among government organizations, police departments and health institutions to create a cluster that work together for the achievement of the program's goals. These partnerships have been beneficial in attaining these goals. We encourage using this model with alternative community-based programs to prevent violence among youth. Additional efforts could be undertaken to include health institutions that work directly with the community as partners of the SUP program in order to have greater access and understanding of community resources and needs.

## 5.3 Recommendation Three: Assessment of Violence Prevention Activities

There is no doubt that the SUP program has included many efforts to prevent violence among minority communities. However it is difficult to know with certainty the extent to which the program has contributed to this goal, as mentioned in the third finding of this evaluation. The community data demonstrates an improvement in regards to violent crime rate and types of injuries and death by violent crimes, but due to the complexity of these issues we cannot contribute these improvements entirely to the SUP program.

There are several resources that can be used to determine the effectiveness of the violence prevention activities of the program. Below we provide brief descriptions of some of these activities:

- **Critical Reflection:** This is a qualitative method that could allow a better understanding of the effect of the violence prevention activities by gathering insights of participants through statements of their practical experiences. In this case, after each session a facilitator could ask the participants to reflect after the activities on what they learned from it or what they could do differently after this activity. This could be done individually in a written manner, by facilitating a group discussion around those questions, or by having participants record their reflections on audio.

- Surveys: Several survey questionnaires have been created to assess violent behaviors of youth. The Center for Disease Control and Prevention (https://www.cdc.gov/) provides some resources for this goal. Below are some of the resources[32] that we consider relevant to the SUP program:
  - o Youth Risk Behavior Surveillance System (YRBSS) – One of the topics that this assessment evaluates is "Behaviors that Contributed to Violence", including questions such as: carried a weapon, carried a gun, carried a weapon on school property, were threatened or injured with a weapon on school property, were in a physical fight, were injured in a physical fight, were in a physical fight on school

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[32] https://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/tools.html

property, did not go to school because they felt unsafe at school or on their way to or from school, were electronically bullied, were bullied on school property, were ever physically forced to have sexual intercourse, experienced physical dating violence and experienced sexual dating violence[33]

o   Measuring Bullying Victimization, Perpetration, and Bystander Experiences[34] – This set of tools touches on different aspects of bullying. The most relevant instruments we found to analyze participants behaviors are: C2. Adolescent Peer Relation Instrument, C5. Illinois Bully Scale, C8. Olweus Bullying Questionnaire and C10. Reduced Aggression/Victimization scale. (see **Appendix D)**

o   Measuring Violence-Related Attitudes, Behaviors and Influences among Youth – This assortment has the most relevant topics for evaluating the violence prevention activities of the SUP program including: attitude and belief assessments, psychosocial and cognitive assessments, behavioral assessments and environmental assessments. We recommend that the facilitator look into this toolkit and choose the relevant assessments according to each particular activity. The toolkit is very extensive, so we recommend accessing it online (cdc.gov/violence prevention/pdf/YV_Compendium.pdf)

## 5.4 Recommendations Based on Survey Results

### 5.4.1 Addressing Girls' Challenges

One of the recommendations based on the SAYO survey results is paying particular attention to girls among the group of participants. While conducting comparison among SUP participants, we noticed that middle school girls are facing several challenges when compared to their male counterparts. The survey results indicate that girls do not feel that they are contributing to planning or making decisions/rules, they feel a less supportive environment than boys, they have a less significant improvement in problem-solving skills than boys, and more of them think that they are not going to graduate high school or go to college. These facts raised some alerts about potential activities that could be done to address girls' challenges.

### 5.4.2 Increase Bullying Prevention Efforts

The survey results demonstrate that males' perception of unwanted teasing increased in the last year of the program. In order to decrease this indicator, it is important to provide additional efforts on bullying prevention including fostering partnerships with middle schools.

### 5.4.3 Additional Programming to Increase Graduation Expectations

According to survey results, there are improvement opportunities in regards to participants' graduation expectations. We recommend conducting activities such as college field trips to

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[33] https://nccd.cdc.gov/youthonline/App/QuestionsOrLocations.aspx?CategoryId=C01

[34] https://www.cdc.gov/violenceprevention/pdf/BullyCompendium-a.pdf

familiarize participants with these types of institutions and providing relevant resources to access higher education. Moreover, participants and parents should be engaged in financial education programming to identify strategies that help them realize the viability of pursuing a professional career.

### 5.4.4. Research on Class Attendance

Teachers highlighted in the SAYO survey that there are areas for improvement regarding participants' class attendance. There is limited information on the reasons why participants may not attend class. Thus, there is a need to conduct further research to make an assertive judgement.

# Appendix A: Logic Model

| INPUTS | Activities | Outputs | Intermediate Outcomes | Ultimate Outcomes |
|---|---|---|---|---|
| Local knowledge of community & culture<br><br>Experience in health programs for target population<br><br>Partnership with community stakeholders<br><br>Grant and technical assistance from OMH and Legacy Foundation<br><br>Staff time of Asian Media Access and key partners | **Direct Services:**<br>• Weekly youth skill-building groups<br>• One-on-one youth counseling<br>• Referrals to local public health services<br>• Weekly leadership development & physical exercise opportunities<br>• Quarterly parents "Healthy Life Style" gatherings<br>• "Hmong Mother and Daughter Club"<br>• Dialogue with local law enforcement | • Number of each activities/events held;<br>• Number of Referrals made;<br>• Opportunities and services provided<br>• Number of participants and families<br>• Surveys with participants and staff | Increase violence prevention services among minority youth and parents<br><br>Increase prevention services among Pan African and Pan Asian youth<br><br>Increase youth participants' attendance at school and improve academic performance | Reduce the violent crimes perpetrated by and against minority youth in target communities<br><br>Reduce the achievement gap between minority students and mainstream students in north area |
| | **Community Education:**<br>• Weekly Youth Media Force Multimedia Training<br>• Develop youth own creations of advocacy materials<br>• Develop social media tools for peer-to-peer education<br>• Support "Youth in Charge" web blog<br>• Develop cultural/linguistic appropriate education materials<br>• Post all materials on APA ComMNet website<br>• Conduct large-scale public anti-violence education campaign<br>• Create & evaluate culturally and linguistically appropriate tools<br>• Conducting social media strategies<br>• Host outreach events | • Number of each activities/events held;<br>• Number of Referrals made;<br>• Quit Line established;<br>• Opportunities and services provided<br>• Number of survey response<br>• Number of Materials developed and translated<br>• Number of social media posted<br>• Communication Strategy Report<br>• Outreach events hosted | Youth's negative attitudes towards bullying and violent crimes<br><br>Reduce the proportion of adolescents and young adults exposed to unhealthy living lifestyles<br><br>Enhance information development and distribution of cultural and linguistic appropriate education material | Develop knowledge in healthy living among disadvantaged communities in north area<br><br>Healthy and safe Community with mass awareness of healthy living style |
| | **Collaboration among partners:**<br>• Recruit and sustain participation of community partners, youth, youth serving organizations, parents, and community members<br>• Conduct and provide a community needs assessment Collaborate with Tech Support and Evaluation Team<br>• Publicize all findings and materials on APAComMNet and program official websites<br>• Report overall efforts and findings to federal agency<br>• Add new related collaboration projects in MN | • Number of partners recruited<br>• Needs assessment conducted<br>• Number of materials publicized<br>• Number of new projects added<br>• Quarterly and annual evaluation reports | Increase Coalition's leadership and capacity, synthesize/identify the most promising smoking cessation and prevention strategies and collaboration methods<br><br>Improve coordination and utilization of products, research and evaluation. | Increase effectiveness and efficiency of accessing culturally sensitive information and distribution<br><br>Enhance, sustain and replicate community collaboration efforts |

# Appendix B: SUP Key Partners

|  | Agency | Contact | Major Tasks |
|---|---|---|---|
| 1. | **Asian Media Access** | **Ange Hwang**<br>Project Director<br>Ange.hwang@amamedia.org<br>(612) 376-7715 | Overall Planning and Coordination<br>Grant Management<br>Federal Contact |
| 2. | **Asian Media Access** | **Steve Lu**<br>Director of Media Technology<br>stevelu@amamedia.org | Bicultural Violence Prevention Public Education Campaign |
| 3. | **Iny Asian Dance Theater** | **Julia Vang**<br>Project Coordinator<br>juliavang09@gmail.com | Asian Dance Training<br>Community Performances<br>Hmong Mother and Daughter Club |
| 4. | **LVY Foundation** | **Tyree Lawrence**<br>tylawren@hotmail.com | African American youth support group<br>African American community outreach |
| 5. | **HACER** | **Rodolfo Gutierrez**<br>rodolfo@hacer-mn.org | Evaluation |
| 6. | **City of Minneapolis Health Dept** | **Fatima Z. Muhammad**<br>Afterschool Project Director<br><br>**Minneapolis Youth Coordinating Board**<br>www.ycb.org<br><br>**Sasha R.Cotton**<br>Senior Public Health Specialist -Youth Violence Prevention Coordinator | |
| 7. | **City of Minneapolis Police Dept** | **Officer Ka L. Yang**<br>Juvenile Outreach & Diversion S.R.O. Program<br>ka.yang@minneapolismn.gov<br><br>**Officer Charles Adams**<br>Charles.AdamsIII@minneapolismn.gov<br><br>**Kou Vang**<br>Kou.Vang@minneapolismn.gov | Police-Community Relationship |

|   |   | Luther Krueger, Crime Prevention Analyst - Strategic Information/Crime Analysis Division<br>Luther.Krueger@MinneapolisMN.gov<br><br>Rowena Holmes<br>Crime Prevention Specialist<br>rowena.holmes@minneapolismn.gov<br><br>Tim Hammett<br>Crime Prevention Specialist<br>timothy.hammett@minneapolismn.gov<br><br>Richard Maas<br>Crime Prevention Specialist<br>Richard.Maas@minneapolismn.gov |   |
|---|---|---|---|
| 8. | City of Brooklyn Park Health Dept | Paula Van Avery<br>Community Liaison<br>paula.vanavery@brooklynpark.org<br><br>John T. Kinara<br>Housing & Economic Development Specialist - Community Development Department<br>john.kinara@brooklynpark.org | Violence Prevention from the public health perspectives |
| 9. | City of Brooklyn Park Police Dept | Deputy Chief Mark Bruley<br>Investigations Commander for the Brooklyn Park<br>mark.bruley@brooklynpark.org<br><br>Greg Burstad<br>Sergeant - Community Response Unit<br>gregory.burstad@brooklynpark.org | Police-Community Relationship |
| 10. | City of Brooklyn Center Police Dept | Monique Drier<br>Community Liaison<br><br>Greg Burstad<br>Community Response Unit<br>Gregory.burstad@brooklynpark.org | Police-Community Relationship |

| | | | |
|---|---|---|---|
| 11. | **Hennepin County Sheriff's Office** | **Jonathan K Tran** Jonathan.Tran@hennepin.us  **Thuan H Vuong** Deputy Community Engagement Team Thuan.Vuong@hennepin.us | Police-Community Relationship |
| 12. | **Center for Court Innovation** | **Michela Lowry** Training & Technical Assistance Associate lowrym@courtinnovation.org www.courtinnovation.org  **Medina Henry** Project Manager and Associate Director - Technical Assistance Minority Youth Violence Prevention TA | Technical Support |

## Appendix B.1 SUP 3rd YR 4Q Community Partners

Total: 58 Partners

1. PDI Design
2. PDI Global
3. Ground landscape
4. Lutheran Social Service of Minnesota
5. City of St. Paul
6. Greater Twin Cities United Way
7. Sundance Family Foundation
8. Minnesota Asset Building Coalition
9. West Central Minnesota Communities Action, Inc.
10. Lutheran Social Service of Minnesota
11. Pillsbury United Communities
12. Intermedia Arts
13. Minneapolis Park and Rec Board
14. Side by Side Assn.
15. City of Minneapolis – Community Planning and Economic Development
16. Urban 4H
17. Brothers EMPowered
18. West Central Minnesota Communities Action, Inc.
19. East Side Neighborhood Development Co.

20. Hmong American Partnership
21. Greater Twin Cities United Way
22. PR International
23. Republican Main Street Partnership
24. YWCA Minneapolis
25. TCI Solutions
26. StoryCorps
27. East Side Neighborhood Development Co.
28. Airport Foundation
29. City of Minneapolis – Community Planning and Economic Development
30. 2nd Harvest
31. St. Paul College
32. Ignite Afterschool
33. James J. Hill Center
34. Wells Fargo
35. Sundance Family Foundation
36. Dayton Bluff Community Council
37. Minneapolis Community & Technical College
38. Urban 4H
39. 2nd Harvest
40. Jenny Lind Community School
41. Vietnamese Lion Dance Group
42. Minneapolis Park and Rec Board
43. juxtaposition
44. EMERGE
45. Sewa-AIFW
46. Insight Formation
47. MN Internship Center
48. Minneapolis Park and Rec Board
49. Missing Children Minnesota
50. Hmong American Partnership
51. WellShare
52. Rainbow Health Initiative
53. Tobacco-Free Alliance
54. African Immigrants Community Services
55. NAMI
56. Pillsbury United
57. Todd County Health Dept
58. CLUES

# Appendix B.2 SUP 3rd YR 3Q Community Partners

Total: 50 Partners

1. MN Public Radio (MPR)
2. Mpls Park and Rec - Girl's Conference
3. Center for Youth Development
4. National REACH Coalition
5. Minneapolis St. Paul International Film Festival
6. Amazing Thailand
7. Minneapolis Technical College
8. Rochester World Festival
9. YWCA Girls Inc.
10. Family Restoration Services
11. Ann Bancroft Foundation
12. Dunwoody College
13. US Bank
14. MPS Community Partnerships Office
15. East Side Neighborhood Services
16. STEP UP
17. Pillsbury United Communities
18. Minnesota Correctional Facility-Lino Lakes
19. Minnesota Department of Corrections
20. Minneapolis Police Department
21. Pamela Moore
22. Minneapolis Youth Board
23. Coalition of Asian American Leaders
24. Community Partnership Collaboration (CPC)
25. EDU Film Festival
26. Appetite for Change
27. NEON (Northside Economic Opportunity Network)
28. Smart Snacks Pop-up Garden
29. Concordia University
30. MN Dept of Education
31. MN Dept of Health
32. Mall of America
33. MN Dept of Education
34. IFP Minnesota
35. 48 Hours Film Festival
36. MIWRC
37. 2nd Harvest

38. Hennepin County Library
39. Twins
40. Voices for Racial Justice
41. Providence Senior Housing
42. Center for Health Equity, MN Dept of Health
43. Skilers Production
44. MN Dept of Health
45. University of Minnesota Landscape Arboretum.
46. St Paul Public School
47. City of Minneapolis – Office of the Mayor
48. City of Minneapolis – Police Department
49. Center for Hmong Arts and Talent
50. Association for Black Economic Power (ABEP)

# Appendix B.3 SUP 3rd YR 2Q Community Partners

Toal: 50 partners

1. Twin Cities Public TV
2. MN Employment and Economic Development
3. Voices for Racial Justice
4. Sansei Yusei Kai Japanese Dance Group
5. Midwest Performing Arts
6. Kia Dance Studio
7. City of Minneapolis - Health Dept
8. Governor's Young Women Initiative
9. UMN - China Center
10. Communities Share of MN
11. Minneapolis Dept of Health - SIM Project
12. Yoga Teacher
13. Tai Chi Teacher
14. Hmong Dance Teacher
15. Hmong/Thai Dance Teacher
16. Hmong Dance Teacher
17. Vocal Teacher - Hannah Longley
18. Saint Paul - Nagasaki Sister City Committee
19. UROC's Community Health Division
20. University of Minnesota Extension Center for Family Development
21. Right Track
22. Minneapolis - STEP UP
23. MCG-MN
24. Wellstone Center

25. 279 School District
26. Edison High School
27. University of Minnesota Extension 4H
28. The Southeast Asian Diaspora Development (SEAD
29. Asian Pacific Endowment Fund from St. Paul Foundation
30. Northside News
31. China Insight
32. Juxtaposition Arts
33. Royal Krew
34. Great Leap for 1000 Cranes
35. World Festival 2017
36. MN FCCLA
37. Roseville Parks and Recreation
38. Amazing Thailand
39. Korean Quarterly
40. M3C
41. St Paul Public School
42. Minneapolis Public School
43. AEDA (Asian Economic Development Association)
44. MN Dept of Education
45. East Side Neighborhood Services
46. Young Women Initiative
47. Urban 4H
48. Hennepin County Library
49. East Side Neighborhood Services
50. YWCA

# Appendix B.4 SUP 3rd YR 1Q Community Partners

Total: 67 partners

1. St Thomas University
2. The Travelers
3. Fab Lab
4. Henry CAN NEtwork meeting
5. Mpls Park and Rec
6. UMN - Center for Innovative Higher Education
7. UMN - Center for Innovative Higher Education
8. Ummah Project
9. CPED

10. APYASF
11. City of Minneapolis - Neighborhood and Community Relationships
12. MN Children's Alliance
13. The Social Justice Education Movement
14. Jordan Area Community Council (JACC)
15. Voices for Racial Justice
16. City of Minneapolis - Public Works -
17. Soap Factory
18. 2nd Harvest
19. Mahtomedi Public Schools
20. Congressman Keith Ellison (MN-5)'s office
21. Communities Share of MN
22. Hmong American Partnership
23. Wells Fargo
24. Patrick Henry High's CAN
25. Wells Fargo Community Relation
26. Bottineau Community Center
27. Minneapolis Dept of Health
28. Mahtomedi Public Schools
29. UROC's Community Division
30. Hmong American Partnership
31. Hmong College Prep
32. BALLALA
33. Wells Fargo
34. PDI Global
35. Hennepin County Environment and Energy|  Environmental Education & Outreach
36. Community Power
37. Maranatha Christian Academy
38. MPR
39. Best Buy Foundation
40. Asian & Pacific Islander American Scholarship Fund
41. Clear Channel
42. Minnesota Landscape Arboretum
43. China Insight
44. Somali Community
45. MN Dept of Education
46. Racial Justice and Health Equity Organizer
47. Northern Spark
48. IoT Hack Day
49. AchieveMpls and Patrick Henry High
50. Hal Tiffany Agency
51. Bottineau Park Center

52. MN Internship Center
53. Royal Krew
54. Hmongtown Market
55. Hennepin County Public Health
56. MN Women's Consortium
57. Urban 4H
58. Asian & Pacific Islander Scholarship Fund
59. Center of the Hmong Studies
60. CRF
61. Mpls Park and Rec
62. 2nd Harvest
63. CPED
64. Appetite for Change
65. University of Minnesota Extension Center for Family Development
66. Twin Cities Tutoring
67. Sheltering Arms Foundation

# Appendix C: Organizations Working with African American Youth in SUP sites

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# Appendix D: Measuring Bullying Victimization, Perpetration & Bystander Experiences Tools

## C2. Adolescent Peer Relation Instrument

### C2. Adolescent Peer Relations Instrument

**SECTION A**

Since you have been at this school THIS YEAR how often HAVE YOU done any of the following things to a STUDENT (or students) at this school. CIRCLE THE NUMBER THAT IS CLOSEST TO YOUR ANSWER.

| | In the past year at this school I… | Never | Sometimes | Once or twice a month | Once a week | Several times a week | Everyday |
|---|---|---|---|---|---|---|---|
| 1. | Teased them by saying things to them | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Pushed or shoved a student | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Made rude remarks at a student | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Got my friends to turn against a student | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Made jokes about a student | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Crashed into a student on purpose as they walked by | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | Picked on a student by swearing at them | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Told my friends things about a student to get them into trouble | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | Got into a physical fight with a student because I didn't like them | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | Said things about their looks they didn't like | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | Got other students to start a rumor about a student | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | I slapped or punched a student | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | Got other students to ignore a student | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | Made fun of a student by calling them names | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | Threw something at a student to hit them | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. | Threatened to physically hurt or harm a student | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. | Left them out of activities or games on purpose | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. | Kept a student away from me by giving them mean looks | 1 | 2 | 3 | 4 | 5 | 6 |

## SECTION B

Please indicate how often a student (or students) at this school has done the following things TO YOU since you have been at this school this year. CIRCLE THE NUMBER THAT IS CLOSEST TO YOUR ANSWER.

| | In the past year at this school ... | Never | Sometimes | Once or twice a month | Once a week | Several times a week | Everyday |
|---|---|---|---|---|---|---|---|
| 1. | I was teased by students saying things to me | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | I was pushed or shoved | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | A student wouldn't be friends with me because other people didn't like me | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | A student made rude remarks at me | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | I was hit or kicked hard | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | A student ignored me when they were with their friends | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | Jokes were made up about me | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Students crashed into me on purpose as they walked by | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | A student got their friends to turn against me | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | My property was damaged on purpose | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | Things were said about my looks I didn't like | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | I wasn't invited to a student's place because other people didn't like me | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | I was ridiculed by students saying things to me | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | A student got students to start a rumor about me | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | Something was thrown at me to hit me | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. | I was threatened to be physically hurt or harmed | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. | I was left out of activities, games on purpose | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. | I was called names I didn't like | 1 | 2 | 3 | 4 | 5 | 6 |

## Scoring Instructions

Point values are assigned as indicated above.
Section A contains the bullying items.
Subscale scores are computed as follows:
Verbal bullying: Items 1, 3, 5, 7, 10, and 14
Social bullying: Items 4, 8, 11, 13, 17, and 18
Physical bullying: Items 2, 6, 9, 12, 15, and 16

Section B contains the victim items.
Subscale scores are computed as follows:
Verbal victimization: Items 1, 4, 7, 11, 13, and 18
Social victimization: Items 3, 6, 9, 12, 14, and 17
Physical victimization: Items 2, 5, 8, 10, 15, and 16

Scoring is achieved by adding the items up for each individual total score (bullying and victimization) or for each subscale score (verbal, social, and physical). Any student who scores 18 for either the bullying or victimization total score has never been bullied or has never bullied others. There are no cut off scores for this instrument. For the subscales, a score of 6 means the respondent has never been bullied or has never bullied others in that particular way.

## References

Parada, R. H. (2000). *Adolescent Peer Relations Instrument: A theoretical and empirical basis for the measurement of participant roles in bullying and victimization of adolescence. An interim test manual and a research monograph: A test manual.* Penrith South, DC, Australia: Publication Unit, Self-concept Enhancement and Learning Facilitation (SELF) Research Centre, University of Western Sydney.

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# C5. Illinois Bully Scale

**For each of the following questions, choose how many times you did this activity or how many times these things happened to you in the LAST 30 DAYS.**

| | | Never | 1 or 2 Times | 3 or 4 Times | 5 or 6 Times | 7 or more Times |
|---|---|---|---|---|---|---|
| 1. | I upset other students for the fun of it. | a | b | c | d | e |
| 2. | In a group I teased other students. | a | b | c | d | e |
| 3. | I fought students I could easily beat. | a | b | c | d | e |
| 4. | Other students picked on me. | a | b | c | d | e |
| 5. | Other students made fun of me. | a | b | c | d | e |
| 6. | Other students called me names. | a | b | c | d | e |
| 7. | I got hit and pushed by other students. | a | b | c | d | e |
| 8. | I helped harass other students. | a | b | c | d | e |
| 9. | I teased other students. | a | b | c | d | e |
| 10. | I got in a physical fight. | a | b | c | d | e |
| 11. | I threatened to hurt or hit another student. | a | b | c | d | e |
| 12. | I got into a physical fight because I was angry. | a | b | c | d | e |
| 13. | I hit back when someone hit me first. | a | b | c | d | e |
| 14. | I was mean to someone when I was angry. | a | b | c | d | e |
| 15. | I spread rumors about other students. | a | b | c | d | e |
| 16. | I started (instigated) arguments or conflicts. | a | b | c | d | e |
| 17. | I encouraged people to fight. | a | b | c | d | e |
| 18. | I excluded other students from my clique of friends. | a | b | c | d | e |

**Scoring Instructions**

Point values are assigned as follows:

Never = 0
1 or 2 times = 1
3 or 4 times = 2
5 or 6 times = 3
7 or more times = 4

Victim subscale: Items 4, 5, 6, and 7
Bully subscale: Items 1, 2, 8, 9, 14, 15, 16, 17, and 18
Fight subscale: Items 3, 10, 11, 12, and 13

Subscale scores are computed by summing the respective items. The range for the victim subscale is 0 to 16, with higher scores indicating more victimization. The range for the bully subscale is 0 to 36, with higher scores indicating more bully perpetration. The range for the fight subscale is 0 to 20, with higher scores indicating more fighting.

**References**

Espelage, D. L., & Holt, M. (2001). Bullying and victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse, 2*, 123–142.

**Developer's Contact Information**

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# C8. Olweus Bullying Questionnaire

Sample Items

## ABOUT BEING BULLIED BY OTHER STUDENTS

Here are some questions about being bullied by other students. First, we define or explain the word bullying. We say a student is being bullied when another student or several other students:

- say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names;
- completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose;
- hit, kick, push, shove around, or lock him or her inside a room;
- tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her;
- and other hurtful things like that.

When we talk about bullying, these things happen repeatedly, and it is difficult for the student being bullied to defend himself or herself. We also call it bullying, when a student is teased repeatedly in a mean and hurtful way.

But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about equal strength or power argue or fight.

4. How often have you been bullied at school in the past couple of months?

I haven't been bullied at school in the past couple of months

It has only happened once or twice
2 or 3 times a month
About once a week
Several times a week

**Have you been bullied at school in the past couple of months in one or more of the following ways? Please answer all questions.**

5. I was called mean names, was made fun of, or teased in a hurtful way.

It hasn't happened to me in the past couple months
Only once or twice
2 or 3 times a month
About once a week
Several times a week

17. How long has the bullying lasted?

I haven't been bullied at school in the past couple of months
It lasted one or two weeks
It lasted about a month
It has lasted about 6 months
It has lasted about a year

# ABOUT BULLYING OTHER STUDENTS

24. How often have you <u>taken part in bullying another student(s)</u> at school the past couple of months?

I haven't bullied another student(s) at school in the past couple of months

It has only happened once or twice

2 or 3 times a month

About once a week

Several times a week

27. I hit, kicked, pushed and shoved him or her around, or locked him or her indoors.

It hasn't happened in the past couple of months

It has only happened once or twice

2 or 3 times a month

About once a week

Several times a week

35. Has any adult at home talked with you about your bullying other students at school in the past couple of months?

I haven't bullied other student(s) at school in the past couple of months.

No, they haven't talked with me about it

Yes, they have talked with me about it once

Yes, they have talked with me about it several times

## Scoring Instructions

This scale is copyrighted. Scoring and analysis typically occurs with a special statistical program (BVQ-Stat), which presents the data in a user-friendly and efficient way. For permission to use and specific scoring information, contact Hazelden Publishing at 1-800-328-9000 (United States and Canada) or 651-213-4000 (Elsewhere).

## References

Solberg, M., & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior, 29,* 239–268.

## Developer's Contact Information

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## C10. Reduced Aggression/Victimization scale

# C10. Reduced Aggression/Victimization Scale

Think about what happened DURING THE LAST 7 DAYS, when you answer these questions.

| During the last 7 days: | 0 times | 1 time | 2 times | 3 times | 4 times | 5 times | 6+ times |
|---|---|---|---|---|---|---|---|
| 1. How many times did a kid from your school tease you? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 2. How many times did a kid from your school push, shove, or hit you? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 3. How many times did a kid from your school call you a bad name? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 4. How many times did kids from your school say that they were going to hit you? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 5. How many times did other kids leave you out on purpose? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 6. How many times did a student make up something about you to make other kids not like you anymore? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 7. How many times did you tease a kid from your school? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 8. How many times did you push, shove, or hit a kid from your school? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 9. How many times did you call a kid from your school a bad name? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 10. How many times did you say that you would hit a kid from your school? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 11. How many times did you leave out another kid on purpose? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 12. How many times did you make up something about other students to make other kids not like them anymore? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |

Adapted by Pamela Orpinas from the Aggression Scale Orpinas & Frankowski, 2001.

**Scoring Instructions**

Point values are assigned as indicated above.

Victimization Scale:
Overt aggression: Items 1–4
Relational aggression: Items 5–6

Aggression Scale:
Overt aggression: Items 7–10
Relational aggression: Items 11–12

Each point represents one instance of victimization or aggression reported by the student during the week prior to the survey. If four or more items are missing, the score cannot be computed. If three or fewer items are missing, those values are replaced by the respondent's average. Ranges for the victimization and aggression subscales are 0 to 24 and 0 to 12 for overt and relational aggression, respectively. Higher scores indicate higher levels of victimization and aggression.

**References**

Orpinas, P., & Horne, A. M. (2006). *Bullying prevention: Creating a positive school climate and developing social competence.* Washington, DC: American Psychological Association.

**Developer's Contact Information**

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# Appendix E: Activities Advertising and Communication

TASTE OF THE MINNEAPOLIS INTERNATIONAL FESTIVAL

SATURDAY NOV 12 1-4PM

Phillips Park Recreation Center 2323 11th Ave. S MPLS

CELEBRATING THE DIFFERENT CULTURES IN THE CITY OF MINNEAPOLIS AND SURROUNDING COMMUNITIES WITH MUSIC, DANCE, CULTURAL LEARNING BOOTHS, EXHIBITS, DEMONSTRATIONS, FOOD AND MORE.

For more information visit minneapolisparks.com or call 612-230-6400



HIP HOP DANCE open workshop

Taught by NRG

Learn Popping, Breaking, Hip Hop, Animation, Krumping.

starting Feb. 25 Sundays, 5 - 9 PM

Asian Media Access Dance Studio 2418 Plymouth Ave. N. Minneapolis, MN 55411 (612) 376-7715



MINNEAPOLIS INTERNATIONAL FESTIVAL

SATURDAY MAY 20, 2017 NOON - 4 PM

BOOM ISLAND REGIONAL PARK 724 SIBLEY ST. N.E. MPLS

FREE, OPEN TO THE PUBLIC Food and beverage available for sale

FEATURING: Chinese Heritage Foundation Hoka Hey Latin-American Folklore MN Scandinavian Ensemble Rince na Chroi Irish Dancers Somali Museum of MN Taikollaborative

Celebrating the different cultures in the City of Minneapolis and surrounding communities with music, dance, cultural learning booths, exhibits, demonstrations, food AND MORE.

For more information visit minneapolisparks.com or call 612-230-6400



TTL FC

APPRECIATE POLICE.

THE POLICE VISIT

"A police officer gets dispatched to an incident over 240,000 times a year. This equates to once 22 minutes an officer risks their life for your safety"
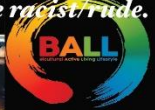
-Whole Truth Project

All police officers should be able to go home at the end of the day. Get to know them instead of fighting them.

*Appreciate Police Officers For What They Have To Go Through*

Don't judge all officers because of what you heard. Not ALL officers are racist/rude.

LOOK AT IT FROM DIFFERENT PERSPECTIVES

I've learned...

that two people
can look at the exact
same thing and see
something totally
different.

Be Open-Minded

Stop the killing

Go Die

you dont
deserve to live

J.V.

WORds caN Kill

people die FROM it



OAKLAND POLICE

THIS IS THE POLICE

POLICE

SEATTLE POLICE