

6. Student and School Data

Data collected from and about students, including school-level data, are an important part of the assessment. These data are useful in the identification of the proportion of youth in the community who claim gang membership or who are at high risk for gang membership. School-level data and information from school staff are vital to rounding out the picture of gang activity in the community. This chapter provides guidance on collecting data on the following:

- Student characteristics and disciplinary actions
- School-aged youths' perceptions of gangs and gang activity (student survey)
- School staff perspectives on gang activity on campus

Prevalence of Gangs in Schools

In the mid-1990s, 28 percent of the national sample of students reported that gangs were present in their schools (Chandler, Chapman, Rand, and Taylor, 1998). This number dropped to 17 percent in 1999 and then increased to 24 percent in 2005, almost the level reported a decade earlier (Dinkes, Cataldi, Kena et al., 2006). Thus respondents to the national survey of students reported a decrease in gang activity in the late 1990s and an increase in the opening years of this century.

Impact of Gangs in Schools

Where they have a substantial community presence, youth gangs are linked with serious delinquency problems in elementary and secondary schools across the United States (Chandler, Chapman, Rand, and Taylor, 1998). This study of data gathered in the School Crime Supplement to the 1995 National Crime Victim Survey documented several examples. First, there is a strong correlation between gang presence in schools and between both guns and availability of drugs in school. Second, higher percentages of students report knowing a student who brought a gun to school when students report gang presence (25 percent) than when gangs are not present (8 percent). In addition, gang presence at a student's school is related to seeing a student with a gun at school: 12 percent report having seen a student with a gun in school when gangs are present versus 3 percent when gangs are not present. Third, students who report that any drugs (marijuana, cocaine, crack, or uppers/downers) are readily available at school are much more likely to report gangs at their schools (35 percent) than those who say that no drugs are available (14 percent). Fourth, the presence of gangs more than doubles the likelihood of violent victimization at school (nearly 8 percent versus 3 percent). The presence of street gangs at school also can be very disruptive to the school environment because gangs may not only create fear among students but also increase the level of violence in school. Gang presence is also an important contributor to overall levels of student victimization at school (Howell and Lynch, 2000).

In the School Crime Supplement to the 2003 National Crime Victimization Survey, students aged 12–18 were asked whether street gangs were present at their schools during the previous six months. In 2003, 21 percent of students reported that there were gangs at their schools (National Center for Education Statistics and the Bureau of Justice Statistics, 2005, p. 46). However, no difference was detected between 2001 and 2003 in percentages of students who reported the presence of street gangs, regardless of school location. Of all the students surveyed, students in urban schools were the most likely to report the presence of street gangs at their schools (31 percent), followed by suburban students and rural students, who were the least likely to do so (18 percent and 12 percent, respectively).

Greater security measures have been taken by school administrations in response to the gang problem, but the effectiveness of these approaches is subject to debate (Howell and Lynch, 2000). “The presence of security officers, metal detectors, and security cameras may deter some students from committing acts of violence, but this presence also serves to heighten fear among students and teachers, while increasing the power of some gangs and the perceived need some students have for joining gangs” (Thompkins, 2000, p. 54). It is also important to be aware that school-related gang crime extends beyond the boundaries of school buildings themselves to contexts in which youths congregate before and after school hours; in fact, gang crime begins to escalate very early on school days (Wiebe, Meeker, and Vila, 1999).

School-based risk factors such as poor school performance and poor school attachment are primary factors for eventual gang involvement (Howell and Egley 2005; Kosterman et al., 2005). Recent research also indicates that data gathered from school-aged youth about their perceptions of gangs and gang participation may vary substantially from police data about gangs (Esbensen, 2000). This research data does not negate the truthfulness of police data but simply indicates that different groups within the same community may have different perceptions about gangs and that gangs affect different community members in different ways.

Gathering data about gang activity in schools has historically been difficult, but it is a vital facet of the Assessment Work Group’s efforts. The threat of gang crime and violence posed by gang-involved youth is not limited to the streets but also exists in many schools.

Table 1 identifies the questions to be answered about students, student involvement in gang activities, risk and protective factors, school staff perceptions, the information that will be needed to answer the questions, and the sources of that information.

Table 1—Student and School-Level Data			
Questions to Be Answered	Information Needed to Answer	Sources of Information	How to Obtain
1. What are the overall characteristics of each school?	Attendance trends; disciplinary statistics; free/reduced lunch rates; demographics	School or district records and reports to state department of education	Retrieve from existing hard copy or from online
2. What delinquent behaviors are students involved in?	Data on expulsions/suspensions by category and type, school disciplinary records, police reports, data from student survey	School records, staff, administrators, school resource officers, juvenile court statistics, students	School district records, police department records, school district police department records, student survey
3. What are the characteristics of students involved in gangs?	Perceptions of school staff, student survey	School staff in targeted schools, student survey	Focus groups or personal interviews with staff, student survey

4. What issues seem to be contributing to student gang involvement or risk for gang involvement?	Perceptions of school staff, administrators, and school resource officers	School staff in targeted schools	Focus groups or personal interviews with staff members
5. What risk and protective factors are affecting local youth? What are in-school youths' perceptions about gangs?	Student perceptions and experiences	Youth in local schools	Student survey

Student Characteristics and Disciplinary Incidents

Data on student characteristics and disciplinary incidents should be collected at selected schools and grade levels for the past three to five years. The number of schools and grades included in this data should be determined by the Steering Committee. Alternative schools, if applicable, should also be included.

Student Characteristics

Student/school data to be collected include the following:

- Enrollment of school
- Racial composition of school
- Gender composition of school
- Number of students who receive free/reduced-price lunch
- Other critical variables as determined locally

The majority of this information will be collected from the school or school district. In most cases, this data will be accessible on the Internet or on local school district Web sites.

Disciplinary Incidents

Agencies outside the school system, including the juvenile court or police department, may keep information on school-based disciplinary incidents. Many large school districts maintain their own police departments that may keep statistics relating to crime and gang-related incidents in schools. School personnel may believe they are legally forbidden to share certain information about students and school-related incidents. However, certain staff or offices, i.e., law enforcement units affiliated with the school, are permitted to share data that can prove instrumental in completing the picture of a community's gang problem. It should be noted that most schools do not index these disciplinary reports by gang involvement.

Data should be collected on disciplinary incidents by school, and, if possible, the resulting action, such as suspension or expulsion, taken by school staff. These data should be collected on a yearly basis for the same length of time that school characteristics are collected. Disciplinary incident data to collect include the following:

- Type of incident (see list below)

- Gang-related or not gang-related (if available)
- Disciplinary action taken (suspension, expulsion, etc.)

Disciplinary Incident List	
Fighting Hitting/kicking Disobeying school officials Truancy Alcohol/drugs Threats Weapons Harassment Theft	Smoking Pornography Disruption of school/class Cursing Throwing objects Extortion Vandalism/graffiti Other (specify):

After data on student characteristics and disciplinary data are organized, the data should be reported to the Steering Committee, and, if possible, enhanced by using appropriate charts or other formats, such as shown in **Table 2**.

Table 2—Sample School Demographic Report							
South Park High School							
	1995–96	1996–97	1997–98	1998–99	1999–00	2000–01	2001–02
School performance score	acceptable	low performing	acceptable	acceptable	acceptable	recognized	exemplary
% passing all standardized tests	26.3%	24.4%	51.7%	68.6%	86.2%	90.5%	95.2%
Total population	3,108	2,916	2,760	2,419	2,395	2,215	2,083
Hispanic	2,954	2,761	2,620	2,311	2,301	2,109	1,989
African American	86	81	91	75	67	73	63
White	48	44	29	22	19	24	20
Other	20	30	20	11	8	9	11
Economically disadvantaged	1,186	1,371	2,201	1,866	1,926	1,821	1,807
Limited English proficiency	845	806	781	434	571	451	403
Special education	239	279	292	301	283	274	278
Career and technology education	1,705	1,261	1,191	1,046	1,104	972	865
Bilingual/ESL education	612	501	529	225	230	194	287
Gifted and talented	0	0	0	93	118	153	87
9th	1,364	1,364	1,032	898	1,228	1,160	1,093
10th	685	538	769	581	235	281	257
11th	550	549	535	573	506	426	477
12th	509	465	424	397	426	348	256
Number of graduates	409	354	473	387	425	366	339

Answers to the following questions should be considered:

1. What are the overall demographics of each school?

2. Have any trends emerged (enrollment, racial composition, percentage of students receiving free/reduced-price lunch, others)?
3. What are the trends regarding disciplinary incidents—gang activity, weapons, fighting, or other violent incidents, as well as incidents of a nonviolent nature such as those involving drugs?

Student Survey

The perceptions of students can add a great deal of depth to any assessment. The survey included at the end of this chapter was designed to be used by students between grades 6 and 12. The survey measures their perceptions about gangs and gang participation and gives an overview of specific risk factors that may be affecting the community's youth.

This survey can be used in a variety of ways. It can be conducted universally with all students in several grades. It can also be conducted using a smaller sample of in-school youth—including students in alternative schools. If a local community is unable to overcome the challenges to collecting this information in schools, the survey can be administered in other settings: churches, youth groups, youth-serving agencies, recreation centers, and with youth in placement and/or on probation.

The student survey offers communities two distinct benefits. First, it affords the opportunity to take advantage of prevention science. Delinquency prevention science incorporates the risk- and protective-focused prevention model pioneered in public health research in the prevention of cardiovascular diseases. Risk and protective factors predict increased or decreased probability of developing problem behaviors, such as gang involvement. Risk factors are conditions in the individual or environment that predict an increased likelihood of developing a problem. Protective factors, on the other hand, are conditions in the individual or environment that buffer or moderate the effects of risk factors or increase resistance to them, thus inhibiting the development of problems even in the face of risk exposure. “It is possible now to move to outcome focused prevention, that is, to design systems for risk reduction and protective factor enhancement to achieve specified [delinquency] prevention outcomes” (Hawkins, 1999). For example, a comprehensive Seattle program for children aged 6 to 12 prevented violence, heavy alcohol use, sexual activity, and teen pregnancy by age 18, by reducing shared risks and enhancing protection in the family and school environments (Hawkins et al., 1999). A brief discussion of risk and protective factors can be found in **Appendix A** on page 72.

The second benefit of the student survey is that it produces valuable information that helps determine the seriousness of gang problems and what level of intervention is needed to reduce involvement of active gang members, and helps control the influence and delinquent and criminal activities of gangs. In addition to providing information on the characteristics of gangs in the community, the student survey measures the degree of bonding to gangs—among students who indicate gang membership. In an 11-city student survey that identified nearly a thousand gang members, each level of gang bonding was associated with progressively more frequent involvement in serious and violent delinquency, drug use, and drug trafficking (Esbensen et al., 2001). The survey items measured five levels of gang bonding:

- Level one—Ever involved in a gang
- Level two—Currently a gang member
- Level three—Currently a member of a delinquent gang
- Level four—Currently a member of a delinquent gang that is organized
- Level five—Currently a core member of a delinquent gang that is organized

The student survey can make a significant contribution to each community's assessment of its specific gang problem. Analysis of survey information will make it easier to identify areas or populations that are experiencing high levels of multiple risk factors or low levels of protective factors associated with gang involvement (Pollard et al., 1997). This information will ultimately guide prevention planning and strategy development in the community.

Key factors in administering this survey include:

- Obtaining consent from parents/guardians
- Ensuring that the survey is administered in a consistent fashion
- Protecting the confidentiality of survey data

Obtaining Consent

In many cases, school districts are now required to use active consent to survey youth perceptions and activities. Active consent requires parents and/or guardians to proactively agree to their children's participation in the survey, whereas passive consent requires parents/guardians to proactively opt out of the survey or consent is implied. Obviously, the requirement of active consent for the administration of this survey will result in far fewer students being surveyed.

Survey Administration

Assessment partners and/or volunteers from the Steering Committee can be utilized to administer the survey to students and/or other youths. It is important that the survey be administered in a similar fashion across all sites, classrooms, and locations, and training these staff and/or volunteers is a crucial aspect of effectively administering the survey.

Confidentiality Issues

Because this survey assesses sensitive data such as parent/child relationships, substance use, and gang activities that the youths have observed, it is important that the survey be administered in such a way as to protect the identities of all participants. Furthermore, the survey data should be analyzed only by a partner who has experience in protecting the confidentiality of survey participants.

What the Student Survey Does

This survey is designed to measure the following:

- Identify differences between students who self-report gang membership and those who do not.
- Identify risk factors that may make it more likely that a youth will develop a problem behavior, including joining a gang.
- Identify protective factors that may moderate the effects of risk factors for gang membership or increase resistance to them.
- Identify students' perceptions about gang activity and gang crime.

Conducting the Survey

Surveying all youth in the target grades may be too costly and/or time prohibitive. It is suggested that at least a sample of youth from each school and in each target grade be surveyed. For example, 100 students in each school could be sampled. A consistent sampling strategy is recommended across schools/grade levels at each site.

The student survey can be completed within the normal one-period classroom setting, using a self-administered anonymous questionnaire. Sample consent letters for active and passive consent can be found in **EXHIBIT 6.1** on page 58. The student survey can be found in **EXHIBIT 6.2** on page 60. Information on consent and confidentiality can be found in **EXHIBIT 6.3** on page 69.

Analyzing the Survey

Some of the data that is collected through the student survey is quite straightforward and can be easily analyzed and reported by a proficient analyst. However, some sections of the survey are weighted and cross-tabulated using an item construct dictionary (see **Appendix B** on page 78). The analysis required for the weighting of risk factor data is complex enough to warrant the assistance of a Research Partner at the university or college level.

The data from the survey should be reported to include the following information from the student survey.

Comparison of gang versus nongang students

- Age, race, and gender of total surveyed at each school
- Prevalence/frequency of delinquent behavior by age, race, and gender
- Good/bad things about gangs by age, race, and gender
- Risk/protective factors by age, race, and gender

Students who admit gang membership

- Why they joined a gang by age, race, and gender
- Participation in gang activities by age, race, and gender
- Benefits of gang membership by age, race, and gender
- Disadvantages of gang membership by age, race, and gender

Tables 3 and 4 below provide examples of ways in which these data sets can be reported.

	Yes	No	Total
Male	30% (46)	70% (109)	100% (155)
Female	17% (48)	83% (187)	100% (235)
All	24% (94)	76% (296)	100% (390)
11–14	22% (47)	78% (171)	100% (218)
15–17	31% (41)	69% (93)	100% (134)
18 +	15% (6)	85% (33)	100% (39)
All	24% (94)	76% (297)	100% (391)

Table 4—Antisocial Behaviors Committed at Least Once in the Last 12 Months, as Self-Reported by Gang and Nongang-Involved Respondents

Behavior	Gang-Involved (N = 95)	Nongang-Involved (N = 298)	Total (N = 393)
Been drunk or high at school	52% (49)	10% (29)	18% (78)
Attacked someone intending to seriously hurt them	49% (47)	12% (37)	21% (84)
Carried a handgun	40% (38)	4% (13)	13% (51)
Sold illegal drugs	38% (36)	3% (9)	11% (45)
Been suspended	36% (34)	14% (41)	19% (75)
Been arrested	26% (25)	5% (14)	10% (39)
Stolen or tried to steal a motor vehicle	21% (20)	3% (9)	7% (29)
Taken a handgun to school	15% (14)	1% (3)	4% (17)

After data from the student survey are organized, answers to the following questions should be addressed:

1. Who admits to involvement in gang activity?
2. How do students who self-report gang membership differ from those who say they are not in a gang?
3. How do school-aged youth perceive gang activity in the school?
4. What specific risk factors are present in students' environments that may lead to gang membership or involvement?
5. What specific protective factors are present?
6. What high-risk behaviors do gang youth engage in? How do they compare with those who do not report gang involvement?

School Staff Perceptions

The experiences and perceptions of school staff can supplement a community's understanding of its local gang problem, since school staff and administrators have contact with a wide variety of students daily.

It is recommended that school personnel be interviewed to provide insight into the nature and prevalence of gang activity in and around the school. Those interviewed should include not only teachers and administrators but others who have different types of contact with students: school resource officers, school health services personnel, counselors/mental health specialists, prevention/intervention project staff, secretaries, custodians, and bus drivers.

It should be understood that more than any other agency's staff, school personnel may feel uncomfortable discussing their institution's gang problem. They may feel that they are being disloyal to other staff or school administrators, or that any problems are a sign of personal or institutional failure. Therefore, steps should be taken to promote a comfortable environment and ensure that school staff members can speak candidly. One way to ensure this privacy is through a confidential interview using the interview instrument provided in **Exhibit 6.4** on page 71.

After data from the interviews are organized, data should be displayed in the Assessment Report using appropriate tables, charts, or other formats.

Answers to the following questions should be addressed:

1. Do school personnel believe there is a gang problem in their school? Does this vary according to type of school personnel?
2. What types of problems do gang members present on the school campus?
3. What issues are contributing to gang activity in the school?

Exhibit 6.1

Sample PASSIVE CONSENT Letter

(Student Survey)

Dear *(Parent/Guardian)*:

(Community) is conducting an assessment of gang activity in the community. As part of this assessment, we are surveying school-aged youth in grades (). This survey will gather the opinions of (name of school) youth about their neighborhood and community, including friends, family, and school. We also are surveying different groups in the community such as social service agencies, community leaders, law enforcement agencies, parents, and others about their views on gang activity.

We would like your permission to survey your child, along with his or her classmates. The information your child provides will be kept strictly confidential and will not be shared with anyone. Because neither your name nor your child's name will appear on the survey, your child's response to any question cannot be attributed to him/her.

Your child's participation in this survey is completely voluntary. Only those children and parents who wish to participate will do so, and any child may stop taking part in the survey at any time.

If you have any questions, please contact (name) at (phone number). **If you do not want your child to participate in this survey, please sign the enclosed form and mail it back to _____.**

Thank you very much for helping us.

Enclosure

Exhibit 6.1 (continued)

Sample ACTIVE CONSENT Letter

(Student Survey)

Dear *(Parent/Guardian)*:

(Community) is conducting an assessment of gang activity in the community. As part of this assessment, we are surveying school-aged youth in grades (). This information will gather opinions of *(name of school)* youth about their neighborhood and community, including friends, family, and school. We also are surveying different groups in the community such as social service agencies, community leaders, law enforcement agencies, parents, and others about their views on gang activity.

We would like your permission to survey your child, along with his or her classmates. The information your child provides will be kept strictly confidential and will not be shared with anyone. As neither your name nor your child's name will appear on the survey, your child's response to any question cannot be attributed to him/her.

Your child's participation in this survey is completely voluntary. Only those children and parents who wish to participate will do so, and any child may stop taking part in the survey at any time.

If you have any questions, please contact *(name)* at *(phone number)*. Thank you very much for helping us.

Parent or guardian, please check your decision below. Sign and return this form within _____ days.

_____ I give permission for my child to participate in this survey.

_____ I **do not** give permission for my child to participate in this survey.

Parent/Guardian

Date

Exhibit 6.2

Student Survey

Thank you for agreeing to participate in this survey. The survey asks your opinion about a number of things in your life, including your friends, your family, your neighborhood, your community, and your activities.

Your answers to these questions will be **CONFIDENTIAL**. This means your answers will stay secret. Your name will never be asked. Please **DO NOT** write your name on this survey.

This survey is completely voluntary. You can skip any question that you do not wish to answer.

Other students have said that this survey is very interesting and they enjoy filling it out. We hope you will also. Be sure to read the instructions below before you begin to answer.

1. **This is not a test, so there are no right or wrong answers.**
2. **Answer by marking in the answer space and use the closest answer to the truth. If you are not sure what a question means, leave it blank.**
3. **Please follow these instructions carefully.**

It is best to use a pencil.

Make heavy marks inside the circles.

Erase cleanly any answer you wish to change.

Make no other marking or comments on the answer pages.

4. **Some of the questions have the following format.**

Please mark the circle next to the word that best describes how you feel about that sentence.

Example: Pepperoni pizza is one of my favorite foods.

NO! no yes YES!

Mark "NO!" if you think the statement is definitely not true for you.

Mark "no" if you think the statement is mostly not true for you.

Mark "yes" if you think the statement is mostly true for you.

Mark "YES!" if you think the statement is definitely true for you.

In the example above, the student marked "yes" because he or she thinks the statement is mostly true. (Please mark only one answer.)



Time to Begin

These questions ask for some general information about the people completing the survey. Please mark the response that best describes you.

1) **How old are you?** Please circle the correct answer.
10 11 12 13 14 15 16 17 18 19 or older

2) **What grade are you in?** Please circle the correct answer.
6th 7th 8th 9th 10th 11th 12th

3) **Are you:**
 Female Male

4) **Are you Spanish/Hispanic/Latino?**
 No
 Yes, Mexican, Mexican American, Chicano
 Yes, other Spanish/Hispanic/Latino
 Yes, Puerto Rican
 Yes, Cuban
 Other Spanish _____

5) **If you are not Spanish/Hispanic/Latino, please mark what race you are.**
 White
 Black or African American
 American Indian or Alaska Native
 Chinese Japanese
 Filipino Asian Indian
 Native Hawaiian Samoan
 Korean Guamanian or Chamorro
 Vietnamese
 Other Asian _____
 Other Pacific Islander _____
 Some other race _____

6) **Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)**

- | | |
|-------------------------------------|--------------------------------------|
| <input type="radio"/> Mother | <input type="radio"/> Grandfather |
| <input type="radio"/> Stepmother | <input type="radio"/> Uncle |
| <input type="radio"/> Foster mother | <input type="radio"/> Other adults |
| <input type="radio"/> Grandmother | <input type="radio"/> Brother(s) |
| <input type="radio"/> Aunt | <input type="radio"/> Stepbrother(s) |
| <input type="radio"/> Father | <input type="radio"/> Sister(s) |
| <input type="radio"/> Stepfather | <input type="radio"/> Stepsister(s) |
| <input type="radio"/> Foster father | <input type="radio"/> Other children |

7) **How many brothers and sisters, including stepbrothers and stepsisters, do you have who are older than you?** Please circle the correct answer.
0 1 2 3 4 5 6 or more

8) **How many brothers or sisters, including stepbrothers and stepsisters, do you have who are younger than you?** Please circle the correct answer.
0 1 2 3 4 5 6 or more

9) **What is the language you use most often at home?**
 English Spanish Another language
(_____)

10) **What is the highest level of schooling your father completed?**
 Completed grade school or less
 Some high school
 Completed high school
 Some college
 Completed college
 Graduate or professional school after college
 Don't know
 Does not apply

11) **What is the highest level of schooling your mother completed?**
 Completed grade school or less
 Some high school
 Completed high school
 Some college
 Completed college
 Graduate or professional school after college
 Don't know
 Does not apply

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12) Where are you living now?

- On a farm
 In the country, not on a farm
 In a city, town, or suburb

This section asks about your experiences in school.

13) Putting them all together, what were your grades like last year?

- Mostly As Mostly Bs Mostly Cs
 Mostly Ds Mostly Fs

14) In my school, students have lots of chances to help decide things like class activities and rules.

- NO! no yes YES!

15) Teachers ask me to work on special classroom projects.

- NO! no yes YES!

16) My teacher(s) notices when I am doing a good job and lets me know about it.

- NO! no yes YES!

17) There are lots of chances for students in my school to talk with a teacher one-on-one.

- NO! no yes YES!

18) I feel safe at my school.

- NO! no yes YES!

19) The school lets my parents know when I have done something well.

- NO! no yes YES!

20) My teacher(s) praise me when I work hard in school.

- NO! no yes YES!

21) Are your school grades better than the grades of most students in your class?

- NO! no yes YES!

22) How often do you feel that the school work you are assigned is meaningful and important?

- Almost always Often Sometimes
 Seldom Never

23) How interesting are most of your courses to you?

- Very interesting Quite interesting
 Fairly interesting Slightly dull
 Very dull

24) How important do you think the things you are learning in school are going to be for your later life?

- Very important Quite important
 Fairly important Slightly important
 Not at all important

Now, thinking back over the past year in school, how often did you...

25) Enjoy being in school?

- Never Seldom Sometimes
 Often Almost always

26) Hate being in school?

- Never Seldom Sometimes
 Often Almost always

27) Try to do your best work in school?

- Never Seldom Sometimes
 Often Almost always

Continue to the next page

These questions ask about your feelings and experiences in other parts of your life.

Think of your four best friends (the friends you feel closest to.) In the past year (12 months), how many of your best friends have:

- 28) Been suspended from school?
 None 1 2 3 4
- 29) Carried a handgun?
 None 1 2 3 4
- 30) Sold illegal drugs?
 None 1 2 3 4
- 31) Stolen or tried to steal a car or motorcycle?
 None 1 2 3 4
- 32) Been arrested?
 None 1 2 3 4
- 33) Dropped out of school?
 None 1 2 3 4
- 34) Been members of a gang?
 None 1 2 3 4

How old were you when you first:

- 35) Smoked marijuana?
 Never have 10 or younger 11
 12 13 14
 15 16 17 or older
- 36) Smoked a cigarette, even just a puff?
 Never have 10 or younger 11
 12 13 14
 15 16 17 or older
- 37) Had more than a sip or two of beer, wine, or hard liquor (for example, vodka, whiskey, or gin?)
 Never have 10 or younger 11
 12 13 14
 15 16 17 or older
- 38) Began drinking alcoholic beverages regularly, that is, at least once or twice a month?
 Never have 10 or younger 11
 12 13 14
 15 16 17 or older
- 39) Got suspended from school?
 Never have 10 or younger 11
 12 13 14
 15 16 17 or older

- 40) Got arrested?
 Never have 10 or younger 11
 12 13 14
 15 16 17 or older
- 41) Carried a handgun?
 Never have 10 or younger 11
 12 13 14
 15 16 17 or older
- 42) Attacked someone with the idea of seriously hurting them?
 Never have 10 or younger 11
 12 13 14
 15 16 17 or older
- 43) Belonged to a gang?
 Never have 10 or younger 11
 12 13 14
 15 16 17 or older

How wrong do you think it is for someone your age to:

- 44) Take a handgun to school?
 Very wrong Wrong
 A little bit wrong Not wrong at all
- 45) Steal anything worth more than \$5?
 Very wrong Wrong
 A little bit wrong Not wrong at all
- 46) Pick a fight with someone?
 Very wrong Wrong
 A little bit wrong Not wrong at all
- 47) Attack someone with the idea of seriously hurting them?
 Very wrong Wrong
 A little bit wrong Not wrong at all
- 48) Stay away from school all day when their parents think they are at school?
 Very wrong Wrong
 A little bit wrong Not wrong at all
- 49) It is all right to beat up people if they start the fight.
 NO! no yes YES!
- 50) It is important to be honest with your parents, even if they become upset or you get punished.
 NO! no yes YES!
- 51) I think it is okay to take something without asking if you can get away with it.
 NO! no yes YES!

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How many times have you done the following things?

52) Done what feels good no matter what.

- Never I've done it, but not in the past year
 Less than once a month About once a month
 2 to 3 times a month Once a week or more

53) Done something dangerous because someone dared you to do it.

- Never I've done it, but not in the past year
 Less than once a month About once a month
 2 to 3 times a month Once a week or more

54) Done crazy things even if they are a little dangerous.

- Never I've done it, but not in the past year
 Less than once a month About once a month
 2 to 3 times a month Once a week or more

How many times in the past year (12 months) have you:

55) Been suspended from school?

- Never 1 or 2 times 3 to 5 times
 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40+ times

56) Carried a handgun?

- Never 1 or 2 times 3 to 5 times
 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40+ times

57) Sold illegal drugs?

- Never 1 or 2 times 3 to 5 times
 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40+ times

58) Stolen or tried to steal a motor vehicle such as a car or motorcycle?

- Never 1 or 2 times 3 to 5 times
 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40+ times

59) Been arrested?

- Never 1 or 2 times 3 to 5 times
 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40+ times

60) Attacked someone with the idea of seriously hurting them?

- Never 1 or 2 times 3 to 5 times
 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40+ times

61) Been drunk or high at school?

- Never 1 or 2 times 3 to 5 times
 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40+ times

62) Taken a handgun to school?

- Never 1 or 2 times 3 to 5 times
 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40+ times

63) I like to test myself every now and then by doing something a little risky.

- NO! no yes YES!

64) Sometimes I will take a risk just for the fun of it.

- NO! no yes YES!

65) I sometimes find it exciting to do things for which I might get in trouble.

- NO! no yes YES!

66) Excitement and adventure are more important to me than security.

- NO! no yes YES!

67) I think sometimes it's okay to cheat at school.

- NO! no yes YES!

68) Are there any gangs at your school?

- No Yes Don't know

69) Do any of the students at your school belong to a gang?

- No Yes Don't know

70) What about gangs that don't have members attending your school...have any of those gangs come around your school in the past six months?

- No Yes Don't know

If you answered YES to any of the three previous questions, please answer these questions, otherwise continue on to the next section.

71) How often have gangs been involved in fights, attacks, or violence at your school in the past six months?

- Never Almost every day
 Once or twice a month Don't know
 Once or twice a week

Continue to the next page

72) Have gangs been involved in the sale of drugs at your school in the past six months?
 No Yes Don't know

73) Have any gang members brought guns to your school in the past six months?
 No Yes Don't know

Do the gangs around your school do the following things?

- | | No | Yes |
|---------------------------------------|-----------------------|-----------------------|
| 74) Help out in the community | <input type="radio"/> | <input type="radio"/> |
| 75) Get in fights with other gangs | <input type="radio"/> | <input type="radio"/> |
| 76) Provide protection for each other | <input type="radio"/> | <input type="radio"/> |
| 77) Steal things | <input type="radio"/> | <input type="radio"/> |
| 78) Rob other people | <input type="radio"/> | <input type="radio"/> |
| 79) Steal cars | <input type="radio"/> | <input type="radio"/> |
| 80) Sell marijuana | <input type="radio"/> | <input type="radio"/> |
| 81) Sell other illegal drugs | <input type="radio"/> | <input type="radio"/> |
| 82) Damage or destroy property | <input type="radio"/> | <input type="radio"/> |

The next section asks about your experiences with gangs. (A "crew" or a "posse" is considered a gang.) If you have NEVER been in a gang, please skip to the next section.

83) Have you ever belonged to a gang?
 No Yes

84) If you have ever belonged to a gang, did that gang have a name?
 No Yes

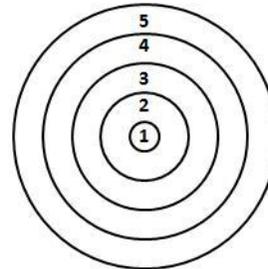
85) Are you a gang member now?
 No Yes

86) How many members are there in your gang?
 Not in a gang 11 to 20
 1 to 5 21 to 30
 6 to 10 More than 30

87) How many boys belong to your gang?
 No boys 11 to 20
 1 to 5 21 to 30
 6 to 10 More than 30

88) How many girls belong to your gang?
 No girls 11 to 20
 1 to 5 21 to 30
 6 to 10 More than 30

89) If you belong to a gang, suppose the circle below represents your gang. How far from the center of the gang are you? (circle the number that best describes your place in the gang)



If you are in a gang, do the following describe your gang?

- | | No | Yes |
|-------------------------------------------|-----------------------|-----------------------|
| 90) You can join before age 13. | <input type="radio"/> | <input type="radio"/> |
| 91) There are initiation rites. | <input type="radio"/> | <input type="radio"/> |
| 92) The gang has established leaders. | <input type="radio"/> | <input type="radio"/> |
| 93) The gang has regular meetings. | <input type="radio"/> | <input type="radio"/> |
| 94) The gang has specific rules or codes. | <input type="radio"/> | <input type="radio"/> |
| 95) Gang members have specific roles. | <input type="radio"/> | <input type="radio"/> |
| 96) There are roles for each age group. | <input type="radio"/> | <input type="radio"/> |
| 97) The gang has symbols or colors. | <input type="radio"/> | <input type="radio"/> |
| 98) There are specific roles for girls. | <input type="radio"/> | <input type="radio"/> |

99) Why did you join the gang? Mark all that apply.

- For fun
- For protection
- A friend was in the gang
- A brother or sister was in the gang
- I was forced to join
- To get respect
- For money
- To fit in better
- Other (specify) _____
- Not in a gang

Continue to the next page

If you are in a gang, does your gang do the following things?

- | | No | Yes |
|----------------------------------------|-----------------------|-----------------------|
| 100) Help out in the community | <input type="radio"/> | <input type="radio"/> |
| 101) Get in fights with other gangs | <input type="radio"/> | <input type="radio"/> |
| 102) Provide protection for each other | <input type="radio"/> | <input type="radio"/> |
| 103) Steal things | <input type="radio"/> | <input type="radio"/> |
| 104) Rob other people | <input type="radio"/> | <input type="radio"/> |
| 105) Steal cars | <input type="radio"/> | <input type="radio"/> |
| 106) Sell marijuana | <input type="radio"/> | <input type="radio"/> |
| 107) Sell other illegal drugs | <input type="radio"/> | <input type="radio"/> |
| 108) Damage or destroy property | <input type="radio"/> | <input type="radio"/> |

The next questions ask about the neighborhood and community where you live.

109) If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?

- Very hard Sort of hard
 Sort of easy Very easy

110) If you wanted to get some cigarettes, how easy would it be for you to get some?

- Very hard Sort of hard
 Sort of easy Very easy

111) If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

- Very hard Sort of hard
 Sort of easy Very easy

112) If you wanted to get a handgun, how easy would it be for you to get one?

- Very hard Sort of hard
 Sort of easy Very easy

113) If you wanted to get some marijuana, how easy would it be for you to get some?

- Very hard Sort of hard
 Sort of easy Very easy

114) If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?

- NO! no yes YES!

115) If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?

- NO! no yes YES!

116) If a kid carried a handgun in your neighborhood, would he or she be caught by the police?

- NO! no yes YES!

How wrong would most adults in your neighborhood think it was for kids your age to:

117) Use marijuana

- Very wrong Wrong
 A little wrong Not wrong at all

118) Drink alcohol

- Very wrong Wrong
 A little wrong Not wrong at all

119) Smoke cigarettes

- Very wrong Wrong
 A little wrong Not wrong at all

About how many adults (over 21) have you known personally who in the past year have:

120) Used marijuana, crack, cocaine, or other drugs?

- None 1 adult 2 adults
 3 or 4 adults 5 or more adults

121) Sold or dealt drugs?

- None 1 adult 2 adults
 3 or 4 adults 5 or more adults

122) Done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging, or assaulting others, etc.

- None 1 adult 2 adults
 3 or 4 adults 5 or more adults

123) Gotten drunk or high?

- None 1 adult 2 adults
 3 or 4 adults 5 or more adults

124) People move in and out of my neighborhood a lot

- NO! no yes YES!

125) If I had to move, I would miss the neighborhood where I now live.

- NO! no yes YES!

126) My neighbors notice when I am doing a good job and let me know.

- NO! no yes YES!

Continue to the next page 

127) I like my neighborhood.
 NO! no yes YES!

128) There are lots of adults in my neighborhood I could talk to about something important.
 NO! no yes YES!

How much do each of the following statements describe your neighborhood.

129) Crime and/or drug selling
 NO! no yes YES!

130) Fights
 NO! no yes YES!

131) Lots of empty or abandoned buildings
 NO! no yes YES!

132) Lots of graffiti
 NO! no yes YES!

133) How many times have you changed homes since kindergarten?
 Never 1 or 2 times 3 or 4 times
 5 or 6 times 7 or more times

134) There are people in my neighborhood who are proud of me when I do something well.
 NO! no yes YES!

Which of the following activities for people your age are available in your community?

135) Sports teams No Yes

136) Scouting No Yes

137) Boys & girls clubs No Yes

138) 4-H clubs No Yes

139) Service clubs No Yes

140) Have you changed schools (including changing from elementary to middle and middle to high school) in the past year?
 No Yes

141) How many times have you changed schools (including changing from elementary to middle and middle to high school) since kindergarten?
 Never 1 or 2 times 3 or 4 times
 5 or 6 times 7 or more times

142) Have you changed homes in the past year (the last 12 months)?
 No Yes

143) I feel safe in my neighborhood.
 NO! no yes YES!

144) I'd like to get out of my neighborhood.
 NO! no yes YES!

145) There are people in my neighborhood who encourage me to do my best.
 NO! no yes YES!

The next few questions ask about your family.

How wrong do your parents feel it would be for you to:

146) Steal anything worth more than \$5?
 Very wrong Wrong
 A little wrong Not wrong at all

147) Draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission?)
 Very wrong Wrong
 A little wrong Not wrong at all

148) Pick a fight with someone?
 Very wrong Wrong
 A little wrong Not wrong at all

Have any of your brothers or sisters ever:

149) Drunk beer, wine, or hard liquor (for example, vodka, whiskey or gin?)
 No Yes
 I don't have any brothers or sisters

150) Smoked marijuana?
 No Yes
 I don't have any brothers or sisters

151) Smoked cigarettes?
 No Yes
 I don't have any brothers or sisters

152) Taken a handgun to school?
 No Yes
 I don't have any brothers or sisters

153) Been suspended or expelled from school?
 No Yes
 I don't have any brothers or sisters

Continue to the next page 

154) The rules in my family are clear.

- NO! no yes YES!

155) Has anyone in your family ever had a severe alcohol or drug problem?

- No Yes

156) People in my family often insult or yell at each other.

- NO! no yes YES!

157) When I am not at home, one of my parents knows where I am and who I am with.

- NO! no yes YES!

158) We argue about the same things in my family over and over.

- NO! no yes YES!

159) If you drank some beer, wine, or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?

- NO! no yes YES!

160) My family has clear rules about alcohol and drug use.

- NO! no yes YES!

161) If you carried a handgun without your parents' permission, would you be caught by your parents?

- NO! no yes YES!

162) If you skipped school, would you be caught by your parents?

- NO! no yes YES!

163) My parents notice when I am doing a good job and let me know about it.

- Never or almost never
 Sometimes
 Often
 All the time

164) Do you feel very close to your mother?

- NO! no yes YES!

165) Do you share your thoughts and feelings with your mother?

- NO! no yes YES!

166) My parents ask me what I think before most family decisions affecting me are made.

- NO! no yes YES!

167) How often do your parents tell you they're proud of you for something you've done?

- Never or almost never
 Sometimes
 Often
 All the time

168) Do you share your thoughts and feelings with your father?

- NO! no yes YES!

169) Do you enjoy spending time with your mother?

- NO! no yes YES!

170) Do you enjoy spending time with your father?

- NO! no yes YES!

171) If I had a personal problem, I could ask my mom or dad for help.

- NO! no yes YES!

172) Do you feel very close to your father?

- NO! no yes YES!

173) My parents give me lots of chances to do fun things with them.

- NO! no yes YES!

174) My parents ask if I've gotten my homework done.

- NO! no yes YES!

175) People in my family have serious arguments.

- NO! no yes YES!

176) Would your parents know if you did not come home on time?

- NO! no yes YES!

End of Survey

Exhibit 6.3

Consent and Confidentiality

When the student surveys are conducted, either active or passive consent of the parent or guardian should be sought. As difficult as it may be to get parents to return consent forms, the effort must be made. Schools or districts may have different policies and preferences. Passive consent generally yields 90 to 100 percent participation rates. Active consent yields about 40 to 50 percent, and about 10 percent simply never return the form. Check state, local, and school regulations to determine whether active consent is required or whether it is permissible to use passive consent. Please refer to **Exhibit 6.1** on page 58 for sample active and passive consent letters.

If seeking active consent, parents or guardians should receive a letter explaining the survey and asking permission for students to fill out the questionnaire. A parent/guardian must return the signed letter indicating that permission to participate is granted before his or her student may complete the survey.

For passive consent, parents or guardians should receive a letter explaining the survey and asking permission for their students to fill out the questionnaire. Each parent/guardian should be given the option to return the signed letter indicating refusal to participate; otherwise, permission is to be considered granted for the child to participate in the survey.

The consent form should be written to be understandable to the person who signs it. Use commonly understood words, not jargon. Consider that languages other than English may be spoken in the home, and that consent forms may have to be translated into languages other than English. Participation cannot be coerced and the consent form must state that participation is voluntary and may cease at any time.

Before the student survey is conducted, school personnel, including teachers and administrators, should be consulted well in advance. School districts and individual schools may have varying policies regarding nonschool-related surveys, such as the time of day they can be administered or the location. School personnel also may have to provide alternative arrangements for students who are not participating in the survey.

Some of the questions on the student survey may be of a sensitive nature (e.g., drug use, weapons possession, gang activities, family life), which argues that the protection of participants' identities is a key concern.

Two approaches satisfy this requirement—anonymity and confidentiality—although the two often are confused. A respondent may be considered anonymous when the interviewer or researcher cannot identify a given response with a given respondent. The student survey should be considered anonymous; i.e., individual students cannot and will not be identified. In a confidential survey, the interviewer or researcher is able to identify a given person's responses but essentially promises not to do so. To guarantee confidentiality or anonymity, all names, addresses, or other personal identification should be removed from survey or interview forms.

The student survey will provide aggregate data from each school—individual students cannot be identified. However, the Assessment Work Group will likely face the confidentiality issue. The disclosure of certain education information regarding youth under the age of 18 is safeguarded by the Family Educational Rights and Privacy Act (FERPA). Educators typically approach participation in student surveys with caution because they have legitimate concerns about the privacy of their students and the disclosure of certain kinds of information.

Exhibit 6.3 (continued)

FERPA protects the privacy interests of students and parents only with respect to education records and does not apply to student surveys that do not contain personally identifiable information (Office of Juvenile Justice and Delinquency Prevention, 1997). Please refer to “Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs.”

FERPA allows an exemption, however, to provide student information from the school’s law enforcement unit records. Under FERPA, schools may disclose information from “law enforcement unit records” to anyone—federal, state, or local law enforcement authorities, social service agencies, or even the media—without the consent of the parent or eligible student. A “law enforcement unit” is an individual, office, department, division, or other component of a school or school district—such as a unit of commissioned police officers or noncommissioned security guards—that is officially authorized or designated by the school district to (1) enforce federal, state, or local law, or (2) maintain the physical security and safety of schools in the district. The Family Policy Compliance Office, which administers FERPA, is available at (202) 260-3887 to answer further questions regarding FERPA.

Exhibit 6.4 School Staff Perceptions Interview

1. Do you believe gangs are a problem in your school?

- Yes No
 Do not know No response

If so, what signs do you see that lead you to believe that gang members are present in the school?

2. When were you first aware of gang problems in your school? _____

3. What types of problems do gang members present in or around the school?

4. When and where are the gang activities occurring most frequently in and around the school (time of day, classroom, outside classroom, etc.)?

5. What issues do you think contribute to gang activity?

6. Do you believe gang activity is increasing, decreasing, or staying about the same level in your school as in previous years? Why?

- Increasing
 Decreasing
 Staying the same

Appendix A

Risk and Protective Factors

Risk Factors

For many years, researchers have been studying the factors that seem to put young people at higher risk to join gangs. Some factors—whether they are preexisting personality traits, family characteristics/behaviors, or community conditions—weaken young people’s resistance to gangs. In essence, if one thinks of a gang as a disease, these factors tend to weaken an individual’s “immune system,” making it less likely that the individual will successfully transition from childhood to adulthood without engaging in antisocial behaviors.

These risk factors are negative barriers, keeping youth from succeeding in more positive realms, holding them back from the other kinds of opportunities that other youth enjoy, or pushing youth beyond the mainstream culture and marginalizing them. These risk factors are broken pieces of a youth’s life that he/she will seek to repair or replace elsewhere, if they cannot be offset through normal methods. The risk factors also represent outside influences (home, school, peer, community) that may normalize gang culture in the mind of the youth.

Drs. James Howell and Arlen Egley, Jr., noted that:

“Children who are on a trajectory of worsening antisocial behavior are more likely to join gangs during adolescence and they tend to have more problems than non-gang members. Gang entry might be thought of as the next developmental step in escalating delinquent behavior. Future gang members not only evidence a large number of risk factors, they are likely to show risk factors in multiple developmental domains, including community or neighborhood, family problems, school problems, delinquent peer influence, and individual characteristics” (“Moving Risk Factors Into Developmental Theories of Gang Membership,” 2005).

These factors are divided into domains that affect youth, including individual characteristics, family characteristics, characteristics of the school the individual attends and/or the individual’s relationship with the school and education, characteristics of the community in which the individual resides, and characteristics of that individual’s peer group.

Predominant risk factors for gang involvement (i.e., factors validated in more than one study site) are:

- Family management
- School problems
- Association with delinquent peers
- General delinquency involvement
- Alcohol or drug use
- Association with delinquent peers

These factors do not mean that an individual who experiences these conditions will automatically join a gang or act out in antisocial ways, but they help to predict the likelihood of gang joining. The following risk-factor discussion is drawn from “Moving Risk Factors Into Developmental Theories of Gang Membership” (Howell and Egley, 2005).

Individual Risk Factors

Individual risk factors are personality traits and behaviors that predict the likelihood that a youth will join a gang. Howell and Egley note that individual risk factors are significant:

“Studies have identified more individual risk factors for gang membership than in any other domain. Early involvement in delinquency and violent behavior in the Seattle study and delinquency involvement in early adolescence in the Rochester study predicted gang membership. Both of these studies also show that the risk of gang involvement is elevated for youngsters who use alcohol/drugs and are involved in other forms of delinquency and who hold antisocial/delinquent beliefs. Experiencing life stressors is another important individual risk factor at the early adolescence stage.”

Several studies have noted a few consistent individual risk factors specific to joining a gang:

- General delinquency involvement
- Violence involvement
- Antisocial or delinquent beliefs
- Alcohol or drug use
- Life stressors

Family Risk Factors

Family issues and the degree of socialization that young people receive in their families play a significant role in determining risk to join a gang. Attitudes and behaviors of parents are extremely influential in their children’s decisions about gangs, as are the strength of the bond and relationship between parent and child. These factors can be either internal or external and are frequently interconnected. For instance, family poverty is a risk factor that is correlated to gang joining, as is a home where divorce or separation has occurred. Because families with divorced single parents are more likely than other family types to live in poverty, a child who has one of these risk factors also may be exposed to other risk factors. Families who are in poverty are also more likely to live in low-income, high-crime sections of the community. Such families also may experience internal stressors, such as family conflict, as a result of these other factors.

The internal values of the family are also a consideration. Children living in homes with siblings or close relatives who are involved in gangs are much more likely to join a gang. The parents’ attitudes and performance of parental roles also play an important part. In families where parents express positive attitudes towards violence and negative attitudes towards educational success, and where there is a low level of parental supervision and monitoring, youth are more predisposed to joining a gang.

Howell and Egley (2005) distinguish between structural and process risk factors in families:

“Family-level factors can be divided into two groups—structural variables and social process variables. Nonintact family (not living with both biological parents) is a key structural variable, and family management problems typically characterize family process variables. However, structural variables are often mediated by family process variables and, thus, are typically only indirectly associated with gang membership. For example, structural adversity affects such factors as parenting deficits and the development of strong family bonds.”

School Risk Factors

School risk factors relate to the individual's behavior and performance in school, along with the school's effectiveness in engaging young people, addressing students' educational needs, and providing students with role models. Students who have low levels of school achievement and are classified as having learning disabilities are at higher risk for gang affiliation than are other students. Low academic aspirations on the part of the student and parent, low commitment to school, and general academic failure (starting as early as elementary school) are also important factors in predicting gang affiliation. These sorts of risk factors also tend to cluster within the same settings. Thus, students with learning disabilities or low academic aspirations are likely to be negatively labeled by teachers and poorly attached to the school. In other instances, students may attend low-performing schools in areas of the community where poverty is the norm and crime is high. Further, in these areas, students may experience or fear victimization at school, another risk factor for gang involvement.

Schools, regardless of the area in which they are located, can take measures to ensure that students are more likely to succeed and to counter possible risk factors to which students may be exposed.

Community Risk Factors

Unsurprisingly, gangs tend to be more prevalent in high-crime areas of the community, where poverty and social disorganization are widespread, opportunities are fewer, and antisocial acts (such as drug use and sale) are common. These sorts of community conditions can cause feelings of vulnerability among youth (such as fear of victimization or perceptions of being unsafe). Antisocial attitudinal norms within the community—while being favorable to gangs, crime, violence, and drugs—also tend to influence local youth to view gangs more positively. In combination, these factors lead to the creation and long-term viability of gangs. Howell and Egley (2005) note:

“Community or neighborhood risk factors that have been shown to predict gang membership in early adolescence include availability/perceived access to drugs, neighborhood youth in trouble, feeling unsafe in the neighborhood, and low neighborhood attachment. Other important neighborhood risk factors consist of high community arrest rates, high drug use, and neighborhood disorganization. Availability of firearms may also be an important community variable.”

Peer Risk Factors

During the adolescent years, a youth's relationship to his peers becomes extremely important and is linked to self-identity. Youth who associate with gang-involved or antisocial/delinquent peers are much more likely to join a gang. Youth who feel ostracized because of their race or ethnicity, or who are struggling with personal identity, also may “try on” different peer groups to find one that fits, including gangs.

“Associates” of gang members are also part and parcel of a community's gang problem because of their active involvement in delinquency (Curry, Decker, and Egley, 2002).

Researchers have found that the vast majority of youth who join gangs stay in the gang less than one year. Those who remain in the gang longer may share common personality and behavior traits, including aggressiveness, oppositional behavior, inattentiveness, hyperactivity, and maintaining relationships with antisocial peers.

Key Risk Factor Findings

Recent youth gang research has produced three seminal findings with respect to the effect of risk factors on the likelihood of gang membership. First, risk factors for gang membership span all five of the risk factor domains (family, peer group, school, individual characteristics, and community conditions). Second, risk factors have a cumulative effect. The greater the number of risk factors experienced by the youth, the greater the likelihood of gang involvement. For example, youth in Seattle possessing seven or more risk factors were 13 times more likely to join a gang than were children with no risk factor indicators or only one risk factor indicator. Third, the presence of risk factors in multiple developmental domains appears to further enhance the likelihood of gang membership. For youth in the Rochester study (Thornberry et al., 2003), a majority (61 percent) of the boys and 40 percent of the girls who exhibited elevated risk in all domains self-reported gang membership. In contrast, only one-third of the boys and one-fourth of the girls who experienced risk in a simple majority of the domains joined a gang.

Children who are on a trajectory of worsening antisocial behavior are more likely to join gangs during adolescence, and they tend to have more risk factors than ordinary delinquents (Howell and Egley, 2005). Gang entry might be thought of as the next developmental step in escalating delinquent behavior. Future gang members not only evidence a large number of risk factors, they are likely to show risk factors in multiple developmental domains, including community or neighborhood, family problems, school problems, delinquent peer influence, and individual characteristics.

The table below breaks out risk factors by domain: community, family, school, peer group, and individual.

Risk Factors for Gang Membership	
Individual	
<ul style="list-style-type: none"> – General delinquency involvement – Antisocial/delinquent beliefs – Early onset of aggression/violence – Hyperactive (impulsive, attention problems) – Authority conflict (troublesome/dishonest/daring/stubborn/disruptive/conduct disorders) – Early initiation of violent behavior – Poor refusal skills – Substance use (especially marijuana and alcohol) 	<ul style="list-style-type: none"> – Physical violence or aggression – Violent victimization± – Mental health problem, or conduct disorders (disruptive, antisocial)† – Illegal gun ownership/carrying – Early dating/sexual activity/fatherhood – Antisocial or delinquent beliefs – Alcohol/drug use – Life stressors‡ – Makes excuses for delinquent behavior (neutralization)
Family	
<ul style="list-style-type: none"> – Broken home/changes in caretaker – Poverty /low family socioeconomic status – Family history of problem behavior/criminal involvement – Delinquent/gang-related siblings – Having a young mother – Low attachment to child – Low parent education 	<ul style="list-style-type: none"> – Child maltreatment (abuse or neglect) – Family transitions (change in parent figures) – Sibling antisocial behavior – Poor parental supervision (control, monitoring, and child management) – Family poverty – Parent proviolent attitudes

School	
<ul style="list-style-type: none"> - Low achievement in elementary school - Frequent truancy/absences/suspensions/expelled from school - Identified as learning disabled - Low school attachment/bonding/motivation/commitment to school - Poor school attitude/motivation/performance/school failure 	<ul style="list-style-type: none"> - Poorly organized and functioning schools/inadequate school climate/negative labeling by teachers - Low academic aspirations - Low attachment to teachers - Low parental college expectations for child - Low math achievement test score (males)
Community	
<ul style="list-style-type: none"> - Residence in a disadvantaged or disorganized neighborhood - Availability or perceived ready access to drugs - Feeling unsafe in the neighborhood 	<ul style="list-style-type: none"> - Low neighborhood attachment - High-crime neighborhood - Availability of firearms - Neighborhood youth in trouble
Peer	
<ul style="list-style-type: none"> - Association with antisocial/aggressive/delinquent peers/high peer delinquency 	<ul style="list-style-type: none"> - Gang-involved peers/relatives

†Conduct disorder symptoms included bullying, fighting, lying, cruelty toward animals, attacking people, running away from home, fire setting, theft, truancy, and vandalism.

‡These consist of failing a course at school, being suspended or expelled from school, breaking up with a boyfriend/girlfriend, having a big fight or problem with a friend, or the death of someone close.

±Need for protection is a major reason gang members give when asked why they join.

Protective Factors

Other research supports that, along with risk factors, protective factors, or certain conditions in the individual or environment, can reduce the effects of risk factors (Pollard et al., 1997; Howell and Hawkins, 1998). Delinquency prevention science incorporates the risk- and protective-focused prevention model pioneered in public health research, in the prevention of cardiovascular diseases.

Risk factors are conditions in the individual or environment that predict an increased likelihood of developing a problem. Protective factors, on the other hand, are conditions in the individual or environment that buffer or moderate the effects of risk factors or increase resistance to them, and thus inhibit the development of problems even in the face of risk exposure.

“It is possible now to move to outcome focused prevention, that is, to design systems for risk reduction and protective factor enhancement to achieve specified [delinquency] prevention outcomes” (Hawkins, 1999). For example, a comprehensive Seattle program for children aged 6 to 12 prevented violence, heavy alcohol use, sexual activity, and teen pregnancy by age 18, by reducing shared risks and enhancing protection in the family and school environments (Hawkins et al., 1999).

Appendix B

Item-Construct Dictionary and Associated Scales for the Student Survey

SECTION 1: DEMOGRAPHICS

How old are you? 10 11 12 13 14 15 16 17 18 19 or older

What grade are you in? 6th 7th 8th 9th 10th 11th 12th

Are you: Female Male

What do you consider yourself to be? (Choose one best answer.)

White, not of Hispanic Origin

Black or African American

American Indian/Native American, Eskimo or Aleut

Spanish/Hispanic/Latino

Mexican American

Chicano

Mexican

Puerto Rican

Cuban

Central or South American

Other Spanish

Asian or Pacific Islander

Chinese

Japanese

Filipino

Asian Indian

Hawaiian

Samoan

Korean

Guamanian

Vietnamese

Cambodian

Other Asian or Pacific Islander

Other (Please specify _____)

Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)

Mother

Grandfather

Stepmother

Uncle

Foster Mother

Other adults

Grandmother

Brother(s)

Aunt

Stepbrother(s)

Father

Sister(s)

Stepfather

Stepsister(s)

Foster Father

Other children

How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?

0 1 2 3 4 5 6 or more

How many brothers or sisters, including stepbrothers and stepsisters, do you have that are younger than you?

0 1 2 3 4 5 6 or more

What is the language you use most often at home? English Spanish Another Language

What is the highest level of schooling your father completed?

Completed grade school or less

Some high school

Completed high school

Some college

Completed college

Graduate or professional school after college

Don't know

Does not apply

What is the highest level of schooling your mother completed?

Completed grade school or less

Some high school

Completed high school

Some college

Completed college

Graduate or professional school after college

Don't know

Does not apply

Where are you living now?

On a farm

In the country, not on a farm

In a city, town, or suburb

SECTION 2 – RISK/PROTECTIVE FACTOR DATA

COMMUNITY: Low Neighborhood Attachment (Risk Factor)

Q-144 I'd like to get out of my neighborhood.	NO!	no	yes	YES!
Q-127 I like my neighborhood.	NO!	no	yes	YES!
Q-125 If I had to move, I would miss the neighborhood I now live in.	NO!	no	yes	YES!

COMMUNITY: Community Disorganization (Risk Factor)

How much do each of the following statements describe your neighborhood:

Q-129 Crime and/or drug selling.	NO!	no	yes	YES!
Q-130 Fights.	NO!	no	yes	YES!
Q-131 Lots of empty or abandoned buildings.	NO!	no	yes	YES!
Q-132 Lots of graffiti.	NO!	no	yes	YES!
Q-143 I feel safe in my neighborhood.	NO!	no	yes	YES!

COMMUNITY: Personal Transitions and Mobility (Risk Factor)

Q-142 Have you changed homes in the past year (the last 12 months)?		NO	YES			
Q-133 How many times have you changed homes since kindergarten?	Never	1 or 2 times	3 or 4 times	5 or 6 times	7 or more times	
Q-140 Have you changed schools in the past year?		NO	YES			
Q-141 How many times have you changed schools since kindergarten?	Never	1 or 2 times	3 or 4 times	5 or 6 times	7 or more times	

COMMUNITY: Community Transitions and Mobility (Risk Factor)

Q-124 People move in and out of my neighborhood a lot.	NO!	no	yes	YES!
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COMMUNITY: Laws and Norms Favorable to Drug Use, Firearms, and Crime – (Risk Factor)

How wrong would most adults in your neighborhood think it was for kids your age:

Q-117 To use marijuana.	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
Q-118 To drink alcohol.	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
Q-119 To smoke cigarettes.	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
Q-115 If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?	NO!	no	yes	YES!
Q-114 If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!	no	yes	YES!
Q-116 If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!	no	yes	YES!

About how many adults have you known personally who in the past year have:

Q-120 Used marijuana, crack, cocaine, or other drugs?	None	1 adult	2 adults	3 or 4 adults	5 or more adults
Q-121 Sold or dealt drugs?	None	1 adult	2 adults	3 or 4 adults	5 or more adults
Q-122 Done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc.	None	1 adult	2 adults	3 or 4 adults	5 or more adults
Q-123 Gotten drunk or high?	None	1 adult	2 adults	3 or 4 adults	5 or more adults

COMMUNITY: Perceived Availability of Drugs & Handguns (Risk Factor)

Q-109 If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	Very Hard	Sort of Hard	Sort of Easy	Very Easy
Q-110 If you wanted to get some cigarettes, how easy would it be for you to get some?	Very Hard	Sort of Hard	Sort of Easy	Very Easy
Q-113 If you wanted to get some marijuana, how easy would it be for you to get some?	Very Hard	Sort of Hard	Sort of Easy	Very Easy
Q-111 If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	Very Hard	Sort of Hard	Sort of Easy	Very Easy
Q-112 If you wanted to get a handgun, how easy would it be for you to get one?	Very Hard	Sort of Hard	Sort of Easy	Very Easy

COMMUNITY: Opportunities for Prosocial Involvement (Protective Factor)

Q-128 There are lots of adults in my neighborhood I could talk to about something important.	NO!	no	yes	YES!
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Which of the following activities for people your age are available in your community?

Q-135 Sports teams.	Yes	No
Q-136 Scouting.	Yes	No
Q-137 Boys & Girls Clubs	Yes	No
Q-138 4-H clubs	Yes	No
Q-139 Service clubs	Yes	No

COMMUNITY: Rewards for Prosocial Involvement (Protective Factor)

Q-125 My neighbors notice when I am doing a good job and let me know.	NO!	no	yes	YES!
Q-145 There are people in my neighborhood who encourage me to do my best.	NO!	no	yes	YES!
Q-134 There are people in my neighborhood who are proud of me when I do something well.	NO!	no	yes	YES!

FAMILY: Poor Family Supervision (Risk Factor)

Q-174 My parents ask if I've gotten my homework done.	NO!	no	yes	YES!
Q-176 Would your parents know if you did not come home on time?	NO!	no	yes	YES!
Q-157 When I am not at home, one of my parents knows where I am and who I am with.	NO!	no	yes	YES!
Q-154 The rules in my family are clear.	NO!	no	yes	YES!
Q-160 My family has clear rules about alcohol and drug use.				

FAMILY: Poor Family Discipline (Risk Factor)

Q-159 If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	NO!	no	yes	YES!
Q-162 If you skipped school would you be caught by your parents?	NO!	no	yes	YES!
Q-161 If you carried a handgun without your parents' permission, would you be caught by your parents?	NO!	no	yes	YES!

FAMILY: Family Conflict (Risk Factor)

Q-156 People in my family often insult or yell at each other.	NO!	no	yes	YES!
Q-175 People in my family have serious arguments.	NO!	no	yes	YES!
Q-158 We argue about the same things in my family over and over.	NO!	no	yes	YES!

FAMILY: Family History of Antisocial Behavior (Risk Factor)

Q-155 Has anyone in your family ever had a severe alcohol or drug problem?	No	Yes		
<i>Have any of your brothers or sisters ever:</i>				
Q-149 Drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	No	Yes		I Don't Have Any Brothers or Sisters
Q-150 Smoked marijuana?	No	Yes		I Don't Have Any Brothers or Sisters
Q-151 Smoked cigarettes?	No	Yes		I Don't Have Any Brothers or Sisters
Q-152 Taken a handgun to school?	No	Yes		I Don't Have Any Brothers or Sisters
Q-153 Been suspended or expelled from school?	No	Yes		I Don't Have Any Brothers or Sisters

FAMILY: Parental Attitudes Favorable to Antisocial Behavior (Risk Factor)

How wrong do your parents feel it would be for you to:

Q-146 Steal anything worth more than \$5?	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
Q-147 Draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
Q-148 Pick a fight with someone?	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All

FAMILY – Family Opportunities for Positive Involvement (Protective Factor)

Q-166 My parents ask me what I think before most family decisions affecting me are made.	Never or almost Never	Sometimes	Often	All the Time
Q-173 My parents give me lots of chances to do fun things with them.	NO!	no	yes	YES!

FAMILY – Family Rewards for Positive Involvement (Protective Factor)

Q-163 My parents notice when I am doing a good job and let me know about it.	Never	Almost Never	Sometimes	Often	All the time
Q-167 How often do your parents tell you they're proud of you for something you've done?	Never or Almost never	Sometimes	Often	All the Time	

FAMILY – Family Attachment (Protective Factor)

Q-164 Do you feel very close to your mother?	NO!	no	yes	YES!
Q-165 Do you share your thoughts and feelings with your mother?	NO!	no	yes	YES!
Q-168 Do you share your thoughts and feelings with your father?	NO!	no	yes	YES!
Q-169 Do you enjoy spending time with your mother?	NO!	no	yes	YES!
Q-170 Do you enjoy spending time with your father?	NO!	no	yes	YES!
Q-171 If I had a personal problem, I could ask my mom or dad for help.	NO!	no	yes	YES!
Q-172 Do you feel very close to your father?	NO!	no	yes	YES!

SCHOOL: Academic Failure (Risk Factor)

Q-13 Putting them all together, what were your grades like last year?	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's
Q-21 Are your school grades better than the grades of most students in your class?	NO!	no	yes	YES!	

SCHOOL: Little Commitment to School (Risk Factor)

Q-22 How often do you feel that the school work you are assigned is meaningful and important?	Almost Always	Often	Sometimes	Seldom	Never
Q-23 How interesting are most of your courses to you?	Very Interesting	Quite Interesting	Fairly Interesting	Slightly Dull	Very Dull
Q-24 How important do you think the things you are learning in school are going to be for your later life?	Very Important	Quite Important	Fairly Important	Slightly Important	Not at all Important
<i>Now, thinking back over the past year in school, how often did you...</i>					
Q-25 Enjoy being in school?	Never	Seldom	Sometimes	Often	Almost Always
Q-26 Hate being in school?	Never	Seldom	Sometimes	Often	Almost Always
Q-27 Try to do your best work in school?	Never	Seldom	Sometimes	Often	Almost Always

SCHOOL: School Opportunities for Prosocial Involvement (Protective Factor)

Q-14 In my school, students have lots of chances to help decide things like class activities and rules.	NO!	no	yes	YES!
Q-15 Teachers ask me to work on special classroom projects.	NO!	no	yes	YES!
Q-17 There are lots of chances for students in my school to talk with a teacher one-on-one	NO!	no	yes	YES!

Q-18 I feel safe in my school.	NO!	no	yes	YES!
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SCHOOL: School Rewards for Prosocial Involvement (Protective Factor)

Q-16 My teacher(s) notices when I am doing a good job and lets me know about it.	NO!	no	yes	YES!
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Q-19 The school lets my parents know when I have done something well.	NO!	no	yes	YES!
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Q-20 My teacher praises me when I work hard in school.	NO!	no	yes	YES!
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PEER-INDIVIDUAL: Early Initiation of Problem Behavior (Risk Factor)

How old were you when you first:

Q-35 Smoked marijuana?	Never Have	10 or Younger	11	12	13	14	15	16	17 or Older
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Q-36 Smoked a cigarette, even just a puff?	Never Have	10 or Younger	11	12	13	14	15	16	17 or Older
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Q-37 Had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?	Never Have	10 or Younger	11	12	13	14	15	16	17 or Older
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Q-38 Began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Never Have	10 or Younger	11	12	13	14	15	16	17 or Older
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Q-39 Got suspended from school?	Never Have	10 or Younger	11	12	13	14	15	16	17 or Older
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Q-40 Got arrested?	Never Have	10 or Younger	11	12	13	14	15	16	17 or Older
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Q-41 Carried a handgun?	Never Have	10 or Younger	11	12	13	14	15	16	17 or Older
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Q-42 Attacked someone with the idea of seriously hurting them?	Never Have	10 or Younger	11	12	13	14	15	16	17 or Older
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PEER-INDIVIDUAL: Impulsiveness (Risk Factor)

Q-63 I like to test myself every now and then by doing something a little risky.	NO!	no	yes	YES!
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Q-64 Sometimes I will take a risk just for the fun of it.	NO!	no	yes	YES!
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Q-65 I sometimes find it exciting to do things for which I might get in trouble.	NO!	no	yes	YES!
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Q-66 Excitement and adventure are more important to me than security.	NO!	no	yes	YES!
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Q-67 I think sometimes it's okay to cheat at school.	NO!	no	yes	YES!
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PEER-INDIVIDUAL: Favorable Attitudes Toward Antisocial Behavior (Risk Factor)

How wrong do you think it is for someone your age to:

Q-44 Take a handgun to school?	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
Q-45 Steal anything worth more than \$5?	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
Q-46 Pick a fight with someone?	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
Q-47 Attack someone with the idea of seriously hurting them?	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
Q-48 Stay away from school all day when their parents think they are at school?	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong At All
Q-49 It is all right to beat up people if they start the fight	NO!	no	yes	YES!
Q-50 It is important to be honest with your parents, even if they become upset or you get punished	NO!	no	yes	YES!
Q-51 I think it is okay to take something without asking if you can get away with it.	NO!	no	yes	YES!

PEER-INDIVIDUAL: Interaction with Antisocial Peers (Risk Factor)

Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

Q-28 Been suspended from school?	None	1	2	3	4
Q-29 Carried a handgun?	None	1	2	3	4
Q-30 Sold illegal drugs?	None	1	2	3	4
Q-31 Stolen or tried to steal a motor vehicle such as a car or motorcycle?	None	1	2	3	4
Q-32 Been arrested?	None	1	2	3	4
Q-33 Dropped out of school?	None	1	2	3	4
Q-34 Been members of a gang?	None	1	2	3	4

PEER-INDIVIDUAL: Sensation Seeking (Risk Factor)

How many times have you done the following things?

Q-52 Done what feels good no matter what.

Never I've done it, but not in the past year Less than once a month About once a month 2 or 3 times a month Once a week or more

Q-53 Done something dangerous because someone dared you to do it.

Never I've done it, but not in the past year Less than once a month About once a month 2 or 3 times a month Once a week or more

Q-54 Done crazy things even if they are a little dangerous.

Never I've done it, but not in the past year Less than once a month About once a month 2 or 3 times a month Once a week or more

SECTION 3: SELF-REPORTED DELINQUENCY

Q-55 Been suspended from school? Never 1 or 2 Times 3 to 5 Times 6 to 9 Times 10 to 19 Times 20 to 29 Times 30 to 39 Times 40+ Times

Q-56 Carried a handgun? Never 1 or 2 Times 3 to 5 Times 6 to 9 Times 10 to 19 Times 20 to 29 Times 30 to 39 Times 40+ Times

Q-57 Sold illegal drugs? Never 1 or 2 Times 3 to 5 Times 6 to 9 Times 10 to 19 Times 20 to 29 Times 30 to 39 Times 40+ Times

Q-58 Stolen or tried to steal a motor vehicle such as a car or motorcycle? Never 1 or 2 Times 3 to 5 Times 6 to 9 Times 10 to 19 Times 20 to 29 Times 30 to 39 Times 40+ Times

Q-59 Been arrested? Never 1 or 2 Times 3 to 5 Times 6 to 9 Times 10 to 19 Times 20 to 29 Times 30 to 39 Times 40+ Times

Q-60 Attacked someone with the idea of seriously hurting them? Never 1 or 2 Times 3 to 5 Times 6 to 9 Times 10 to 19 Times 20 to 29 Times 30 to 39 Times 40+ Times

Q-61 Been drunk or high at school? Never 1 or 2 Times 3 to 5 Times 6 to 9 Times 10 to 19 Times 20 to 29 Times 30 to 39 Times 40+ Times

Q-62 Taken a handgun to school? Never 1 or 2 Times 3 to 5 Times 6 to 9 Times 10 to 19 Times 20 to 29 Times 30 to 39 Times 40+ Times

SECTION 4: GANG SPECIFIC QUESTIONS

GANGS AT SCHOOL:

Q-68 Are there any gangs at your school? No Yes Don't know

Q-69 Do any of the students at your school belong to a gang? No Yes Don't know

Q-70 What about gangs that don't have members attending your school...have any Of those gangs come around your school in the past six months? No Yes Don't know

Q-71 How often have gangs been involved in fights, attacks, or violence at your school in the past six months?
Never Once or twice a month Once or twice a week Almost Every Day Don't know

Q-72 Have gangs been involved in the sale of drugs at your school in the past six months? No Yes Don't know

Q-73 Have any gang members brought guns to your school in the past six months? No Yes Don't know

Do the gangs around your school do the following things?

Q-74 Help out in the community	Yes	No
Q-75 Get in fights with other gangs	Yes	No
Q-76 Provide protection for each other	Yes	No
Q-77 Steal things	Yes	No
Q-78 Rob other people	Yes	No
Q-79 Steal cars	Yes	No
Q-80 Sell marijuana	Yes	No
Q-81 Sell other illegal drugs	Yes	No
Q-82 Damage and destroy property	Yes	No

PERSONAL EXPERIENCES WITH GANGS:

Q-83 Have you ever belonged to a gang?		No	Yes							
Q-84 If you have ever belonged to a gang, did that gang have a name?		No	Yes	I Have Never Belonged to a Gang						
Q-85 Are you a gang member now?		No	Yes							
Q-43 How old were you when you first belonged to a gang?	Never Have	10 or Younger	11	12	13	14	15	16	17 or Older	
Q-86 How many members are there in your gang?	Not in a gang	1 to 5	6 to 10	11 to 20	21 to 30	More than 30				
Q-87 How many boys belong to your gang?	No boys	1 to 5	6 to 10	11 to 20	21 to 30	More than 30				
Q-88 How many girls belong to your gang?	No girls	1 to 5	6 to 10	11 to 20	21 to 30	More than 30				
Q-89 If you belong to a gang, suppose the circle below represents your gang. How far from the center of the gang are you (circle the number that Best describes your place in the gangs)		1	2	3	4	5				

If you are in a gang, do any of the following describe your gang?

Q-90 You can join before age	No	Yes
Q-91 There are initiation rites	No	Yes
Q-92 The gang has established leaders	No	Yes
Q-93 The gang ha regular meetings	No	Yes
Q-94 The gang has specific rules and codes	No	Yes
Q-95 Gang members have specific roles	No	Yes
Q-96 There are roles for each age group	No	Yes
Q-97The gang has symbols and colors	No	Yes
Q-98 There are specific roles for girls	No	Yes

Q-99 Why did you join the gang? (Check all that apply)

- For fun
- For protection
- A friend was in the gang
- A brother or sister was in the gang
- I was forced to join
- To get respect
- For money
- To fit in better
- Other: _____
- Not in a gang

If you are in a gang, does your gang do the following things?

Q-100 Help out in the community?	No	Yes
Q-101 Get in fights with other gangs?	No	Yes
Q-102 Provide protection for each other	No	Yes
Q-103 Steal things	No	Yes
Q-104 Rob other people	No	Yes
Q-105 Steal cars	No	Yes
Q-106 Sell marijuana	No	Yes
Q-107 Sell other illegal drugs	No	Yes
Q-108 Damage or destroy property	No	Yes

Section 1				
<i>Demographics</i>	<u>Demographics</u>	Age, Grade, Gender, Ethnicity, Family Members, Older Siblings, Younger Siblings, Language at Home, Zip Code, Father's Education, Mother's Education, Urbanicity	12	*

Section 2				
COMMUNITY DOMAIN				
<i>Community Domain</i>	<u>Risk Factor</u>	<u>Associated Scales</u>	28	
<i>Risk Factors</i>	Low Neighborhood Attachment and Community Disorganization	Low Neighborhood Attachment	3	*
		Community Disorganization	5	*
	Transitions and Mobility	Personal Transitions and Mobility	4	*
		Community Transitions and Mobility	1	*
	Laws and Norms Favorable to Drug Use, Firearms, and Crime	Laws and Norms	10	*
	Perceived Availability of Drugs and Firearms	Perceived Availability	5	*
<i>Community Domain</i>	<u>Protective Factor</u>	<u>Associated Scales</u>	9	
<i>Protective Factors</i>	Community Opportunities for Prosocial Involvement	Community Opportunities for Prosocial Involvement	6	*
		Community Rewards for Prosocial Involvement	Community Rewards for Prosocial Involvement	3

Items with a "*" are those that current research suggests are strongly related to gang involvement.

FAMILY DOMAIN				
<i>Family Domain</i>	<u>Risk Factor</u>	<u>Associated Scales</u>	20	
<i>Risk Factors</i>	Family Management Problems	Poor Family Supervision Poor Family Discipline	5 3	* *
	Family Conflict	Family Conflict	3	*
	Family Involvement in the Problem Behavior	Family History of Antisocial Behavior	6	*
	Favorable Parental Attitudes Towards the Problem Behavior	Parental Attitudes Favorable to Antisocial Behavior	3	*
<i>Family Domain</i>	<u>Protective Factor</u>	<u>Associated Scales</u>	11	
<i>Protective Factors</i>	Family Attachment	Family Attachment	7	
	Family Opportunities for Positive Involvement	Family Opportunities for Positive Involvement	2	
	Family Rewards for Positive Involvement	Family Rewards for Positive Involvement	2	

SCHOOL DOMAIN				
<i>School Domain</i>	<u>Risk Factor</u>	<u>Associated Scales</u>	8	
<i>Risk Factors</i>	Academic Failure Beginning in Late Elementary School	Academic Failure	2	*
	Lack of Commitment to School	Low School Commitment	6	*
	Early and Persistent Antisocial Behavior	<i>Listed In Peer-Individual Domain</i>		
<i>School Domain</i>	<u>Protective Factor</u>	<u>Associated Scales</u>	7	
<i>Protective Factors</i>	School Opportunities for Prosocial Involvement	School Opportunities for Prosocial Involvement	4	
	School Rewards for Prosocial Involvement	School Rewards for Prosocial Involvement	3	

INDIVIDUAL-PEER DOMAIN				
<i>Individual-Peer Risk Factors</i>	<u>Risk Factor</u>	<u>Associated Scales</u>	28	
	Friends Who Engage in Problem Behaviors	Interaction With Antisocial Peers	6	*
	Favorable Attitudes Toward Problem Behaviors	Favorable Attitudes Towards Antisocial Behavior	5	*
	Early Initiation of Problem Behaviors	Early Initiation of ATOD Use and Delinquency	8	*
	Constitutional Factors	Impulsiveness Sensation Seeking)	5 4	* *
<i>Individual-Peer Protective Factors</i>	<u>Protective Factor</u>	<u>Associated Scales</u>	9	
	Religiosity	Religiosity	1	
	Social Skills	Social Skills	4	
	Belief in the Moral Order	Belief in the Moral Order	4	

Section 3

<i>Self-Reported Delinquency</i>	<u>Delinquency</u>	School Suspension, Carried a Handgun, Sold Drugs, Stole Vehicle, Arrested, Attacked to Hurt, Drunk/High at School, Taken Handgun to School	8	*
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Section 4

<i>Gang-Specific Questions</i>	Gangs at School	Gangs at School, Gangs Around the School, Gang Fights at School, Drug Sales at School, Guns at School	15	
	Personal Experiences With Gangs	Ever Belonged, Gang Name, Current Gang Member, Age at Joining, Number of Members by Total and Gender, characteristics of the Gang, Reasons for Joining, Activities of the Gang	27	