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# Final Report: The National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program

submitted to the

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**Acknowledgments**

Many people and agencies assisted in this seven-year long evaluation of the G.R.E.A.T. program. Three graduate students at the University of Nebraska were the mainstay of the research team. TJ Taylor, Dana Peterson, and Adrienne Freng worked on virtually every aspect of the project and have set a standard that will be difficult for future graduate students to meet. Wayne Osgood conducted the outcome analyses and contributed to the writing of this report. A number of other colleagues and students at the University of Nebraska at Omaha, as well as colleagues from other institutions assisted with data collection, analysis, and report writing. They include Tom Winfree, Libby Deschenes, Chris Sellers, Lesley Brandt, Fran Bernat, Ron Taylor, Dave Corbin, Ron Vogel, Michelle Miller, Denise Herz, Danette Monnet, Dennis Giever, Annette Miller, David Holleran, Jennifer West, Jessie Krienert, and Molly Brown. In addition, numerous undergraduates and grad students from the University of Nebraska, New Mexico State University, Temple University, Arizona State University-West, California State University at Long Beach, and the University of South Florida assisted with data collection efforts. Members of the G.R.E.A.T. Review Workgroup, not already acknowledged above, included the following: Dick Clayton, Scott Decker, Denise Gottfredson, Ron Jakola, Merilee Laurens, Danny Richmond, and Jim Scott. A special thanks goes to Winnie Reed from the National Institute of Justice who has been the Project Monitor for this grant. Winnie has been supportive and understanding throughout this, at times arduous, process.

In addition to the research staff, I would like to thank administrators and staff from the G.R.E.A.T. Program Branch of the Bureau of Alcohol, Tobacco, and Firearms (BATF), the federal agency with oversight of the G.R.E.A.T. program, for their assistance and cooperation over the years. Particular thanks go to Special Agents in Charge Frank Spizuoco and Tom Schneider, and to Management Analyst Jo Ann Kenison. The G.R.E.A.T. National Policy Board (comprised of representatives from BATF, the Federal Law Enforcement Training Center, Phoenix Police Department, Philadelphia Police Department, Portland Police Bureau, La Crosse Police Department, Orange Country Sheriff's Department) allowed me to attend several meetings and, as detailed in Chapter 3 of this report, was receptive and responsive to the null evaluation results.

Without the cooperation and support of local schools and law enforcement agencies, this project would not have been possible. Sincere thanks and appreciation go to the law enforcement agencies and school districts (administrative officers, research and evaluation divisions, principals, and teachers) in the following study sites: Kansas City, MO; Las Cruces, NM; Lincoln, NE; Milwaukee, WI; Omaha, NE; Orlando, FL; Philadelphia, PA; Phoenix, AZ; Pocatello, ID; Portland, OR; Providence, RI; Torrance, CA; Will County, IL. The students and parents who completed questionnaires deserve our gratitude. Their willingness to share their time and opinions with us are most appreciated.

On behalf of the entire research team, I express my hope that the process and outcome evaluations conducted as part of this grant have met the expectations of the original solicitation. I will conclude, however, by stating that while this evaluation has been a collaborative effort, any shortcomings are mine.

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# Executive Summary: The National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program

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This report is a compilation of evaluation results published or presented in various venues. Our sincere thanks and indebtedness are due to our colleagues, without whom this research would not have been possible: Lesley Brandt, Chris Sellers, Tom Winfree, Libby Deschenes, and Fran Bernat. Additionally, we would like to thank the numerous respondents (students, parents, teachers, and law enforcement officers) who provided their time and assistance in the completion of this evaluation. This research was supported under award #94-IJ-CX-0058 from the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. Points of view in this document are those of the authors and do not necessarily represent the official position of the U.S. Department of Justice.

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## OVERVIEW

Youth delinquent gangs received considerable attention during the 1990s. Much of this attention focused on the violence and drug dealing in which gang members are involved. To help combat this problem, a number of prevention and intervention programs were developed. In spite of this widespread concern with gangs and associated program development, there has been a paucity of research and evaluation of prevention and intervention programs. In this research brief, we report on a multi-year, multi-faceted evaluation of one school-based gang prevention program in which uniformed law enforcement officers teach a nine-week curriculum to middle school students.

The Gang Resistance Education and Training (G.R.E.A.T.) program was developed in 1991 by law enforcement agencies in the greater Phoenix area. The program had three primary objectives: 1) to reduce gang activity; 2) to educate young people about the consequences of gang involvement; and 3) to improve young people's attitudes and perceptions about the police.

From October 1994 through December 2001, the National Institute of Justice (NIJ) funded a National Evaluation of the G.R.E.A.T. program. Two separate objectives guided the evaluation design. The first objective was to conduct a process evaluation, that would (1) describe the program and its components, and (2) assess the extent to which the program was implemented as intended. The second objective was to assess the effectiveness of G.R.E.A.T. in terms of attitudinal and behavioral consequences.

The process evaluation consisted of two different components: 1) assessment of the G.R.E.A.T. officer training; and 2) observation of officers actually delivering the program in school classrooms. For the outcome analysis, two different strategies were developed. First, a cross-sectional study was conducted in which 5,935 eighth grade students in eleven different cities were surveyed to assess the effectiveness of the G.R.E.A.T. program. Second, a five-year longitudinal, quasi-experimental panel study was conducted in six different cities. In addition to these student studies, three alternative surveys were conducted to assess the attitudes of parents, teachers, and law enforcement officers toward school-based prevention programs in general and the G.R.E.A.T. program specifically.

With respect to the process evaluation, it appears that the program, both officer training and curriculum delivery, was implemented with a high degree of fidelity. With respect to the G.R.E.A.T. program's three objectives, the following summary statements can be made. Results from the cross-sectional study indicated that students completing the G.R.E.A.T. program were less likely to join gangs. The longitudinal study, however, failed to find such a programmatic effect. Both of the student outcome studies found that students participating in the G.R.E.A.T. program did express more pro-social attitudes (including more positive attitudes to the police) and more unfavorable attitudes about gangs than did students not participating in the program. It is important to indicate that while the noted differences were statistically significant, the effect sizes were modest. Parents, teachers, and law enforcement officers expressed high levels of support for the G.R.E.A.T. program and for prevention programs in schools.

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## PROBLEM STATEMENT

In spite of years of research and years of suppression and intervention efforts, the American gang scene is poorly understood and far from being eliminated. There is a lack of consensus about the magnitude of the gang problem, the extent and level of organization of gangs, and importantly, what should be done to address the gang issue. Some of the epidemiological and etiological confusion can be traced to different methodologies and different theoretical perspectives. Disagreement about policy can be attributed largely to political agendas and to a shortage of evaluations of strategies enacted to address the gang phenomenon. To address the latter issue, a number of gang-specific programs with evaluative components were implemented at both the local and national level during the 1990s (for a detailed review of these programs, consult Howell 2000). In this report, we focus on the extent to which a gang prevention program can be implemented in middle schools and with what degree of success.

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

The Gang Resistance Education and Training (G.R.E.A.T.) program is a school-based gang prevention program taught by uniformed police officers. G.R.E.A.T. was developed in 1991 by Phoenix Police Department officers in cooperation with officers representing other Phoenix area police departments (see Winfree, Lynskey, and Maupin 1999 for a history of the program). The Bureau of Alcohol, Tobacco, and Firearms, the Federal Law Enforcement Training Center, and representatives from five local law enforcement agencies (Phoenix, Arizona; Portland, Oregon; Philadelphia, Pennsylvania; La Crosse, Wisconsin; and Orange County, Florida) share responsibility for and oversight of the current program. Since its inception, G.R.E.A.T. has

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experienced rapid acceptance by both law enforcement and school personnel. Evidence for this is its adoption by numerous law enforcement agencies across the country; more than 4,000 officers from all fifty states and the District of Columbia have completed G.R.E.A.T. training

The G.R.E.A.T. program targets middle-school students and consists of eight lessons taught over a nine-week period. Officers are provided with detailed lesson plans containing clearly stated purposes and objectives. In order to achieve the program's objectives, the eight lessons cover such topics as conflict resolution, goal setting, and resisting peer pressure. Discussion about gangs and how they affect the quality of people's lives are also included. The nine lessons are listed below.

1. Introduction - Acquaint students with the G.R.E.A.T. program and presenting officer.

2. Crime/Victims and Your Rights - Students learn about crimes, victims, and the impact on school and neighborhood.

3. Cultural Sensitivity/Prejudice - Students learn how cultural differences impact their school and neighborhood.

4. Conflict Resolution (2 lessons) - Students learn how to create an atmosphere of understanding that would enable all parties to better address problems and work on solutions together.

5. Meeting Basic Needs - Students learn how to meet their basic needs without joining a gang.

6. Drugs/Neighborhoods - Students learn how drugs affect their school and neighborhood.

7. Responsibility - Students learn about the diverse responsibilities of people in their school and neighborhood.

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8. Goal Setting - Students learn the need for goal setting and how to establish short- and long-term goals.

## PROCESS EVALUATION

Of primary importance in the process evaluation was determining if the program described in written documents was, in fact, the program delivered. During the first year of the evaluation, members of the research staff observed five officer training sessions (in subsequent years an additional six training sessions were observed to monitor program consistency). In addition to enhancing the researchers' understanding of the program, these observations allowed for assessment of the training program and the appropriateness of instructional techniques. The overall consensus of the evaluators was that these training sessions were well organized and staffed by a dedicated group of officers (Esbensen and Osgood 1997; Sellers, Taylor, and Esbensen 1998).

Our next concern was to assess the extent to which the officers implemented the program that they had been taught at training. Trained researchers observed a total of 87 lessons in six different cities and 14 different schools. Each observer noted the extent to which the officers adhered to the lesson outline and the extent to which they conformed to the lesson content. As with the training sessions, the overall consensus was that the officers did a commendable job of presenting the materials as they were taught in the G.R.E.A.T. officer training. Based on these two observational components, we concluded that the program was delivered with a high degree of conformity to the written description (Sellers et al. 1998).

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## OUTCOME EVALUATION

To assess program success, two separate outcome studies were conducted: a cross-sectional study and a quasi-experimental panel study. In both of these instances, students were surveyed. In addition to student perceptions, parents, teachers, and law enforcement personnel were also asked to provide their opinion regarding of the effectiveness of G.R.E.A.T.

### Measures

Development of the student questionnaire was guided by specific lesson content and then measuring these lesson objectives through attitudinal measures representative of criminological theory. For example, several G.R.E.A.T. lessons strive to teach youth to attain their basic needs and to establish both short- and long-term goals. To measure the extent to which the students internalized the lessons, we asked them to respond to questions such as "I often act on the spur of the moment without stopping to think." If the lessons had the desired effect, one would see fewer students indicating that they acted on the spur of the moment. In another lesson, the G.R.E.A.T. officer tries to teach the students what it is like to be a crime victim while yet in another lesson objective is to impress upon students the deleterious effects of crime and violence. To assess the extent to which G.R.E.A.T. students have learned these lessons, the following types of questions were posed: "It's okay to steal something from someone who is rich and can easily replace it," and "how guilty or badly would you feel if you attacked someone with a weapon?"

In addition to attitudinal items, students completed a self-report delinquency inventory. This technique has been used widely during the past forty years and provides a good measure of actual behavior rather than a reactive measure of police response to behavior (e.g., Hindelang,

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Hirschi, and Weis 1981; Huizinga 1991; Huizinga and Elliott 1986). The types of behaviors comprising this 17-item inventory included status offenses (e.g., skipping classes without an excuse), crimes against property (e.g., purposely damaging or destroying property; stealing or trying to steal something worth more than $50); and crimes against persons (e.g., hitting someone with the idea of hurting them; attacking someone with a weapon). Additionally, students were asked about drug sales and drug use, including tobacco, alcohol, and marijuana. Given that the focus of the G.R.E.A.T. program was on gang prevention, a series of questions asked the students about their involvement in gangs and the types of gang activities in which they and their gang was involved. (See Box 1 for a discussion of the measurement of gang membership.)

BOX 1: Gang Definition and Gang Measurement

There is a lack of agreement about the definition of gang or gang member. In the cross-sectional study, we classified respondents as gang members if they answered "yes" to the question "Have you ever been a gang member?" and also indicated that the gang was involved in at least one of four delinquent activities (gang fights, thefts, assaults, or robberies). In that study we used the "ever" question since the average respondent was 14 years of age and any gang affiliation would have been relatively recent. This produced a prevalence rate of 10.6 percent. However, had we chosen a different definition, we could have concluded that from 2.3 percent to 16.9 percent of the students were gang members! For example, if we had only used the single question, "have you ever been a gang member?" 16.9 percent of the students said yes. On the other hand, if we limited our definition to students who were currently core members of an organized delinquent gang, then our gang members would be reduced to only 2.3 percent. From a policy standpoint, it is clear that the chosen definition can have serious implications not only for research but also for policy consideration.

## CROSS-SECTIONAL DESIGN – (1995)

The first outcome analysis was based on a cross-sectional survey completed in spring, 1995. In this cross-sectional design, two ex-post facto comparison groups were created to allow

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for assessment of the effectiveness of the G.R.E.A.T. program. Since the program was taught in seventh grade, eighth grade students were surveyed to allow for a one-year follow-up assessment while at the same time guaranteeing that none of the sample was currently enrolled in the program. Eleven cities were selected for participation in the National Evaluation: Las Cruces, NM; Omaha, NE; Phoenix, AZ; Philadelphia, PA; Kansas City, MO; Milwaukee, WI; Orlando, FL; Will County, IL; Providence, RI; Pocatello, ID; and Torrance, CA. These sites provide a diverse sample. One or more of the selected sites can be described by the following characteristics: large urban area, small city, racially and ethnically homogeneous, racially and ethnically heterogeneous, east coast, west coast, mid-west, inner-city, working class, or middle class (Esbensen and Winfree 1998). Within the selected sites, schools that offered G.R.E.A.T. during the past two years were selected and questionnaires were administered to all eighth graders in attendance on the specified day. This resulted in a final sample of 5,935 eighth grade students from 315 classrooms in 42 different schools.

Findings from the cross-sectional study indicated that G.R.E.A.T. appeared to be meeting its objectives of reducing gang affiliation and delinquent activity. Students who had completed the G.R.E.A.T. program reported *lower* levels of gang affiliation (9.8% of G.R.E.A.T. students reported gang membership compared to 11.4% of the comparison group) and self-reported delinquency. These differences were small but statistically significant.

A number of differences also were found for attitudinal measures. G.R.E.A.T. lessons, among other objectives, seek to reduce impulsive behavior, improve communication with parents and other adults, enhance self-esteem, and encourage students to make "better" choices. The cross-sectional survey results revealed that one year after completing G.R.E.A.T., the G.R.E.A.T.

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students reported better outcomes, that is, more positive attitudes and behaviors than students who did not complete the program (see Box 2). (For a more detailed discussion of the cross-sectional design and results, consult Esbensen and Osgood 1997; 1999.)

BOX 2: CROSS-SECTIONAL DESIGN OUTCOMES
Students completing the G.R.E.A.T. program reported more positive attitudes and behaviors than did the comparison group of students. They reported:
- Lower rates of self-reported delinquency.
- Lower rates of gang affiliation.
- More positive attitudes toward the police.
- More negative attitudes about gangs.
- Having more friends involved in prosocial activities.
- Greater commitment to peers promoting prosocial behavior.
- Higher levels of perceived guilt at committing deviant acts.
- More commitment to school.
- Higher levels of attachment to both mothers and fathers.
- More communication with parents about their activities.
- More friends involved in delinquent activity.
- Lower likelihood of acting impulsively.
- Lower likelihood of engaging in risky behavior.
- Lower levels of perceived blocks to academic success (see Esbensen and Osgood 1999 for further discussion of these results).

**LONGITUDINAL RESEARCH DESIGN – (1995-1999)**

The cross-sectional evaluation of the G.R.E.A.T. program reported above contains several methodological limitations. That design lacked a pre-test measure and required the ex-post facto creation of a comparison group. While statistical procedures were used to strengthen the validity of this design, some consider it to be inherently weak (e.g., Sherman, Gottfredson, MacKenzie, Eck, Reuter, and Bushway 1997). The longitudinal research strategy implemented in the second

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phase of the National Evaluation, with a quasi-experimental research design and random assignment of classrooms to treatment, serves two very important functions. First, this assignment process should create groups of G.R.E.A.T. and non-G.R.E.A.T. students at equal risk for future delinquency and gang involvement. Second, the longitudinal research design greatly increased statistical power for detecting program effects by controlling for previous individual differences and examining change over time.

Site Selection:

Six cities meeting the following criteria were selected for inclusion in the longitudinal phase of the National Evaluation: 1) the existence of a viable G.R.E.A.T. program; 2) geographical diversity; and 3) the cooperation of the school districts and the police departments in each site. The selected cities were Philadelphia, Pennsylvania; Portland, Oregon; Phoenix, Arizona; Omaha and Lincoln, Nebraska; and Las Cruces, New Mexico.

Quasi-experimental Research Design

The longitudinal study includes relatively equal sized groups of treatment (G.R.E.A.T.) and control (non-G.R.E.A.T.) students in the seventh grade at five of the sites and sixth grade students in the sixth (Portland). Because G.R.E.A.T. is a classroom-based program, assignment was implemented for classrooms rather than for individual students. When data were pooled across sites, there was a large enough sample of classrooms for confidence in our results, even when classrooms were used as the unit of analysis. The longitudinal sample consists of 22 schools, 153 classrooms, and more than 3,000 students (all students whose names appeared on

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class lists at the beginning of the school year). (For a fuller description of the methodology, see the Technical Report in this Final Report).

The random assignment process was a critical feature of this research design. During late summer and early fall of 1995, procedures for assignment of classrooms to experimental and control conditions were developed at each of the 22 middle schools participating in the longitudinal study. Since the G.R.E.A.T. program was implemented differently at each site, unique solutions were required to implement random assignment at each site and, in some situations, at each school. The exact nature of the process was dependent on what was possible at each site, but in all cases the goal was to minimize the potential for differences between the sets of treatment and control classes. Working in conjunction with principals, teachers, and G.R.E.A.T. officers, the research staff assigned comparable classrooms to treatment and control conditions at each site. These procedures resulted in 76 G.R.E.A.T. classrooms representing 1,871 students and 77 control classrooms with 1,697 students.

Active Consent Procedures

The University of Nebraska Institutional Review Board approved a research design that allowed passive parental consent (students were included unless specifically prohibited by parents) during the pre- and post-test data collection. These surveys were conducted two weeks prior to and two weeks following completion of the G.R.E.A.T. program. Active parental consent (students were excluded unless written approval for participation was obtained from parents) was planned for the subsequent annual surveys. These procedures were also approved by each of the participating school districts.

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A modified Dillman (1978) total design method was utilized to obtain the active consent forms, although the specific procedures varied slightly in terms of timing and sequencing across the six sites. The following serves as an "ideal type" of the procedures that were followed. Three direct mailings were made to parents of survey participants. Included in the mailings were a cover letter (both English and Spanish versions were included in Phoenix and Las Cruces), two copies of the parent consent form for student participation, and a business reply envelope. All parents not responding after the second mailing were contacted by telephone. School personnel also cooperated by distributing consent forms and cover letters at school.

The results of the active consent process led to an overall retention of 57 percent of the initial sample (for a more detailed discussion of the active consent process and examination of the effects of active consent procedures on the representativeness of the sample, consult Esbensen, Miller, Taylor, He, and Freng 1999). All together these efforts cost in excess of $60,000 in terms of supplies, personnel time, telephone, and mailing costs.

Questionnaire Completion Rate

The completion rates for the student surveys were excellent. Of the 2,045 active consents obtained at the six sites, 1,758 (86%) surveys were completed during the one year follow-up, 1,550 (76%) in the two year follow-up, 1419 (69%) in year three and 1377 (67%) in year four (see the Technical Report for more detail). Given the multi-site, multi-school sample, combined with the fact that respondents at five of the six sites made the transition from middle school to high school between the year one and year two surveys, this completion rate is commendable. Hansen and colleagues (1985) examined attrition in a meta-analysis of 85 longitudinal studies and

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reported an average completion rate of 72 percent for the 19 studies with a 24-month follow up period. Few of these 19 studies included multi-site samples. Tebes and associates (1992) report on the attrition rates from middle school to high school. In their study examining differential attrition for different age groups, they report losing 41.3 percent of their sample between 8th and 9th grade!

Outcome Results

The longitudinal sample differs from the cross-sectional sample on several demographic characteristics. Those students participating in the longitudinal study were recruited in the sixth and seventh grade and as such are younger than the cross-sectional sample that was comprised of eighth grade students. The longitudinal sample also consists of a higher percentage of White students (46%), fewer African-Americans (17%), but approximately the same representation of Hispanics (19%) and others (16%). With respect to sex and family structure, the longitudinal sample is virtually identical to the cross-sectional, with 51 percent females and 61 percent living in two-parent households.

The assignment of classrooms to G.R.E.A.T. and non-G.R.E.A.T. was relatively successful in establishing comparable groups. Some differences between the groups were noted but the only statistically significant difference was for race; more White youths were in the comparison group while the treatment group consisted of proportionately more African-American and Hispanic youths. A review of attitudinal and behavioral measures collected in the pre-test indicated that the comparison group was slightly more pro-social than the G.R.E.A.T. group (e.g., more positive attitudes to police, more negative attitudes about gangs, more peers involved in

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pro-social activities, and lower rates of self-reported delinquency). The analysis strategy, however, controls for school, classroom, and pre-existing differences between groups.

We used a relatively new analytical technique (MLwiN) that allows for multiple levels of analysis (Goldstein 1995). The research design involved four nested levels of analysis: waves of data collection are nested within individual students who are followed over time, those students are nested within classrooms where the program was (or was not) delivered, and the classrooms are nested within schools. Analyses conducted with the second year follow-up data failed to replicate the previous positive findings of the cross-sectional study. No differences were found between the G.R.E.A.T. and non-G.R.E.A.T. groups (Esbensen, Osgood, Taylor, Peterson, and Freng 2000). In the spirit of sharing information with the G.R.E.A.T. administrators, these null findings were presented to the G.R.E.A.T. National Policy Board (NPB) in October 1998. Rather than shoot the messenger, the NPB called for a critical review of the G.R.E.A.T. curriculum (described later in this report).

Subsequent to these initial findings, analyses conducted upon the availability of all four follow-up surveys revealed a modest program effect; that is, a small but systematic beneficial effect of the program emerged gradually over time. It was not until four years after program exposure that significant differences between the groups were discernable. On average, we found more pro-social changes in the attitudes of G.R.E.A.T. students than the non-G.R.E.A.T. students. The program effect is statistically significant for five of the outcome measures. G.R.E.A.T. students reported:

- lower levels of victimization;
- more negative views about gangs;

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- more favorable attitudes toward the police;
- more peers involved in pro-social activities; and
- lower levels of involvement in risk seeking behaviors.

Although these five outcomes are a fraction of the total set of 32 outcomes measures, they are a greater number than would be expected by chance. More importantly, in all cases the direction of the difference favors participants in G.R.E.A.T. (e.g., less victimization and more pro-social peers). Indeed, all but four of the 32 estimates of program impact are in the direction favorable to G.R.E.A.T., and this preponderance is far greater than would be expected by chance. Thus, we conclude that the beneficial direction of the program impact is statistically reliable. At the same time, it is important to realize that the magnitude of this positive impact is small. The average standardized program effect for the five significant outcomes is only .11, and the average across measures is only .04. It is also important to acknowledge that neither gang membership nor delinquent involvement was lower among the G.R.E.A.T. than the non-G.R.E.A.T. (For more detailed discussion of these findings, consult the Technical Report.)

We also explored the possibility that the impact of the G.R.E.A.T. program might depend on students' levels of risk for delinquency and gang membership. Our earlier cross-sectional analyses of program impact had examined the consistency of program effects across demographic groupings (Esbensen and Osgood 1997; 1999). There we found evidence that G.R.E.A.T. was more effective with groups that are at higher risk for delinquency, specifically males and minority group members. In the present longitudinal analysis assessing the impact of G.R.E.A.T., no more than chance differences were found between high and low risk youth.

Three additional analyses were conducted to test whether the finding of program benefits

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might be attributable to weaknesses in the research design rather than to genuine effects of G.R.E.A.T. The purpose of these additional analyses was to further insure that the apparent program effects were genuine. Our first method to test the robustness of the program impact findings was to control for pre-program risk for negative outcomes. We did so by adding the continuous version of our risk measure to our impact analysis. Our second approach to bolstering the comparability of the treatment and control groups was based on propensity scores (Rosenbaum and Rubin 1983; Winship and Morgan 1999). Finally, pre-test and attrition differences between treatment and control groups were most pronounced at one site (Philadelphia), so the risk of invalid results is greatest there. Therefore, our third approach to addressing the potential difference between groups was to repeat the analyses using only the other five sites.

Each of these three approaches reduced the pre-test differences between G.R.E.A.T. participants and the control groups, though none eliminated them. Using risk scores as a control variable was most effective in this regard. Despite the greater pre-test comparability, the magnitudes of the estimated program effects were essentially unchanged. Indeed, the very small changes that occurred favored the treatment group at least as often as the control group. Furthermore, though two of these strategies sacrificed sample size, there were virtually no meaningful changes in statistical significance. Thus, it appears unlikely that our findings showing a positive impact of participating in G.R.E.A.T. could be due to preexisting differences between the treatment and control groups. This increases our confidence that the G.R.E.A.T. program does have modest beneficial effects.

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## ALTERNATIVE OUTCOME ASSESSMENTS

In addition to the student surveys, which were the focus of the current research, parents, school personnel, and G.R.E.A.T. officers also completed mail questionnaires inquiring about satisfaction and perceived effectiveness of the program. Survey respondents indicated an overall high level of satisfaction with the G.R.E.A.T. program.

### Parent Survey

During the summer of 1998, questionnaires were mailed to the parent of each of the students participating in the longitudinal phase of the outcome evaluation. A total of 647 (32%) parents completed the surveys and returned them to the research office. The sample consisted mainly of White (70%) or Hispanic (14%) mothers who reported living in their neighborhoods for more than nine years. One third reported that they had completed some college and about half (52%) stated that the primary wage earner in the household held a managerial or professional position.

A variety of questions was asked to explore parents' perceptions of not only prevention programs in general, but the G.R.E.A.T. program in particular. They were also asked their opinions regarding crime and gangs in their neighborhoods, the role of law enforcement officers in schools, and the environment of their child's school. The results indicate that regardless of where the individual lived, crime and gangs were not seen as serious problems in their neighborhoods. Additionally, parents generally reported that they were safer in their neighborhoods (76%) and their child was safer at school (68%) when police officers were present. Furthermore, the majority of respondents reported that uniformed officers belong in school (80%) and that they

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make good instructors in schools (71%).

When asked about the school environment, most parents believed that their child was safe at school (52%) and only one third of parents reported that there was a gang problem in their child's school. Parents also stated that they believed prevention programs were effective (79%), that schools should be involved in prevention programming (69%), and that there should be more prevention programming in schools (73%). However, a majority of parents also stated that basics such as reading writing, and arithmetic should be the focus of schools (60%). Of the parents that reported that they were familiar with the G.R.E.A.T. program, the majority thought that G.R.E.A.T. taught valuable lessons (88%) and helped students stay out of gangs (60%). Overall, parents reported positive attitudes towards G.R.E.A.T., believed the program was effective, and reported high satisfaction with the program.

School Personnel Survey

During the summer of 1999, 1006 anonymous, self-report questionnaires were distributed through contact persons at 21 middle schools originally involved in the longitudinal evaluation. (One of the original 22 middle schools had since been restructured to serve only elementary school students.) Questionnaires were distributed to all administrators, teachers, and counselors employed at the schools. The overall response rate was 67 percent. The resultant sample was largely White (81%) and female (72%); as expected, teachers (86%) comprised the majority of the sample.

Results indicate that middle school personnel feel that schools are a suitable place for delinquency prevention efforts and that law enforcement officers are an appropriate medium

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through which to transmit prevention program lessons. Overall, the G.R.E.A.T. program was received and evaluated positively by educators. The majority agreed that the curriculum appeals to students, is appropriate to the students' age and comprehension levels, and produces positive results in terms of teaching skills to avoid gang and delinquency involvement, improving students' attitudes about law enforcement officers, and addressing problems students face. Despite these favorable perceptions, there was less agreement from educators that the G.R.E.A.T. program had reduced actual gang participation in their schools and communities.

Lecture and written homework were rated less highly by educators than such active learning strategies as class discussion, small group activities, and role playing as effective methods of delivering program lessons and achieving program goals and objectives. Teachers and administrators had somewhat dissimilar views of their schools' environment, both inside and outside, with administrators perceiving the environment more favorably. Further, teachers were more likely than administrators to agree that prevention programs are disruptive to teaching, and they were less likely than administrators to agree that they should incorporate prevention program lessons into their own curricula.

Law Enforcement Officer Survey

To examine officer satisfaction with the G.R.E.A.T. program, all officers who had completed the G.R.E.A.T. officer training (GOT) prior to July 1999 (n=3,925) were identified by the Bureau of Alcohol, Tobacco, and Firearms (BATF) staff. Anonymous questionnaires were sent to these officers with 1,224 (31%) responding. This sample represents a diverse group of individuals (80% male; 71% White, 13% African American, and 9% Hispanic) and agencies (70%

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local/municipal, 22% county; 31% fewer than 50 sworn officers, 35% 51-250 sworn officers, and 34% more than 250 sworn officers).

Officers were overwhelmingly supportive of the approach of the program, with approximately 75 percent indicating that G.R.E.A.T. dealt with problems relevant to students in their communities, adequately addressed risk factors associated with youth gangs, and taught students the skills necessary to avoid gangs. Officers also felt that the program improved relationships with youth (89%), schools (89%), and the community as a whole (77%), but were less confident that the program reduced their communities' gang (47%) and crime (39%) problems. Levels of satisfaction and perceived program effectiveness were found to vary by sex and race (with males more supportive than females and officers from racial and ethnic minority groups more supportive than Whites) but, overall, officers of both sexes and all racial/ethnic backgrounds were generally supportive of the G.R.E.A.T. program.

## THE G.R.E.A.T. REVIEW

Because of the contradictory findings from the cross-sectional and the two-year longitudinal study results, the National Policy Board (NPB) of the G.R.E.A.T. program expressed a desire to have the G.R.E.A.T. curriculum reviewed and assessed by a board of experts. In response, the National Institute of Justice (NIJ) funded a review of the G.R.E.A.T. program, and in 1999 the G.R.E.A.T. Review Workgroup convened to conduct a critical assessment of G.R.E.A.T. This review process was extraordinary in that the G.R.E.A.T. program administrators' willingness to subject the program to a critical review is quite uncommon and demonstrates the G.R.E.A.T. administrators' serious commitment to the prevention of gangs and

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violence.

The G.R.E.A.T. Review Workgroup was comprised of G.R.E.A.T. officers and administrators, staff members from the National Evaluation, and experts in gangs and/or school-based prevention programs. The Workgroup carefully examined the overall objectives of the program as well as the content of each of the lessons in the G.R.E.A.T. curriculum. In contrast to suppression and intervention programs, which are directed at youths who already are gang members, G.R.E.A.T. is a universal prevention program intended to provide life skills to empower adolescents with the ability to resist peer pressure to join gangs. This strategy is meant to be a cognitive approach that seeks to produce attitudinal and behavioral change through instruction, discussion, and role-playing. However, the Workgroup found many of the elements necessary for effective delinquency and gang prevention to be lacking in the current G.R.E.A.T. curriculum (e.g., teachers were not integrated in to the program delivery, there was insufficient focus on teaching competency skills, and inadequate use of cooperative and active learning strategies).

Following a comprehensive review of the curriculum, a series of recommendations for programmatic changes was submitted to the NPB. These recommendations were accepted and by August, 2000, an "enhanced" curriculum had been produced by a group of G.R.E.A.T. officers, curriculum writers, gang researchers, and experts in school-based prevention programs. During the fall of 2000, a small cadre of officers was trained to teach the revised curriculum and participated in a pilot test in the spring of 2001. (For a detailed discussion of this program review, consult Esbensen, Freng, Taylor, Peterson, and Osgood 2002.)

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## SUMMARY

Results from both the process and outcome components of the National Evaluation of the G.R.E.A.T. program suggest that the program can be considered a modest success. Training of officers was rigorous and program implementation in the classrooms was judged to be consistent with program descriptions. With regard to program outcomes, G.R.E.A.T. students did express slightly more pro-social attitudes than did non-G.R.E.A.T. students. The G.R.E.A.T. program, however, was not successful in modifying behavior; G.R.E.A.T. students did not report statistically significantly lower levels of delinquency and gang membership than did the non-G.R.E.A.T. students. Consistent with the findings from the student surveys, the general pattern of responses from parents, teachers, and officers indicated a belief that the program brought about attitudinal changes in the students but less certainty that behavioral change resulted from program participation.

The G.R.E.A.T. program consists of nine hours (classes) of instruction. While the stated objectives are to reduce gang activity, teach youths about the negative aspects of gangs, and improve attitudes toward the police, to what extent can such a brief immersion in a general prevention program be expected to produce substantial changes? Some may suggest that the modest findings are insufficient to support program continuation. We, however, believe that there is sufficient evidence to continue efforts to incorporate the G.R.E.A.T. program into a community-wide gang prevention effort, especially in light of the decision of the National Policy Board of G.R.E.A.T. to approve development of a revised program that is longer in duration, incorporates booster sessions, and utilizes interactive instructional methods.

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# Chapter 2: Technical Report:

# How Great Is G.R.E.A.T.?

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# Chapter 2: Technical Report:

# How Great is G.R.E.A.T.?*

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**How Great is G.R.E.A.T.?: Results from a Longitudinal Quasi-Experimental Design**

Abstract

This manuscript presents results from the National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program, a school-based prevention program targeting middle-school students. A longitudinal quasi-experimental research design was implemented in six cities beginning with the 1995-1996 school year. The initial sample consisted of middle-school students attending 22 different schools: 1,871 students in 76 G.R.E.A.T. classrooms and 1,697 students in 77 non-G.R.E.A.T. classrooms. Since G.R.E.A.T. is delivered simultaneously to entire classrooms, rather than separately to individuals, we used a four-level hierarchical model (time, person, classroom, and school), to estimate program effect. Three separate analyses were conducted to assess program effectiveness: (1) analyses including the entire sample; (2) analyses of the entire sample controlling for "risk" as determined by pre-test measures; and finally (3) analyses controlling for differential attrition among the two groups across time. Beneficial program effects emerged gradually over time so that there was, on average, more pro-social change in the attitudes of G.R.E.A.T. students than the non-G.R.E.A.T. students during the four years following program exposure. However, no statistically significant differences in rates of gang membership or delinquency were observed.

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

Our research evaluates the effectiveness of the Gang Resistance Education and Training (G.R.E.A.T.) program, which is illustrative of a prevention approach to the gang problem. The Phoenix Police Department, along with other "Valley of the Sun" police departments, introduced this school-based program in 1991 to provide "students with real tools to resist the lure and trap of gangs" (Humphrey and Baker 1994:2). Modeled after the DARE (Drug Abuse Resistance Education) program, uniformed law enforcement officers introduce students to conflict resolution skills, cultural sensitivity, and the negative aspects of gang life during the nine week G.R.E.A.T. program. In 1992, the Bureau of Alcohol, Tobacco, and Firearms (BATF) joined forces with the Phoenix Police Department by promoting and funding the program. (For a review of the historical development of the G.R.E.A.T. program, consult Winfree, Lynskey, and Maupin 1999.) G.R.E.A.T. has proliferated throughout the country during its short history and by the end of 1997 had been incorporated into school curricula in all 50 states and the District of Columbia.

The stated objectives of the G.R.E.A.T. program are: 1) to reduce gang activity and 2) to teach students about the negative consequences of gang involvement. The curriculum consists of eight lessons (taught in nine sessions) offered once a week to middle school students, primarily seventh graders. Officers are provided with detailed lesson plans containing clearly stated purposes and objectives. In order to achieve the program's objectives, the eight lessons cover such topics as conflict resolution, goal setting, and resisting peer pressure. Discussion about gangs and their effects on the quality of people's lives are also included. The eight lessons are:

1. Introduction - Acquaint students with the G.R.E.A.T. program and presenting officer.

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2. Crime/Victims and Your Rights - Students learn about crimes, their victims, and their impact on school and neighborhood.

3. Cultural Sensitivity/Prejudice - Students learn how cultural differences impact their school and neighborhood.

4. Conflict Resolution (2 sessions) - Students learn how to create an atmosphere of understanding that would enable all parties to better address problems and work on solutions together.

5. Meeting Basic Needs - Students learn how to meet their basic needs without joining a gang.

6. Drugs/Neighborhoods - Students learn how drugs affect their school and neighborhood.

7. Responsibility - Students learn about the diverse responsibilities of people in their school and neighborhood.

8. Goal Setting - Students learn the need for goal setting and how to establish short and long term goals.

As evidenced by the curriculum, the G.R.E.A.T. program is intended to provide life skills empowering adolescents with the ability to resist peer pressure to join gangs. The strategy is a cognitive approach that seeks to produce attitudinal and behavioral change through instruction, discussion, and role playing.

A notable feature of the program is its target population. In contrast to suppression and intervention programs, which are directed at youths who already are gang members, G.R.E.A.T. is intended for all youth. This is the classic, broad-based prevention strategy that is found in

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medical immunization programs: One intervenes broadly, with a simple and relatively unintrusive program, well before any problem is detectable and without any attempt to predict who is most likely to be affected by the problem.

To date, two published evaluations assessing program effectiveness have reported small but positive program effects on students' attitudes and behavior (Esbensen and Osgood 1997; 1999; Palumbo and Ferguson 1995). Esbensen and Osgood reported findings from the cross-sectional component of the National Evaluation of the G.R.E.A.T. program. This study relied upon surveys completed by 5,935 eighth grade students in 11 cities across the continental United States one year after program delivery. Esbensen and Osgood (1999) found that students who had completed the G.R.E.A.T. program reported committing fewer delinquent acts and expressed more pro-social attitudes, including, among others, more favorable attitudes toward the police, higher levels of attachment to parents and self-esteem, and greater commitment to school. Using a multi-site, pre-test/post-test research design, Palumbo and Ferguson (1995) found the students had a "slightly increased ability" to resist the pressures to join gangs. The authors acknowledged, however, that "the lack of a control group prevents assessments of the internal validity. Therefore, it cannot be concluded that the results ... were due to GREAT (sic) as opposed to other factors" (Palumbo and Ferguson 1995:600). The present study improves upon this earlier research by combining their strengths, using both a control group and comparisons over time at multiple sites.

In addition to these outcome evaluations, the National Evaluation of G.R.E.A.T. included a number of other evaluation components. A process evaluation examining the fidelity of program implementation was completed during the early years of the project, concluding that the program integrity, both with regard to officer training and classroom instruction, was quite high

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(Esbensen, Freng, Taylor, Peterson, and Osgood, forthcoming; Sellers, Taylor, and Esbensen 1998). In addition to the student surveys, which are the focus of the current research, parents, school personnel, and G.R.E.A.T. officers also completed mail questionnaires inquiring about satisfaction and perceived effectiveness of the program. An overall high level of satisfaction with the G.R.E.A.T. program was expressed by these three populations (Freng 2001; Peterson 2001; Taylor 2001).

## EVALUATION RESEARCH DESIGN

Though the development of the G.R.E.A.T. curriculum was not theory driven, the design of the National Evaluation was (Winfree, Esbensen, and Osgood 1996). The theories judged to be most relevant to the program were social learning theory (Akers 1985) and self-control theory (Gottfredson and Hirschi 1990). The identification of relevant theoretical constructs is critical to the short-term evaluation of prevention programs because prevention necessarily takes place well before the outcome of major concern (gang membership) is likely to occur. Thus, our evaluation placed considerable emphasis on theoretical constructs that are logically related to the program's curriculum and that are both theoretically and empirically linked to gang membership and delinquency (Grasmick, Tittle, Bursik, and Arneklev 1993; Hawkins and Catalano 1993; Huizinga, Loeber, and Thornberry 1994; Winfree, Vigil-Backstrom, and Mays 1994).

Winfree, Esbensen, and Osgood (1996) have elaborated on the relationship between the G.R.E.A.T. curriculum and the theoretical constructs included in this evaluation. For example, Lesson 4 of G.R.E.A.T. (conflict resolution) deals with concepts closely linked to self-control theory's anger and coping strategies. Lesson 5 (meeting basic needs) has conceptual ties to the

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risk-taking element of self-control theory. Lessons 6, 7, and 8 include elements addressing delayed gratification and impulsive behavior by attempting to teach responsibility and goal setting, including personal and career goals.

Elements of social learning theory appear in Lessons 1, 3, and 4. These lessons introduce definitions of laws, values, norms, and rules supportive of law-abiding behavior. Tolerance and acceptance (Lesson 3), for instance, are presented as values that reduce conflict and subsequently violence. Further, Lesson 4 addresses conflict resolution and steps students can take to ward off negative peer influences.

Measures

Measures included in the student questionnaires can be divided into two main categories: attitudinal and behavioral. As discussed above, the attitudinal measures included in these instruments can be classified as measures of distinct theoretical perspectives (e.g., social learning, social control, social strain, and self-control)[1]. For the current paper, those distinctions play little role--all are relevant both to the G.R.E.A.T. curriculum and to delinquency and gang membership. Thus, we refer to them only as attitudinal variables.

Of primary importance were measures of perceptions regarding the appropriateness of certain behaviors and measures of peer group conduct. Given the significant role of peers in gangs and delinquency, several different scales were used to tap the extent to which the youths felt committed to their peer group. Questions measuring students' involvement in school and community activities were also included in the questionnaires. Brief descriptions of attitudinal measures included in the student questionnaire are provided in Appendix A.

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One of the more important objectives of the G.R.E.A.T. program is to reduce adolescent involvement in criminal behavior and gangs. We measured this involvement through self-reports of illegal activity by the respondents. This technique has been used widely during the past thirty years and provides a good measure of actual behavior rather than a reactive measure of police response to behavior (e.g., Hindelang, Hirschi, and Weis 1981; Huizinga 1991; Huizinga and Elliott 1986). Appendix B contains a list of behaviors included in the self-report inventory. Questions measuring self-reported drug use and victimization were also included in this section of the student questionnaire.

Gang membership was determined by students' responses to two filter questions: "Have you ever been a gang member?" and "Are you now in a gang?" Any student answering either of these questions in the affirmative responded to a series of questions requesting information about gang structure, gang activity, and attitudes about the gang. Prior to the "gang section" of the questionnaire, all students responded to perceptual questions about gangs, including the following: identification of good and bad things associated with gang membership; and approval of gang membership.

**Longitudinal Research Design**

The two previously published evaluations of the G.R.E.A.T. program contain methodological limitations. As stated, the Palumbo and Ferguson (1995) study did not include a comparison group while the Esbensen and Osgood (1997; 1999) evaluation of G.R.E.A.T. utilized a cross-sectional design. This latter design lacks a pre-test measure and requires the ex-post facto creation of a comparison group. While statistical procedures can strengthen the

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validity of this method (Heinsman and Shadish 1996), some consider it a weak design (e.g., Sherman, Gottfredson, MacKenzie, Eck, Reuter, and Bushway 1997).

The longitudinal research strategy implemented in the current evaluation, with a quasi-experimental research design and assignment of classrooms to treatment, serves two very important functions. First, this assignment process should create groups of G.R.E.A.T. and non-G.R.E.A.T. students that are at equal risk for future delinquency and gang involvement. Second, the longitudinal research design greatly increases statistical power for detecting program effects by controlling for previous individual differences and examining change over time.

Site Selection

Six cities were selected for inclusion in the longitudinal phase of the National Evaluation. The first criterion was the existence of a viable G.R.E.A.T. program. A second criterion was geographical location. A third criterion was the cooperation of the school districts and the police departments in each site. As such, we selected an East Coast city (Philadelphia, Pennsylvania), a West Coast location (Portland, Oregon), the site of the program's inception (Phoenix, Arizona), a Mid-West city (Omaha, Nebraska), a "non-gang" city (Lincoln, Nebraska)[2], and a small "border town" with a chronic gang problem (Las Cruces, New Mexico).

Quasi-experimental Research Design

The longitudinal study included relatively equal sized groups of treatment (G.R.E.A.T.) and control (non-G.R.E.A.T.) students in the seventh grade (at the outset of the evaluation) at five of the sites and in sixth grade at the sixth site. Table 1 reports the number students at each of the sites. Because G.R.E.A.T. is a classroom-based program, assignment was implemented for classrooms rather than for individual students. When data are pooled across sites, there will be a

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large enough sample of classrooms for confidence in our results, even when classrooms are used as the unit of analysis. The longitudinal sample consisted of 22 schools, 153 classrooms, and more than 3,500 students[3].

INSERT TABLE 1 ABOUT HERE

The assignment process was a critical feature of the research design. During late summer and early fall of 1995, procedures for assignment of classrooms to treatment and control conditions were developed at each of the 22 middle schools participating in the longitudinal study. Since the G.R.E.A.T. program was implemented differently at each site, unique solutions were required to implement random assignment at each site and, in some situations, at each school[4]. The exact nature of the process was dependent on what was possible at each site, but in all cases the goal was to minimize the potential for differences between the sets of treatment and control classes.

In one site, for example, all seventh grade students were required to complete a nine-week health class. This health class had been selected by the district as the logical placement of the G.R.E.A.T. program. This greatly facilitated the evaluation's assignment process in that there were no *a priori* selection factors involved in the assignment of students to these classes. In two of the four schools participating in the evaluation, all health classes during the first quarter received G.R.E.A.T. while all health classes at the other two schools served as controls. During the second quarter, this process was reversed. This arrangement allowed for the integrity of the assignment process to be met while minimizing the impact on school and police personnel.

In another site, three different procedures were used. In the first school, assignment was by classrooms (three to each condition). One week after the assignment, however, one of the

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control teachers was released due to a district-wide fiscal shortfall and students in that class were merged into the remaining five classes. This change resulted in a somewhat larger treatment group than control group, but this did not introduce any systematic bias. At two of the other schools, a literal flip of the coin determined which "house" - group of teachers and their classes - would receive the G.R.E.A.T. program and which would be withheld. At the fourth school, three teachers each taught two classes of the same subject. To reduce disruption to the school and to reduce teacher-induced bias into the research project, we selected one of each teacher's classes for G.R.E.A.T. instruction and the other for the control condition. Thus, to reiterate, the actual assignment process varied from city to city and even from school to school. Each modified process sought to insure the integrity of the research objective while accommodating the class scheduling and structure of the schools.

Active Consent Procedures

The University of Nebraska Institutional Review Board approved a research design that allowed passive parental consent (the absence of a signed refusal implies consent) during the pre- and post-test data collection. These surveys were conducted two weeks prior to and two weeks after delivery of the G.R.E.A.T. program. Active parental consent (the absence of signed permission implies refusal) was planned for the subsequent annual surveys. These procedures were also approved by each of the participating school districts. During the spring of 1995, however, one school district (Omaha) enacted a new policy requiring active consent for all research conducted in the schools. Thus, in Omaha, active parental consent was obtained prior to

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the pre-tests. In the other five sites, the pre-tests include all students in attendance whose parents had not excluded them through the passive consent procedure (only 13 students).

A modified Dillman (1978) total design method was utilized to obtain the active consent forms, although the specific procedures varied slightly in terms of timing and sequencing across the six sites. The following serves as an "ideal type" of the procedures that were followed. During the spring and summer of 1996, three direct mailings were made to parents of survey participants. Included in the mailings were a cover letter, two copies of the parent consent form for student participation, and a business reply envelope. With substantial Spanish-speaking populations in Phoenix and Las Cruces, mailings to parents in these cities included Spanish versions of the cover letter and consent form. In addition to the mailings, all parents not responding after the second mailing were contacted by telephone. School personnel also cooperated by distributing consent forms and cover letters at school. Teachers in all of the classrooms involved in the evaluation assisted with this process, rewarding students with a new pencil upon return of the forms. Some teachers agreed to allow us to offer incentives such as pizza parties to classrooms in which a minimum of 70 percent of students returned a completed consent form. Other teachers offered incentives on their own, including earlier lunch passes and extra credit points.

Based upon previous experience with obtaining active consent from parents of middle-school aged students, we knew that we needed at least four weeks of intensive effort at each site to reach an acceptable response rate (Esbensen, Deschenes, Vogel, West, Arboit, and Harris 1996). Due to a combination of staffing patterns and the logistics of coordinating consent processes at five national sites, we staggered the consent process throughout the spring of 1996[5].

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This allowed for several mailings and coordination with school personnel prior to the end of the school year while also allowing for an additional mailing during the summer (prior to the first year follow-up survey administered during the fall of 1996). With this staggered approach, we experimented with slightly different procedures at the six sites.

The results of the active consent process led to an overall retention of 57 percent of the initial sample (see Table 1), although the sample retention varied from a low of 48 percent at one site to a high of 70 percent at another (for a more detailed discussion of the active consent process and examination of the effects of active consent procedures on the representativeness of the sample, consult Esbensen, Miller, Taylor, He, and Freng 1999). This variation in return rates is more likely due to demographic differences among the sites than to the particular sequence of methods used at each site. Lincoln, for example, is a relatively stable community with a high percentage of intact families, predominantly white, and with the majority of adults having more than a high school education, all characteristics found to be associated with high response rates (Ellickson and Hawes 1989). On the other hand, Philadelphia is predominantly African-American and has fewer parents with more than a high school diploma than the other five sites. It would appear that community demographic characteristics play an important role in response rates. In spite of such differences, however, we can conclude that through diligence and the use of multiple methods, researchers can obtain participation rates in excess of 50 percent under active consent procedures.

To conclude, at a minimum, the following general procedures were used in all six sites: at least three mailings, follow-up phone calls after the second mailing, collaboration of school teachers, and the offering of incentives to those students returning completed forms. These

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procedures resulted in an overall response rate of 67 percent (57 % providing affirmative consent and 10 % withholding consent), while 33 percent of parents failed to return the consent forms.

Questionnaire Completion Rates

The completion rates for the student survey were excellent. Of the 2,045 students for whom active parental consent was obtained, 1,761 (86%) students completed surveys during the one year follow-up. Annual retention rates for years two, three, and four were 76 percent, 69 percent and 67 percent respectively (see Table 1). Given the multi-site, multi-school sample, combined with the fact that respondents at five of the six sites made the transition from middle school to high school between the year one and year two surveys, this completion rate is commendable. Hansen and colleagues (1990) examined attrition in a meta-analysis of 85 longitudinal studies and reported an average completion rate of 72 percent for the 19 studies with a 24 month follow-up period. Few of these 19 studies included multi-site samples. Tebes and colleagues (1992) reported on the attrition rates from middle school to high school. In their study examining differential attrition for different age groups, they report losing 41.3 percent of their sample between eighth and ninth grade!

For the second, third, and fourth year follow-up surveys, considerable difficulty was introduced into the retention of the student sample. As the cohort moved from middle school to high school, combined with normal mobility patterns, students were enrolled in more than 10 different high schools in each of four sites (Omaha, Phoenix, Portland, and Philadelphia) and by the last data collection effort, participating students were enrolled in more than 100 different schools. It was necessary to contact school officials at these schools, whether fewer than 10 respondents or more than 100 were enrolled at the school. In some instances, these new schools

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were in different districts, which required approval from the necessary authorities to survey their students. In spite of these logistical concerns, we successfully obtained completed questionnaires from 67 percent of the sample in the fourth year follow-up survey.

## DESIGN OF THE LONGITUDINAL ANALYSIS OF PROGRAM IMPACT

Our research design involves four nested levels of analysis: waves of data collection are nested within individual students who are followed over time, those students are nested within classrooms where the program was (or was not) delivered, and the classrooms are nested within schools. It is important that our analysis takes into account the nature of our research design at each of these levels of analysis.

Correctly specifying our statistical model avoids two potential problems. The first problem would be violating the assumption of independence among observations, which would lead to erroneous tests of statistical significance, potentially making chance fluctuations appear significant. Dependence occurs when there are systematic patterns of similarity among observations, and those similarities are not fully explained by variables included in the analysis. Because there is no way of guaranteeing that all sources of similarity among nested observations can be identified and measured, it is prudent to allow for the possibility of dependence among them. Modern multilevel regression models, such as Bryk and Raudenbush's (1992) hierarchical linear modeling (HLM) and Goldstein's (1995) multilevel model (MLwiN), permit us to do so by adding residual variance components that reflect systematic variations in means and in relationships across higher level units of analysis (i.e., individuals, classrooms, and schools). We address this concern through a four level hierarchical model, which we estimate using Goldstein's

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(1995) MLwiN program. MLwiN is comparable to Bryk and Raudenbush's (1992) HLM, but MLwiN is better suited to our purposes because HLM is limited to three levels of analysis.

The second potential problem for the analysis is that our estimate of program effect might be biased by extraneous features of our research design. This bias would arise if our comparison between the treatment and control group was influenced by pre-existing differences between individuals, classrooms, or schools. We have been careful to structure our statistical model to avoid such biases and to create comparisons that provide the most meaningful assessment of the impact of G.R.E.A.T. Below we explain how we coded our data to accomplish this, and we also specify the variance components included in our model.

Within-individual Change Over Time

Our interest is in within-individual change over time, as would be reflected in differences between an individual's scores across waves of data. With several waves of data, at least some degree of sample attrition is inevitable, so we must be careful that the changing sample composition does not bias estimates of change. We avoid that bias by studying change through contrasts between waves and also including in our model individual means (across waves) on those contrasts. That statistical control insures that the contrasts become strictly within-individual comparisons, not influenced by any stable individual differences (Bryk and Raudenbush 1992: 121-123). We also include in our model a variance component for individual means across time, which allows for dependence among observations from the same person.

The general form of our analysis follows Osgood and Smith's (1995) strategy for program evaluations with extended longitudinal designs. In order to focus attention on change attributable to participation in the program, the most important element of the model is on a contrast between

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the pretest measure (coded as 0) and the five later waves of data (all coded as 1). The coefficient for this contrast will equal the mean change between the pretest and all five later waves of data combined. Pooling the post-program observations in this fashion yields an especially powerful test for any change attributable to the program.

Individual differences in the mean value of this contrast arise because of missing data. Respondents who contribute data for all waves have a mean of five-sixths, while those who complete only the pre-test and immediate post-test have a mean of one-half. If we did not control for individual means on this contrast, its regression coefficient would be an undifferentiated amalgam of genuine change over time and pre-existing individual differences associated with attrition. Estimating a separate coefficient for the individual means separates these two relationships so that the contrast between waves is limited to within-individual change.

Only respondents who completed both the pre-program questionnaire and at least one later survey contribute to the results for this contrast. All other respondents were eliminated from the analysis. Of the 2,714 students who completed the pre-test questionnaire, 2,293 students (84.5%) met this criterion. These students represent 145 classrooms from 20 schools at the six research sites.[6]

Osgood and Smith (1995) recommend using a polynomial function of time to capture the pattern of change during the post-test period. With five waves of post-test data in our study, a quadratic function is sufficient to capture any systematic trend. To maintain a straightforward interpretation of the pre-post contrast, we coded the linear and quadratic terms to be orthogonal to it (i.e., values of 0, -2, -1, 0, 1, 2 and 0, 2, -1, -2, -1, 2 across waves (Judd and McClelland 1989)). In the presence of a large positive value for the pre-post contrast, a moderate positive

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value for the linear term would indicate continuing increase over time, while a moderate negative value would indicate decline after initial positive change. The quadratic term reflects curvilinear change during the post-program period. As with the first contrast, our model includes individual means on the linear and quadratic terms in order to capture any association with attrition and thereby to limit results to within-individual change.

Program Impact

G.R.E.A.T. is a school-based program, delivered simultaneously to entire classrooms rather than separately to individual students. Participation in the program was captured by a contrast assigned a value of +.5 for students in classrooms that received the program and a value of -.5 for students in classrooms that did not. For the assumption of independence to hold, all similarity within classes would have to be explained by the treatment effect and by any control variables. As with all classroom-based studies, there are many other sources of similarity as well, such as the teacher's classroom management style, which police officer delivers the program, and all the factors that determine which students end up in which classrooms. We therefore include in our model classroom level variance components for both mean level on the outcome measure and for the contrasts over time.

There is also the potential for systematic differences between the schools participating in the evaluation, and in the assignment of classrooms to treatment and comparison groups within schools. Any variation across schools in the proportion of students in the two groups would produce between-school variation on this contrast, confounding the comparison between treatment and control groups with pre-existing differences between schools. Most schools had equal numbers of classrooms in the two groups, so differences in rates of program participation

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were not substantial, ranging from 42 percent to 69 percent of students participating in G.R.E.A.T. As with the contrasts over time, we eliminate this possible bias by controlling for school means on the contrast of treatment versus control. This procedure has the same effect as using dummy variables to control for all differences between schools, as we did in our cross-sectional evaluation of G.R.E.A.T. (Esbensen and Osgood 1997; 1999).

Success of the G.R.E.A.T. program would be evidenced by more favorable change over time in the treatment group than in the control group. Therefore, our estimate of program impact takes the form of interactions between the within-individual contrasts over time and the within-school contrast between G.R.E.A.T. and comparison classrooms. There is one such interaction term for each between-wave contrast, with the interaction for the first over-time contrast (pre-program versus all post-program waves) most directly reflecting any overall beneficial impact of the program.

To allow for the possibility of variation across schools in the comparability of G.R.E.A.T. and control classrooms and in treatment effects, our model included school level variance components for three terms: the overall mean, the treatment versus control pre-test difference, and the overall treatment effect (i.e., the interaction of pre- versus post-program with treatment versus control). Additional variance components are not feasible with this number of schools, and we judged these three to be most relevant to a sound test of program effectiveness. These variance components rarely proved statistically significant, but they were retained in the model except when one or more terms had to be eliminated for MLwiN to converge on satisfactory estimates.

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# RESULTS

## Comparability of Treatment and Control Groups

We begin by examining whether the treatment and control groups were comparable at the beginning of the study. Though our analysis controls for any such differences (by focusing on within-individual change), the evaluation was designed to produce comparable groups, and the study is much stronger if the design succeeded than if we artificially approximate comparability through statistical controls. We make the pre-test comparison of groups as part of the full multi-level model of program impact, in which the coefficient for G.R.E.A.T. versus control reflects differences at the pre-test (given the dummy coding of pre-post contrast and its interaction with the treatment-control contrast). This estimate controls for mean differences between schools and takes into account variability across schools and across classrooms within schools.

As can be seen in Table 2, the two groups are, on the whole, very similar, with only very small differences between the groups on all variables. Even so, there are two variables for which the difference between groups is great enough to be significant at the .05 level (victimization and negative beliefs about gangs) and three more that surpass the .10 level (self reported status offenses, peer delinquency, and pro-social peers). This number is somewhat more than would be expected by chance for these 32 significance tests (1.6 at .05 and 3.2 at .10). The differences do not appear problematic, however. The smallest probability is not beyond chance for this number of comparisons (i.e., 1 out of 32 equals .031 and the smallest p value is .034), and with over 2,000 cases we have abundant statistical power to detect even very slight differences. Furthermore, all of the pre-test differences that approach statistical significance indicate less

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favorable means in the treatment group than in the control group. Thus, if there is any genuine difference, it is slight and favors the control group.

INSERT TABLE 2 ABOUT HERE

Overall Program Impact

Tables 3 and 4 present the results for our analysis of the impact of the G.R.E.A.T. program on our set of outcome measures. Our primary interest is in Table 3 which reflects program effects on the overall change from the pre-program to post-program periods. Here we see evidence of a small but systematic beneficial effect of the program. The program effect is statistically significant for five of the outcome measures: victimization, negative views about gangs, attitudes toward police, pro-social peers, and risk seeking. Although these five outcomes are a fraction of the total set of 32 outcomes measures, they are a greater number than would be expected by chance (1.6 at $p < .05$). More importantly, in all cases the direction of the difference favors participants in G.R.E.A.T. (e.g., less victimization and more pro-social peers), which is also true of peer delinquency and commitment to negative peers, for which $p < .10$. Indeed, all but four of the 32 estimates of program impact are in the direction favorable to G.R.E.A.T., and this preponderance is far greater than would be expected by chance (sign test: $Z = 4.24$, $p < .001$). Thus, we conclude that the beneficial direction of the program impact is statistically reliable. At this same time, it is important to realize that the magnitude of this positive impact is small. The average standardized program effect for the five significant outcomes is only .11, and the average across all measures is only .04.

INSERT TABLE 3 ABOUT HERE

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There is less evidence of program effects on trends during the post-program period (Table 4). Program effects on the linear trend reach statistical significance for three outcome measures, and one for the quadratic trend. This is no more than would be expected by chance. It is interesting to note, however, that for 25 of the 32 outcome measures, the linear trend is in the direction of a greater movement toward positive adjustment for G.R.E.A.T. participants than for non-participants (sign test: $Z = 3.18$, $p < .001$). Thus, program benefits are more likely increasing over time than fading away.

INSERT TABLE 4 ABOUT HERE

Figure 1 illustrates the pattern of positive program effects that held for all the variables with significant program effects on change from the pre-program to post-program periods. In the first of these examples, the overall rate of victimization declined throughout the study. With respect to pro-social peers, a different trend is observed; our respondents first suffered an overall loss of pro-social peers, followed by an increase in the final two years. For both outcomes, participants in G.R.E.A.T. had somewhat less favorable adjustment prior to the start of the program, meaning a higher rate of victimization and fewer pro-social peers. With each assessment after the completion of the program, the participants' adjustment improved relative to the control group, until the initial difference was reversed in the final two years. Though the change is small, note that it is in a pattern generally considered to be interpretable as a program effect, even if the initial difference was genuine. As Cook and Campbell note (1979: 111), the reversal of an initial group difference cannot result from artifacts such as regression to the mean, ceiling effects, or maturation.

INSERT FIGURE 1 ABOUT HERE

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Variation in Program Effectiveness by Prior Risk

We also explored the possibility that the impact of the G.R.E.A.T. program might depend on students' levels of risk for delinquency and gang membership. Our earlier cross-sectional analyses of program impact had examined the consistency of program effects across demographic groupings (Esbensen and Osgood 1997; 1999). There we found evidence that G.R.E.A.T. was more effective with groups that are at higher risk for delinquency, specifically males and minority group members. In the present longitudinal analysis, the data from the pre-test measure allowed us to measure risk of future delinquency and gang membership directly, rather than inferring risk indirectly from demographic proxies.

We defined risk empirically by the relationship of pre-test measures to anti-social outcomes at the one-year follow-up interview. Specifically, we conducted a regression analysis using as an outcome measure the mean of standardized scores on self-reported delinquency, self-reported drug use, ever having been in a gang, peer delinquency, expected guilt for deviant acts (reversed), and favorable attitudes about gangs. The predictor variables from the pre-test were age, sex, race, parents' education, and four factor scores that capture 51 percent of the variance of the pre-test values for the entire set of outcome measures. This regression succeeded in explaining 34 percent of the variance in the generalized anti-social outcome measure. We defined the high risk group as respondents in the top 25 percent of predicted antisocial outcomes based on this regression.

To determine whether program impact depended on a student's risk of antisocial outcome, we added this measure to our analysis of overall program impact as an explanatory variable. The statistical model included the main effect for risk and all two- and three-way interactions of risk

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with program participation (G.R.E.A.T. versus control group) and time (the three contrasts across waves). The three-way interaction of risk, G.R.E.A.T., and the pre-post program contrast would most directly reflect whether the program was more beneficial for high risk youth than for low risk youth. We conducted this analysis for 16 of the principal outcome measures (excluding subscales and including all variables with significant program impact). These analyses revealed no more than chance level differences between high and low risk youth in the impact of G.R.E.A.T. Also there was no consistent pattern in the direction of the findings, so that students with a high risk of negative outcomes were no more or less likely to benefit from the program than were low risk students.

Testing Alternative Explanations of the Program Effect

We conducted three additional analyses to test whether our findings of program benefits might be attributable to weaknesses in the research design rather than to genuine effects of G.R.E.A.T. We were especially wary that the variables that showed the greatest program impact also tended to be variables on which there were larger pre-test differences between treatment and control groups. Though our research design minimizes the possibility of genuine differences between the classrooms assigned to G.R.E.A.T. versus control classrooms, the data available for analysis is limited by attrition over time, which is also a function of the consent procedures. Furthermore, consent rates were higher in the treatment group than the control group at three of the six research sites, and in a fourth there was a higher rate of attrition in the control group in years three and four. It is conceivable that these differential rates of participation would introduce differences between treatment and control groups that would be the source of the apparent program benefits. The reader should remember that our focus on within-individual change

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already dampens the impact of any such differences on our results. The purpose of the additional analyses was to further insure that the apparent program effects were genuine.

Our first method to test the robustness of the program impact findings was to control for pre-program risk for negative outcomes. We did so by adding the continuous version of our risk measure (see preceding section) to our impact analysis. Our second approach to bolstering the comparability of the treatment and control groups was based on propensity scores (Rosenbaum and Rubin 1983; Winship and Morgan 1999). Specifically, we used logistic regression to estimate the probability (or propensity) for attrition, using as predictors the same set of pre-test scores used to define the risk groups. We then compared the distributions of the treatment and control groups on these propensity scores, and probabilistically eliminated cases to produce matching distributions for the two groups. This propensity matching equates the two groups on the complex of factors associated with attrition. Because the consent process and choice of schools was distinct at each site, the propensity analysis and matching was site specific. We used the propensity matching to address the participation differences we had identified, thus matching on propensity for consent at three sites and for participation in the fifth and sixth waves at one site. Matching resulted in the loss of about eight percent of the total sample. Finally, pre-test and attrition differences between treatment and control groups were most pronounced at one site (Philadelphia), so the risk of invalid results is greatest there. Therefore, our third approach to addressing the potential difference between groups was to repeat the analyses using only the other five sites.

For expediency, we limited these three sets of analyses to the seven outcome measures for which the overall program effect reached or approached statistical significance (i.e., $p < .10$). We

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reasoned that, if these effects maintained their magnitude and statistical significance, then confidence in the overall set of findings was justified.

Each of these three approaches reduced the pre-test differences between G.R.E.A.T. participants and the control groups, though none eliminated them. Using risk scores as a control variable was most effective in this regard. Despite the greater pre-test comparability, the magnitudes of the estimated program effects were essentially unchanged. Indeed, the very small changes that occurred favored the treatment group at least as often as the control group. Furthermore, though two of these strategies sacrificed sample size, there were virtually no meaningful changes in statistical significance. For instance, in the analysis controlling for risk, the probability level for attitudes toward police rose from .049 to .052, while the probability level for peer delinquency fell from .070 to .031. Thus, it appears unlikely that our findings showing a positive impact of participating in G.R.E.A.T. could be due to preexisting differences between the treatment and control groups. This increases our confidence that the G.R.E.A.T. program does have modest beneficial effects.

## DISCUSSION

The Gang Resistance Education and Training program is a school-based prevention program that seeks to reduce adolescent involvement in gangs. Uniformed law enforcement officers teach this primarily cognitive-based program to middle-school students. Of primary interest in this evaluation was the question: can a cognitive-based prevention program produce a measurable treatment effect? A related issue of considerable policy interest concerns the role of law enforcement in such programs; that is, are officers suitable deliverers of prevention programs

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in schools? Previous evaluations of similar law enforcement prevention efforts have provided mixed results. For example, the DARE program has been the object of numerous evaluations with what can be described, at best, as mixed results (e.g., Lynam, Milich, Zimmerman, Novak, Logan, Martin, Leukefeld, and Clayton 1999; Rosenbaum and Hanson 1998). Another program, law-related education (LRE), has not been as widely adopted nor evaluated as DARE, but the extant evaluations have generally been positive (see Gottfredson (2001) for a discussion). Contrary to the mixed reviews of DARE, the previously published outcome evaluations of the G.R.E.A.T. program have been modestly positive (Esbensen and Osgood 1997; 1999; Palumbo and Ferguson 1995). The four-year results reported here are consistent with those of the previous G.R.E.A.T. studies.

The consistency of these findings is important given that different research designs and slightly different methods were utilized in the three studies. Here the focus is on the two studies that were conducted as part of the National Evaluation. The cross-sectional evaluation of the G.R.E.A.T. program was completed in 1995 in eleven cities using *anonymous* questionnaires completed by students under *passive parental consent* procedures. The longitudinal evaluation was conducted in six cities (four that were included in the cross-sectional study) from 1995 - 1999 using *confidential* questionnaires restricted to those students for whom *active parental consent* had been obtained. In spite of these methodological differences, results from the two evaluations were remarkably similar. Those students participating in the G.R.E.A.T. program expressed more pro-social attitudes after program completion than did those students who had not been exposed to the G.R.E.A.T. curriculum.

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In spite of these consistent yet modest positive effects of the G.R.E.A.T. program, two issues need our attention. First, the program's primary stated objective is to reduce gang activity. While the cross-sectional evaluation did find slightly lower rates of gang membership and self-reported delinquency, this was not the case in the longitudinal study. Second, while the cross-sectional findings reflected a difference between groups *one year* after program completion, the longitudinal design did not produce any significant group differences until *three to four years* after program exposure. Had the evaluation been concluded after a one or two year follow-up period, our conclusions would have been different. The two graphs presented in Figure 1 reveal that it was not until the third year that the groups began to diverge. Each of these issues will be discussed more fully below.

The dual goals of the G.R.E.A.T. program (as stated in the G.R.E.A.T. Officer Instructor's Manual) are "to reduce gang activity, and to educate a population of young people as to the consequences of gang involvement." Additional inquiries of the G.R.E.A.T. management staff determined that another objective of the program was to develop positive relations with law enforcement. These three objectives are addressed through the eight-lesson curriculum that targets both attitudinal and behavioral change. At the outset of the National Evaluation, the research team developed a questionnaire that would allow examination of the effectiveness of program content as well as the stated objectives. Two of these program objectives appear to have been met through the curriculum; the G.R.E.A.T. students reported more favorable attitudes toward the police and more negative attitudes about gangs than did the non-G.R.E.A.T. students. Of the five evaluation outcomes that achieved statistical significance, it is worth noting that neither gang membership nor rates of self-reported delinquency were lower for the G.R.E.A.T.

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students than for the control group. All but one of the seven behavioral measures, however, were in the direction suggesting a program effect.

The finding that the benefit of G.R.E.A.T. became evident only gradually over many years can be considered curious and unexpected. For a short-term program such as this, many would expect any impact to be strongest immediately and to be subject to decay over time. However, other evaluations have reported similar lagged or long-term effects (e.g., Berrueta-Clement, Schweinhart, Barnett, Epstein, and Weikart 1984; Hawkins, Guo, Hill, Battin-Pearson, and Abbott 2000; Olds, Henderson, Cole, Eckenrode, Kitzman, Luckey, Pettitt, Sidora, Morris, and Powers 2001; Tremblay, Vitaro, Bertrand, LeBlanc, Beauchesne, Boileau, and David 2001). *Why* this delayed effect occurs is less clear than the fact that it *does* occur. Several possible explanations come to mind. First, young adolescence is a stressful and anxiety-filled stage of life during which most adolescents experience considerable ambiguity with regard to appropriate attitudes and behaviors. Second, the organizational structure of American schools may contribute to this stress; at ages 11 or 12, children move from the comfort of relatively small and stable elementary schools to larger, more diversified middle or junior high schools, and then at ages 14 or 15, the young adolescent is forced to make another transition to an even larger, more diverse high school setting. As the child reaches the age of 16 and 17, some of the angst of adolescence is resolved and the child has adapted to the high school setting ($10^{th}$ or $11^{th}$ grade). Thus, prior prevention or intervention experiences may, at this time, begin to manifest themselves.

The lagged effects found in this research, when considered in the context of other similar program effects, suggest that program development and associated evaluations may well benefit from adopting a developmental or life-course perspective. Outcomes related to attitudinal and

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behavioral change may not be discernable in the short-run and may well be mediated by specific developmental issues such as peer group affiliation, growing independence from family of origin, and school transitions. As noted by Tremblay and colleagues:

> If a preschool intervention aims at preventing delinquency, the impact of the intervention must obviously be measured when the delinquent behavior usually appears, that is, no earlier than preadolescence. Clearly, we must expect interventions that aim to change the course of human development will have long-term effects. In fact, there may be more long-term effects than short-term effects (2001:335).

From this perspective, these lagged effects do not appear either curious or unexpected.

To conclude, we would like to pose three summary statements and recommendations. First, to test for program effectiveness, a developmental perspective may be beneficial. This would entail longitudinal research designs that allow for examination of both short- and long-term program effects.

Second, evaluations need to consider not only stated program goals, but implied goals as well. The G.R.E.A.T. program, for instance, is generally described as a gang prevention program, with stated objectives of reducing gang membership and teaching students about the negative aspects of gangs. As mentioned above, a third goal of the program was the development of positive relationships with law enforcement. Had we assessed program effectiveness from the rather restricted perspective of reducing gang membership, we would have concluded the program to be ineffective. Including measures of attitudes toward the police and attitudes about gangs, allowed for a more comprehensive assessment of program effectiveness.

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Third, with respect to the issue of whether law enforcement officers can be effective deliverers of prevention curricular in schools, results of this evaluation suggest that they can be effective teachers. With the current pro-active, community-oriented policing emphasis of law enforcement, prevention and/or school resource officers may play a beneficial role in crime prevention. Our findings of a positive program effect indicate that evaluations of officer-taught, school-based, cognitive prevention programs need not be restricted to "feel-good" or satisfaction measures; such programs can have a measurable impact on students attitudes and limitedly on behaviors.

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## NOTES

1. During the summer of 1995, members of the G.R.E.A.T. training staff were asked to critique the student questionnaire and to provide additional questions that would tap the program's message.
2. Prior to the 1994 NIJ survey assessing the spread of gangs in America, Lincoln had reported no gangs (Curry and Decker 1998:20-23). In 1994 and subsequent surveys conducted by the National Youth Gang Center, Lincoln has reported the presence of youth gangs.
3. At the beginning of the academic year, classlists from all of the participating classrooms were obtained. Each student appearing on these lists was assigned a uniquely identifiable number to be used throughout the longitudinal data collection. These lists contained names of individuals who had moved or failed to enroll for some other reason. Students whose names did not appear on the lists but who were in attendance were added to the list. We did not remove students from the list so our initial sample and the pre- and post-test completion rates provide a conservative estimate.
4. While we had initially planned to implement random assignment, this was not feasible in every school. In the majority of schools (15 of the 22), school and law enforcement were amenable to random assignment and classrooms were assigned through a random process. In the remaining seven schools, assignment had to be more purposive, based on officer availability and/or limitations imposed by the school district.
5. In Lincoln it became necessary to obtain active consent prior to the post-test. This imposed a serious time constraint on the research; the end of the semester was only four weeks away when this request was made. At the conclusion of the semester, student schedules were changed and it would no longer be possible to survey the students in their original classrooms. The questionnaires had to be completed prior to the end of the first semester. We, thus, had less than three weeks to actually implement the active consent process and still have time to administer the questionnaires. In this site we implemented simultaneous mail and classroom distribution of forms and visited the classrooms every other day to collect returned forms. In spite of the time limitation imposed for the active consent procedure, we were successful in obtaining a 70 percent response rate prior to the post-test administration. A subsequent mailing to non-respondents after the post-test resulted the return of additional consent forms, raising the final response rate 76 percent. These additional students were retained in the study, however without data from the immediate post-test.
6. Two schools in Philadelphia were eliminated from the analysis due to an inadequate number ofe either treatment of control classrooms.

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Table 1. Questionnaire Completion Rates

| SITE | SAMPLE | ACTIVE CONSENT SAMPLE | PRE-TEST[a] | POST-TEST[b] | 1 YR[c] | 2 YR | 3 YR | 4 YR |
|---|---|---|---|---|---|---|---|---|
| Las Cruces | 626 | 301 | 518 (83) | 519 (83) | 275 (91) | 242 (80) | 228 (76) | 225 (75) |
| Lincoln | 653 | 425 | 595 (91) | 351 (83) | 388 (91) | 366 (86) | 329 (77) | 331 (78) |
| Omaha | 672 | 470 | 440 (94) | 414 (88) | 390 (83) | 354 (75) | 328 (70) | 329 (70) |
| Philadelphia | 465 | 228 | 388 (83) | 317 (68) | 174 (76) | 147 (64) | 159 (70) | 125 (55) |
| Phoenix | 569 | 300 | 493 (87) | 434 (76) | 250 (83) | 195 (65) | 191 (64) | 163 (54) |
| Portland | 583 | 321 | 502 (86) | 468 (80) | 284 (88) | 246 (77) | 186 (58) | 204 (64) |
| TOTAL | 3568 | 2045 | 2936 (87) | 2503 (80) | 1761 (86) | 1550 (76) | 1419 (69) | 1377 (67) |

Completion rates based on initial sample size in all sites except Omaha where active parental consent was required for the pretest.

[b] Completion rates based on initial sample size in Las Cruces, Philadelphia, Phoenix, and Portland. Active parental consent was required for the post-test survey in Lincoln so the active consent sample was used to calculate completion rates in Lincoln and Omaha.

[c] Completion rates for all four annual follow-up surveys were based on the active consent sample.

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Table 2. Pretest Comparison of G.R.E.A.T. Treatment Group and Control Group, From Full Multi-level Model

| | Difference | Standard Error | Standardized Difference | p |
|---|---|---|---|---|
| Gang Membership[a] | -.210 | .323 | .034 | .543 |
| Drug Use | .034 | .027 | -.059 | .199 |
| Total Self Report Delinquency | .020 | .021 | -.050 | .331 |
| Minor Self Report Delinquency | .028 | .025 | -.052 | .266 |
| Person Self Report Delinquency | .010 | .021 | -.023 | .645 |
| Property Self Report Delinquency | .011 | .018 | -.028 | .524 |
| Status Self Report Delinquency | .051 | .031 | -.077 | .098 |
| Victimization | .056* | .026 | -.116 | .034 |
| Gang, Negative | -.034* | .017 | -.105 | .046 |
| Gang, Positive | -.003 | .016 | .011 | .837 |
| Attitudes about Gangs | .015 | .048 | -.018 | .756 |
| Attitudes toward Police | -.062 | .043 | -.079 | .149 |
| Dangerous School Environment | .026 | .028 | -.045 | .347 |
| Peer Delinquency | .071 | .037 | -.105 | .058 |
| Prosocial Peers | -.078 | .044 | -.102 | .076 |
| Peer Commitment, Negative | .035 | .055 | -.032 | .525 |
| Peer Commitment, Positive | -.069 | .047 | -.067 | .140 |
| Guilt | -.005 | .026 | -.009 | .850 |
| Neutralization Total | .041 | .045 | -.051 | .361 |
| Neutralization for Fighting | .091 | .061 | -.083 | .136 |
| Neutralization for Lying | .020 | .049 | -.021 | .680 |
| Neutralization for Stealing | .005 | .051 | -.006 | .922 |
| Impulsiveness | .000 | .034 | .000 | .994 |
| Risk Seeking | .068 | .044 | -.073 | .122 |
| Self Esteem | -.025 | .032 | -.035 | .438 |
| Social Isolation | -.020 | .048 | .021 | .676 |
| School Commitment | -.020 | .035 | -.027 | .572 |
| Limited Educational Opportunity | .005 | .033 | -.007 | .884 |
| Maternal Attachment | .047 | .062 | .036 | .448 |
| Paternal Attachment | -.011 | .067 | -.008 | .869 |
| Parental Monitoring | .000 | .036 | .000 | .997 |
| Cultural Identification | .042 | .040 | .061 | .300 |

* $p < .05$

[a] Gang membership is a dichotomous variable, so its regression coefficients are logistic. The standardized difference is based on translating the logistic coefficients to probabilities and dividing the probability difference by the observed standard deviation.

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Table 3. Analysis of Program Impact: Pre Versus Post Program Contrast

| | Difference | Standard Error | Standardized Difference | p |
|---|---|---|---|---|
| Gang Membership[a] | -.102 | .350 | .016 | .771 |
| Drug Use | -.043 | .030 | .074 | .143 |
| Total Self Report Delinquency | -.010 | .018 | .025 | .576 |
| Minor Self Report Delinquency | -.017 | .026 | .032 | .519 |
| Person Self Report Delinquency | -.005 | .018 | .011 | .794 |
| Property Self Report Delinquency | .003 | .019 | -.007 | .891 |
| Status Self Report Delinquency | -.040 | .029 | .061 | .162 |
| Victimization | -.065* | .023 | .135 | .004 |
| Gang, Negative | .033* | .015 | .102 | .028 |
| Gang, Positive | -.014 | .016 | .049 | .368 |
| Attitudes about Gangs | -.029 | .039 | .035 | .454 |
| Attitudes toward Police | .073* | .037 | .092 | .049 |
| Dangerous School Environment | -.032 | .032 | .055 | .319 |
| Peer Delinquency | -.057 | .032 | .085 | .070 |
| Prosocial Peers | .085* | .034 | .111 | .011 |
| Peer Commitment, Negative | -.093 | .053 | .083 | .081 |
| Peer Commitment, Positive | .048 | .049 | .047 | .322 |
| Guilt | .001 | .024 | .003 | .954 |
| Neutralization Total | -.021 | .039 | .026 | .584 |
| Neutralization for Fighting | -.071 | .050 | .065 | .160 |
| Neutralization for Lying | -.017 | .049 | .017 | .733 |
| Neutralization for Stealing | .022 | .046 | -.024 | .633 |
| Impulsiveness | -.009 | .033 | .012 | .781 |
| Risk Seeking | -.093* | .039 | .100 | .016 |
| Self Esteem | .044 | .031 | .064 | .153 |
| Social Isolation | -.009 | .038 | .009 | .822 |
| School Commitment | .013 | .033 | .017 | .700 |
| Limited Educational Opportunity | .003 | .029 | -.004 | .919 |
| Maternal Attachment | -.015 | .053 | -.012 | .777 |
| Paternal Attachment | .086 | .056 | .059 | .128 |
| Parental Monitoring | .020 | .035 | .026 | .579 |
| Cultural Identification | .008 | .041 | .011 | .853 |

* $p < .05$

[a] Gang membership is a dichotomous variable, so its regression coefficients are logistic. The standardized difference is based on translating the logistic coefficients to probabilities and dividing the probability difference by the observed standard deviation.

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Table 4. Analysis of Program Impact: Post Program Trends

| | Linear Trend | | | Quadratic Trend | | |
|---|---|---|---|---|---|---|
| | Coef. | Std Err | p | Coef. | Std Err | p |
| Gang Membership[a] | -.206 | .145 | .154 | -.072 | .109 | .507 |
| Drug Use | -.010 | .010 | .283 | .002 | .007 | .755 |
| Total Self Report Delinquency | -.004 | .006 | .540 | -.009 | .005 | .060 |
| Minor Self Report Delinquency | -.012 | .009 | .214 | -.011 | .006 | .074 |
| Person Self Report Delinquency | -.014* | .006 | .020 | -.001 | .005 | .788 |
| Property Self Report Delinquency | -.002 | .007 | .764 | -.011* | .005 | .032 |
| Status Self Report Delinquency | .006 | .013 | .631 | -.002 | .009 | .798 |
| Victimization | -.015* | .007 | .031 | -.001 | .005 | .882 |
| Gang, Negative | .003 | .005 | .608 | .003 | .004 | .413 |
| Gang, Positive | -.007 | .005 | .117 | .002 | .004 | .563 |
| Attitudes about Gangs | -.010 | .014 | .494 | .007 | .009 | .422 |
| Attitudes toward Police | .022 | .013 | .094 | .011 | .009 | .219 |
| Dangerous School Environment | -.009 | .014 | .483 | -.009 | .007 | .223 |
| Peer Delinquency | -.019 | .011 | .080 | -.007 | .009 | .406 |
| Prosocial Peers | .022 | .012 | .071 | -.005 | .009 | .626 |
| Peer Commitment, Negative | -.032 | .018 | .074 | .013 | .014 | .339 |
| Peer Commitment, Positive | -.003 | .017 | .843 | -.004 | .013 | .785 |
| Guilt | -.006 | .010 | .575 | .001 | .006 | .919 |
| Neutralization Total | -.015 | .013 | .247 | -.010 | .009 | .224 |
| Neutralization for Fighting | -.020 | .016 | .208 | -.012 | .012 | .307 |
| Neutralization for Lying | -.024 | .016 | .132 | -.011 | .011 | .309 |
| Neutralization for Stealing | -.003 | .015 | .853 | -.007 | .011 | .507 |
| Impulsiveness | .007 | .013 | .586 | -.006 | .009 | .475 |
| Risk Seeking | -.002 | .014 | .871 | .002 | .010 | .871 |
| Self Esteem | .011 | .012 | .336 | -.005 | .008 | .487 |
| Social Isolation | .005 | .014 | .693 | -.001 | .010 | .911 |
| School Commitment | .005 | .012 | .692 | .000 | .008 | .991 |
| Limited Educational Opportunity | -.003 | .011 | .770 | .005 | .007 | .521 |
| Maternal Attachment | -.003 | .019 | .889 | -.014 | .012 | .274 |
| Paternal Attachment | -.007 | .021 | .740 | -.005 | .015 | .746 |
| Parental Monitoring | .023* | .011 | .040 | -.004 | .008 | .589 |
| Cultural Identification | .016 | .013 | .205 | .012 | .008 | .142 |

* $p < .05$

[a] Gang membership is a dichotomous variable, so its regression coefficients are logistic. The standardized difference is based on translating the logistic coefficients to probabilities and dividing the probability difference by the observed standard deviation.

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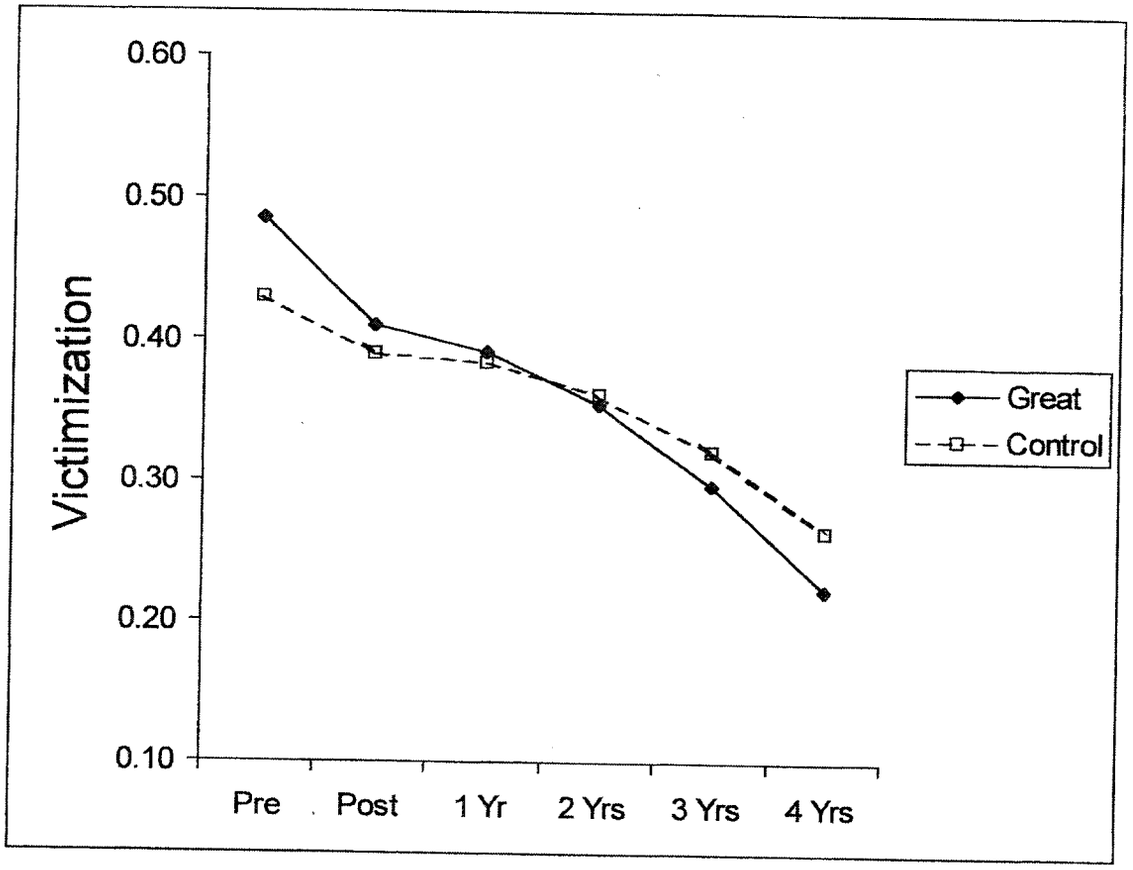
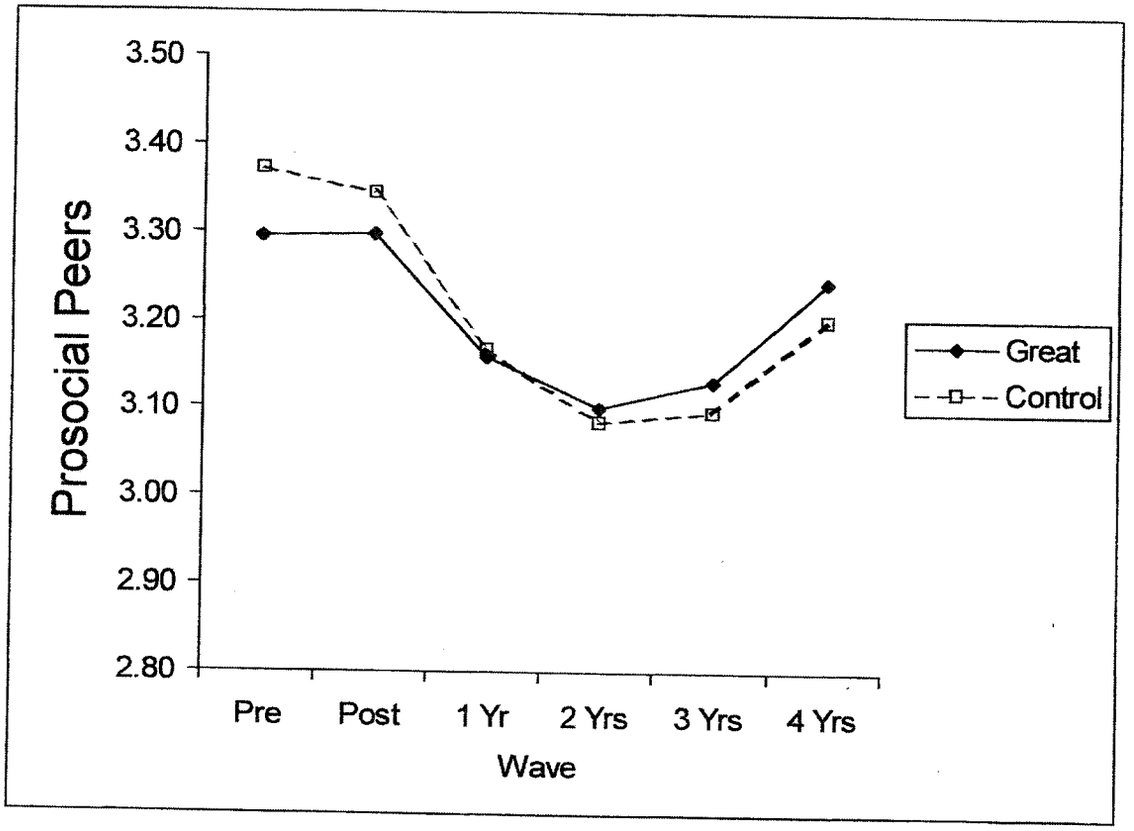
Figure 1. Program Impact for Two Outcome Measures: Victimization and Pro-social Peers

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## APPENDIX A: SUMMARY OF SCALES

Unless otherwise indicated, these measures were adopted from the National Youth Survey (Elliott, Huizinga, and Ageton 1985) or the Denver Youth Survey (Huizinga, Esbensen, and Weiher 1991).

1. School Environment: nine items measuring safety in the schools, e.g., "There are gang fights at my school."
2. Parental Monitoring: four items measuring communication with parents about activities, e.g., "My parents know who I am with if I am not at home."
3. Maternal Attachment: six semantic differential items tapping emotional attachment to the mother or mother-figure.
4. Paternal Attachment: six semantic differential items tapping emotional attachment to the father or father-figure.
5. Self-control (Grasmick, Tittle, Bursik, and Arneklev 1993): eight items about impulsive and risk-taking behavior, e.g., "Sometimes I will take a risk just for the fun of it."
6. Ethnic Identity (Taylor, Casten, Flickinger, Roberts, and Fulmore 1994): 4 items measuring students' ethnic identity, e.g., "I feel good about my cultural or ethnic background."
7. Attitudes to Police (Webb and Marshall 1995): seven items such as "Police officers are honest."
8. Peer Involvement: six items about the extent to which respondent spends time with the peer group.
9. Commitment to Negative Peers: three questions such as "If your friends were getting you in trouble at home, how likely is it that you would still hang out with them?
10. Commitment to Positive Peers: two questions such as "If your friends told you not to do something because it was against the law, how likely is it that you would listen to them?
11. Limited Opportunity: four items measuring perceived limited educational opportunities. A representative question is "You'll never have enough money to go to college."
12. Neutralization: nine items tapping the respondent's belief that it is okay to engage in some deviant behaviors if extenuating factors are present. For instance, "It's okay to tell a small lie if it doesn't hurt anyone."
13. Guilt: sixteen questions asking how guilty the youths would feel if they did such things as "hit someone with the idea of hurting them" or "used alcohol."
14. Self-Concept: a six item scale consisting of statements such as "I am a useful person to have around."
15. School Commitment: seven items tapping the youth's desire to succeed in school, e.g., "I try hard in school."
16. Positive Peer Behavior: eight items about the kinds of pro-social things in which friends have been involved.
17. Negative Peer Behavior: sixteen items about illegal activities in which the friends have been involved.
18. Positive Reinforcements for Gang Membership (Winfree et al. 1994): identification of six possible benefits that might accrue to gang members (e.g., protection, money, excitement).
19. Negative Punishers for Gang Membership (Winfree et al. 1994): seven items tapping negative consequences of gang affiliation (e.g., trouble with police, guilt, getting hurt).

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## APPENDIX B: SUMMARY OF SELF-REPORT MEASURES

The self-report questions were preceded by the following introduction: "Studies have found that everyone breaks the rules and laws sometimes. Please indicate how many times in the past____ months you have done each thing. If you have not done these things, enter '0'". (Respondents were also asked an "ever prevalence" question in the pre- and post-test questionnaires. In order to prevent overlap in the reporting period, the number of months included in the recall period were of varying lengths - 12 months for the pre-test, 3 months for the post-test, and 6 months for the annual follow-up surveys.)

**Self-reported Delinquency**:
1. Skipped classes without an excuse.
2. Lied about your age to get into some place or to buy something.
3. Avoided paying for things such as movies, bus or subway rides.
4. Purposely damaged or destroyed property that did not belong to you.
5. Carried a hidden weapon for protection.
6. Illegally spray painted a wall or a building.
7. Stolen or tried to steal something worth less than $50.
8. Stolen or tried to steal something worth more than $50.
9. Gone into or tried to go into a building to steal something.
10. Stolen or tried to steal a motor vehicle.
11. Hit someone with the idea of hurting them.
12. Attacked someone with a weapon.
13. Used a weapon or force to get money or things from people.
14. Been involved in gang fights.
15. Shot at someone because you were told to by someone else.
16. Sold marijuana.
17. Sold other illegal drugs such as heroin, cocaine, crack, or LSD.

**Alcohol & Other Drug Use**:
1. Tobacco products.
2. Alcohol.
3. Marijuana.
4. Paint, glue or other things you inhale to get high.
5. Other illegal drugs.

**Victimization:**
1. Been hit by someone trying to hurt you.
2. Had someone use a weapon or force to get money or things from you.
3. Been attacked by someone with a weapon or by someone trying to seriously hurt or kill you.
4. Had some of your things stolen from you.

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# Chapter 3: Putting Research into Practice

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# Chapter 3: Putting Research into Practice

by

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* A revised version of this report is forthcoming in the following monograph: Winnie Reed and Scott Decker (eds.) NIJ Report - Responding to Gangs: Evaluaiton and Research. Washington, DC: U.S. Department of Justice.

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## Putting Research Into Practice

### Overview

This chapter seeks to accomplish three objectives: 1) to provide a description of the Gang Resistance Education and Training (G.R.E.A.T.) program; 2) to describe the research design and results of the longitudinal national evaluation; and 3) to report how the evaluation results helped to shape practice. The G.R.E.A.T. program is a school-based gang prevention program targeting middle-school students. A quasi-experimental research design was implemented in six cities during the 1995-1996 school year. Both short-term (post-tests administered within two weeks of program completion) and long-term program effects (two and four years after program completion) are reported.

Analyses based on the two-year follow-up data failed to detect statistically significant differences between the G.R.E.A.T. and non-G.R.E.A.T. students. The four-year follow-up analyses, however, resulted in significant differences between the two groups: the G.R.E.A.T. students reported more pro-social attitudes and behaviors four years after program completion than did the non-G.R.E.A.T. students.

In part due to the null findings of the two-year follow-up data, the G.R.E.A.T. administration sought assistance to enhance the program. A program review was conducted and recommendations provided. At this writing, the G.R.E.A.T. program is developing guidelines to re-certify officers in the new curriculum and plans are being implemented to pretest the revised program in middle schools during the Spring of 2001.

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*In 1991, Phoenix law enforcement formed a partnership with local educators and community leaders to develop an innovative, comprehensive anti-gang program. The result was G.R.E.A.T., Gang Resistance Education and Training, supported by funding from the U.S. Bureau of Alcohol, Tobacco and Firearms.*

The preceding statement appears on most publications associated with the G.R.E.A.T. gang prevention program. This program consists of eight lessons provided in nine one-hour sessions. Instructed by specially trained law enforcement personnel, the intent of the lessons is to provide the students with "the necessary skills and information to say no to gangs and become responsible members of society" (*G.R.E.A.T. Brochure* n.d.:3). According to G.R.E.A.T. publications, its mission statement is: "To provide a wide range of structured activities and classroom instruction for school-aged children that result in a sense of competency, usefulness and personal empowerment needed to avoid involvement in youth violence" (*G.R.E.A.T. News* 1994:1). So how exactly are these goals accomplished? To answer this question, we briefly explore the contents of the G.R.E.A.T. lessons and its delivery.

**What is G.R.E.A.T.?**

G.R.E.A.T. is a classroom-based, officer-instructed program generally taught in the seventh grade. By providing the program to students at this age and grade level, the hope is to communicate the message that "gangs have nothing to offer" before the gang recruitment process begins in earnest.

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As initially created, the lessons included the following:

1. **Introduction**. Students become acquainted with the program and the officer.

2. **Crimes/Victims and Your Rights**. Officers demonstrate the impact crime can have on victims and neighborhoods.

3. **Cultural Sensitivity/Prejudice**. Students learn cultural differences and their impact on the community.

4. **Conflict Resolution**. Officers create an atmosphere of understanding to enable all parties to better address problems and work on solutions together. (Two sessions)

5. **Meeting Basic Needs**. Students are taught how to become better equipped to meet their basic needs.

6. **Drugs/Neighborhoods**. Officers teach students the effects drugs can have on a neighborhood.

7. **Responsibility**. Students learn the diverse responsibilities of individuals in a community.

8. **Goal Setting**. Officers teach students how to set long-range goals.

A review of these lessons and the detailed lesson plans and workbook exercises reinforces the belief that the content of the program is nothing startling or entirely new for students in this age group. By the seventh grade, they should have been exposed to most if not all of the ideas contained in the lessons. So what is unique about G.R.E.A.T.? First, the "teachers" are police officers, sheriff's deputies, town marshals, military police officers, and in a few cases, agents from

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the Bureau of Alcohol, Tobacco, and Firearms. Second, the eight lessons, spaced over nine classroom sessions, synthesize the content of many other classes to which students have been exposed during their school years. The officers seek to make links between what seventh grade students may view as disparate and unconnected pieces of information.

In their report describing the early history of the G.R.E.A.T. program, Winfree and colleagues (forthcoming) relied on interviews with "key players" and written documents provided by the Phoenix Police Department and the Bureau of Alcohol, Tobacco, and Firearms to recreate the historical development of the program. It is evident from this report that the current G.R.E.A.T. curriculum was the product of an intense effort on the part of several Phoenix Police Department officers to produce a product in a short time period. Due to the officers' considerable experience as DARE[1] officers and mentors, the G.R.E.A.T. program bore a resemblance to this drug prevention program. Little attention, it appears, was given to pedagogical and developmental issues, let alone to the prevention literature. In spite of these shortcomings, the officers produced a curriculum and a training model that was generally well-received by educators, parents, and other law enforcement representatives.

As evidenced by the curriculum, the G.R.E.A.T. program is intended to provide life skills empowering adolescents with the ability to resist peer pressure to join gangs. The strategy is a cognitive approach (similar to the DARE and Law Related Education programs) that seeks to produce attitudinal and behavioral change through instruction, discussion, and role playing.

Another notable feature of the program is its target population. In contrast to suppression and intervention programs, which are directed at youths who already are gang members, G.R.E.A.T. is intended for all students. This is an example of the classic, broad-based prevention

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strategy that is found in medical immunization programs: One intervenes broadly, with a simple and relatively unintrusive program, well before any problem is detectable, and without any attempt to predict who is most likely to be affected by the problem.

To date, two published evaluations have reported small but positive program effects on students' attitudes and behavior (Esbensen and Osgood 1999; Palumbo and Ferguson 1995). Esbensen and Osgood (1999) reported findings from the cross-sectional component of the National Evaluation of the G.R.E.A.T. program. Relying upon surveys completed by 5,935 eighth-grade students (one year after program completion) in 11 cities across the continental United States, they found that students who had completed the G.R.E.A.T. program reported committing fewer delinquent acts and expressed more pro-social attitudes, including more favorable attitudes toward the police, higher levels of self-esteem and attachment to parents, and greater commitment to school. Using a multi-site, pre-test/post-test research design, Palumbo and Ferguson (1995) found the students had a "slightly increased ability" to resist the pressures to join gangs. The authors acknowledged, however, that "the lack of a control group prevents assessments of the internal validity. Therefore, it cannot be concluded that the results ... were due to G.R.E.A.T. as opposed to other factors" (Palumbo and Ferguson 1995:600).

## THE LONGITUDINAL NATIONAL EVALUATION

In 1994, the National Institute of Justice funded a National Evaluation of the G.R.E.A.T. program. The research design involved a process evaluation (examining how the program was actually delivered) (Sellers, Taylor, and Esbensen 1998), a preliminary impact evaluation (Esbensen and Osgood 1999), and a longitudinal, quasi-experimental outcome study. In this

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section we summarize the longitudinal study design and results.

Although the development of the G.R.E.A.T. curriculum was not theory driven, the design of the National Evaluation was. The theories we judged to be most relevant to the program were social learning theory (Akers 1985) and self-control theory (Gottfredson and Hirschi 1990). The identification of relevant theoretical constructs is critical to the evaluation of prevention programs because prevention necessarily takes place well before the outcome of major concern (i.e., gang membership) is likely to occur; that is, a positive program effect on attitudes should produce a subsequent reduction in delinquent behavior. Thus, our evaluation places considerable emphasis on theoretical constructs that are logically related to the program's curriculum and that are both theoretically and empirically linked to gang membership and delinquency. We have detailed the theoretical foundations of the National Evaluation elsewhere (Winfree, Esbensen, and Osgood 1996).

The student questionnaires consisted of attitudinal and behavioral questions. Of primary importance were measures of perceptions regarding the appropriateness of certain behaviors and measures of peer group conduct. Given the significant role of peers in gangs and delinquency, several different scales were used to tap the extent to which the youths felt committed to their peer group. Questions measuring students' involvement in school and community activities were also included in the questionnaires.

One of the more important objectives of the G.R.E.A.T. program is to reduce adolescent involvement in criminal behavior and gangs. We measured this involvement through self-reports of illegal activity by the respondents. This technique has been used widely during the past thirty years and provides a good measure of actual behavior rather than a reactive measure of police

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response to behavior (e.g., Hindelang, Hirschi, and Weis 1981; Huizinga 1991; Huizinga and Elliott 1986). Questions measuring self-reported drug use and victimization were also included in this section of the student questionnaire.

Another important focus of the student questionnaire was measurement of gang membership and gang activity. We relied upon two filter questions to determine gang membership: "Have you ever been a gang member?" and "Are you now in a gang?" Any student answering yes to either of these questions was asked a series of questions requesting information about gang structure, gang activity, and attitudes about the gang. Included in these questions about gangs were the following: identification of good and bad things associated with gang membership; approval of gang membership; measures of gang attachment; and reasons for joining the gang.

**Longitudinal Research Design**

The two previously published evaluations of the G.R.E.A.T. program contain methodological limitations. As stated, the Palumbo and Ferguson (1995) study did not include a comparison group, while the Esbensen and Osgood (1999) evaluation of G.R.E.A.T. utilized a cross-sectional design. This latter design lacks a pre-test measure and requires the ex-post facto creation of a comparison group. While statistical procedures can strengthen the validity of this method (e.g., Heinsman and Shadish 1996), it is generally considered a weak design (e.g., Sherman, Gottfredson, MacKenzie, Eck, Reuter, and Bushway 1997). The longitudinal research strategy implemented in the current evaluation, with a strong quasi-experimental[2] research design and assignment of classrooms to treatment, serves two very important functions. First, this

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assignment process should create groups of G.R.E.A.T. and non-G.R.E.A.T. students who are at equal risk for future delinquency and gang involvement. Second, the longitudinal research design greatly increases statistical power for detecting program effects by controlling for previous individual differences and examining change over time.

Site Selection

Six cities were selected for inclusion in the longitudinal phase of the National Evaluation. The first criterion was the existence of a viable G.R.E.A.T. program in 1995. A second criterion was geographical location. These considerations led to selection of an East Coast city (Philadelphia, Pennsylvania), a West Coast location (Portland, Oregon), the site of the program's inception (Phoenix, Arizona), a Mid-West city (Omaha, Nebraska), a small city with little or no gang presence (Lincoln, Nebraska), and a small "border town" with a chronic gang problem (Las Cruces, New Mexico). A third criterion was the cooperation of the school districts and the police departments in each site.

Research Design

The longitudinal study includes relatively equal sized groups of treatment (G.R.E.A.T.) and control (non-G.R.E.A.T.) students in the seventh grade at five of the sites and sixth grade students in the sixth[2]. Because G.R.E.A.T. is a classroom-based program, assignment was implemented for classrooms rather than for individual students; that is, classrooms in each school were assigned to receive G.R.E.A.T. or to serve as a control classroom (not receive G.R.E.A.T.). A total of 22 schools, 153 classrooms, and more than 3,000 students were included in the sample.

During Fall 1995, students in all the selected classrooms completed pre-tests prior to the delivery of G.R.E.A.T. in the "experimental" classrooms. Within two weeks of completion of the

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nine-week G.R.E.A.T. program, all students were surveyed again. The pre-tests enabled us to compare the two groups on all measures prior to any program intervention. These analyses revealed that there were no pre-existing systematic differences between students in the G.R.E.A.T. classrooms and those assigned to the control group. The post-tests allowed for examination of immediate, short-term programmatic effects. To assess whether the G.R.E.A.T. program had any sustained effect, surveys were administered during each of the subsequent four years (fall of 1996, 1997, 1998, and 1999) to all students for whom we had obtained active parental consent (see Box 1). While some students were lost due to the active consent process or due to mobility in subsequent years, our questionnaire completion rates exceeded the industry standards (see Box 2).

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Box 1: Active Consent Procedures

The University of Nebraska Institutional Review Board approved a research design that allowed passive parental consent during the pre- and post-test data collection (students were surveyed unless a parent refused their participation). These surveys were conducted two weeks prior to and two weeks after delivery of the G.R.E.A.T. program. Active parental consent was planned for the subsequent annual surveys (only those students for whom we obtained signed permission from a parent were surveyed). These procedures were also approved by each of the participating school districts.

A modified Dillman (1978) total design method was utilized to obtain the active consent forms, although the specific procedures varied slightly in terms of timing and sequencing across the six sites. The following serves as an "ideal type" of the procedures that were followed. During the spring and summer of 1996, three direct mailings were made to parents of survey participants. Included in the mailings were a cover letter, two copies of the parent consent form for student participation, and a business reply envelope. With substantial Spanish-speaking populations in Phoenix and Las Cruces, mailings to parents in these cities included Spanish versions of the cover letter and consent form. In addition to the mailings, all parents not responding after the second mailing were contacted by telephone. School personnel also cooperated by distributing consent forms and cover letters at school. Teachers in all of the classrooms involved in the evaluation assisted with this process, rewarding students with a new pencil upon return of the forms. Some teachers agreed to allow us to offer incentives, such as pizza parties to classrooms in which a minimum of 70 percent of students returned a completed consent form. Other teachers offered incentives on their own, including earlier lunch passes and extra credit points. The results of the active consent process led to an overall response rate of 67 percent (57 % providing affirmative consent and 10 % withholding consent), while 33 percent of parents failed to return the consent forms (for a more detailed discussion of the active consent process and examination of the effects of active consent procedures on the representativeness of the sample, consult Esbensen, Miller, Taylor, He, and Freng 1999).

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Box 2: Questionnaire Completion Rates

The completion rates for the student survey were excellent. Of the 2,045 active consents obtained at the six sites, 1,761 (86%) surveys were completed during the one year follow-up and 1,550 (76%) were competed in the two year follow-up. Given the multi-site, multi-school sample, combined with the fact that respondents at five of the six sites made the transition from middle school to high school between the Year 1 and Year 2 surveys, this completion rate is commendable. Hansen and colleagues (1985) examined attrition in a meta-analysis of 85 longitudinal studies and reported an average completion rate of 72 percent for the 19 studies with a 24-month follow-up period. Few of these 19 studies included multi-site samples. Tebes and colleagues (1992) reported on the attrition rates from middle school to high school. In their study examining differential attrition for different age groups, they report losing 41.3 percent of their sample between 8th and 9th grade!

For the Year 2 follow up, considerable difficulty was introduced into the retention of the student sample. As the cohort moved from middle school to high school, combined with normal mobility patterns, students were enrolled in more than 10 different high schools in each Omaha, Phoenix, and Philadelphia. Thus, it became necessary to contact school officials at these schools whether fewer than 10 respondents or more than 100 were enrolled at the school. In some instances, these new schools were in different districts, which required approval from the necessary authorities to survey their students. In spite of these logistical concerns, we successfully obtained completed questionnaires from 76 percent of the sample during the 24 month (Year 2) follow-up survey. In the third (1998) and fourth (1999) year surveys, we maintained this high standard of questionnaire completion, attaining response rates of 69 and 67 percent respectively in 1998 and 1999.

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## RESULTS OF THE LONGITUDINAL ANALYSIS OF PROGRAM IMPACT

In this section, we report results from two separate outcome analyses: examination of outcome effects two and four years after program completion. The two-year outcome results were requested by the G.R.E.A.T. management team. Due in part to congressional inquiries about program effectiveness, these interim results provided outcome measures based on student responses to the pre- and post-tests collected in 1995 and the one- and two-year follow-up surveys collected in 1996 and 1997 respectively. The more complete outcome analyses, incorporating the third and fourth years of follow-up surveys, were reported upon completion of the last scheduled surveys.

To assess program effectiveness, it was necessary to consider four different levels of analysis: 1) the individual; 2) change across time; 3) classroom; and 4) school. While our interest was specifically to examine individual change over time (i.e., to identify program effects on each individual completing G.R.E.A.T. compared to those who did not receive G.R.E.A.T.), this was no easy analytical task. Individuals received the program within a classroom context. Therefore, classroom-level information needed to be controlled in the analysis. Likewise, classrooms were part of a larger school environment. Recently developed statistical programs (e.g., Bryk and Raudenbush's HLM (1992) and Goldstein's (1995) MLn) allow researchers to examine individual change across time while controlling for group change across time and also controlling for other "nested" conditions (individuals within classrooms and within schools). Thus, the actual results controlled for these other factors, allowing us to examine the unique effect of G.R.E.A.T. on individual students. (For a detailed discussion of the design, analysis strategy, and longitudinal results, consult Esbensen, Osgood, Taylor, Lynskey, and Freng 2001.)

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**Two Year Follow-up Results**

The most direct indication of program impact was a comparison of pre-program versus post-program survey data from the one- and two-year follow-up questionnaires. This comparison identified the degree to which change for the treatment group differed from change for the control group. Although our large sample afforded ample statistical power, only one of the thirty-one comparisons of pre-post change was statistically significant at the standard .05 probability level (victimization, $p = .017$). With this large number of significance tests, 1.55 nominally significant findings could be expected by chance alone. Furthermore, most of the differences in change were quite small, and almost as many were in a direction indicating an unfavorable impact of the program as were in a direction indicating favorable impact. Thus, based on these interim pre-post comparisons, it did not appear that the G.R.E.A.T. program succeeded in reaching its goals among this group.

Program Impact Under "Optimal" Circumstances

Why did we fail to find an impact of G.R.E.A.T. on the attitudes and behavior of students in this analysis? Before accepting these results as indicating that the program had no benefits, it was important to explore other alternatives. One possibility was that the program may not have been implemented as well in some sites as others, and if so, positive results in more optimal circumstances could have been masked by less favorable outcomes in others. To determine whether this might be the case, we repeated the above analysis using only the three sites where our process analysis indicated that program staff were most successful in delivering the program as it was designed. We further restricted the analysis to classrooms with at least 55 percent of students participating in the study. This analysis included 1,074 students from 55 classrooms at

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eleven schools.

The results for this more selective analysis closely matched those for the entire sample. Only two of seventy-six significance tests for program impact reached the .05 level of significance, which was fewer than would be expected by chance, and none reached the .01 level. Again, the results were as likely to favor the control group as the treatment group. In sum, our attempt to identify the best examples of the G.R.E.A.T. program in our sample did not yield any evidence of program benefits. The lack of program effects in the overall analysis did not appear to be matter of weaker programs masking the impact of stronger ones.

Variation in Program Effectiveness by Prior Risk

We also explored the possibility that the impact of the G.R.E.A.T. program might depend on students' level of risk for delinquency and gang membership. Our earlier cross-sectional analyses of program impact examined the consistency of program effects across demographic groupings (Esbensen and Osgood 1999). In the earlier study, we found evidence that G.R.E.A.T. was more effective with groups that were at higher risk for delinquency, specifically males and minority group members. In the present longitudinal analysis, the data from the pretest measure allowed us to measure risk of future delinquency and gang membership directly, rather than inferring indirectly from demographic proxies. As with the preceding analyses of the two-year follow-up data, we found no evidence that participating in the G.R.E.A.T. program produced favorable outcomes for either students at high risk for antisocial outcomes or for students who were at low risk.

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**Four Year Follow-up Results**

Upon completion of the fourth year of data collection, outcome analyses were conducted incorporating all six waves of student responses: pre-test, post-test, Year 1, Year 2, Year 3, and Year 4 surveys. We utilized the same analytical strategies reported above for the two-year follow-up analyses. Contrary to the interim results, however, we found a four-year lagged effect of the G.R.E.A.T. program. That is, four years after program completion, those students who had been assigned to the G.R.E.A.T. program reported more pro-social attitudes and behaviors on 25 of the 29 outcome measures; five of them were statistically significant at the .05 level. Relative to the control group, G.R.E.A.T. students reported lower levels of risk-seeking and victimization, more positive attitudes to the police, more negative attitudes toward gangs, and more friends involved in pro-social activities.

The results based on the full longitudinal data set are supportive of a modest program effect (effect sizes of approximately 0.10). A number of questions, however, must be posed. Why was there no measurable program effect two years after the program delivery? Why did the cross-sectional study which surveyed students one year after program delivery produce favorable programmatic effects? What factors can explain a four-year lagged effect? And, importantly, from a policy perspective, should interim results such as the two-year follow-up be reported? As discussed in the next section, the null findings from the two-year analyses contributed to a rigorous review and critique of the G.R.E.A.T. curriculum.

## THE G.R.E.A.T. REVIEW

Because of the contradictory findings from the cross-sectional and the two-year

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longitudinal study results, the National Policy Board (NPB) of the G.R.E.A.T. program expressed a desire to have the G.R.E.A.T. curriculum reviewed and assessed by a board of experts. In response, the National Institute of Justice (NIJ) funded a review of the G.R.E.A.T. program, and in 1999 the G.R.E.A.T. Review Workgroup was convened to conduct a critical assessment of G.R.E.A.T. The NPB deserves recognition for its willingness to seek recommendations from researchers. The G.R.E.A.T. review process was extraordinary in that the G.R.E.A.T. program administrators took seriously the findings from evaluation research and sought improvements to the content and implementation of their program based on scientific findings. The G.R.E.A.T. administrators' willingness to subject the program to a critical review, which could result in recommendations for substantial program revision, is quite uncommon in the experience of evaluation researchers, and demonstrates the G.R.E.A.T. administrators' serious commitment to the prevention of gangs and violence.

The G.R.E.A.T. Review Workgroup was comprised of G.R.E.A.T. officers and administrators, staff members from the National Evaluation, and experts in gangs and/or school-based prevention programs. This group met three times (for a total of seven days) during early 1999 and addressed four specific tasks. First, the group reviewed the findings of the research on American youth gangs: What constitutes a gang and what risk factors are associated with gang membership? Next, since G.R.E.A.T. is a school-based prevention program, it was necessary to review the research evaluating the effectiveness of such programs: What kinds of strategies have been implemented and which elements have been found to reduce delinquency or violence? The Workgroup then turned its attention to the existing core curriculum of the G.R.E.A.T. program and critically examined the extent to which it contained elements consistent with those found to be

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effective in delinquency and violence prevention. The Workgroup also identified those components of G.R.E.A.T. that research has found to be ineffective in delinquency and violence prevention. Finally, the G.R.E.A.T. Review Workgroup outlined the structure of an enhanced curriculum that incorporates elements known to be effective in delinquency and violence prevention. While some of the components of the existing G.R.E.A.T. curriculum were retained, the proposed revised curriculum contains many new elements.

The specific tasks of the Workgroup are discussed in greater detail in the subsequent paragraphs. An important first step in developing a gang prevention program is identifying risk factors associated with joining gangs. The G.R.E.A.T. review team reviewed this literature with special consideration given to individual, peer, family, and school factors that have been found to be predictive of gang membership. This literature has been summarized elsewhere (e.g., Curry and Decker 1998; Hill, Howell, Hawkins, and Battin-Pearson 1999; Howell 1995, 1998) so we provide only a cursory overview here.

Youth gangs are found throughout the United States, and there has been an apparent increase in the number of youth gangs and gang members during the past fifteen years. A considerable number of theoretical statements have appeared accounting for the formation of gangs and reasons why youths join gangs. With respect to gang formation, Hagedorn (1988), Jackson (1991), and Klein (1995) are among the authors who argue that gang formation is a product of post-industrial development. The early work of Thrasher (1927) and other Chicago-based gang researchers emphasized the importance of structural and community-level factors, indicating that delinquency in general, and youth gangs in particular, were a product of the social environment. These societal-level factors, in addition to being associated with gang formation,

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may also contribute to joining a gang. However, given the fact that most youths residing in areas where gangs are present choose not to join these gangs, additional factors are required to explain why youths join gangs. Klein (1995) has aptly summarized the literature of demographic characteristics of gang members. He writes (1995:75-76, emphasis added)

> In regard to who joins street gangs, then, first, it is not sufficient to say that gang members come from lower-income areas, from minority populations, or from homes more often characterized by absent parents or reconstituted families. It is not sufficient because most youths from such areas, such groups, and such families do *not* join gangs.

To this, we would also add that youth gang membership is not an exclusively male phenomenon (see, for instance, Bjerregaard and Smith 1993; Esbensen and Huizinga 1993; Esbensen and Winfree 1998). With respect to attitudinal measures that distinguish gang members from non-gang youths, several consistent differences have been reported. Representative of the type of differences reported are the findings from a Seattle study in which Hill and colleagues (1999) found that gang youths held more antisocial beliefs. Maxson and her colleagues (1998) found that gang members had a more delinquent self-concept, a greater tendency to resolve conflict by threats, and had experienced more critical stressful events. On a more generic level, both these studies found significant differences between gang and non-gang youths within multiple contexts; that is, individual, school, peer, family, and community characteristics.

One consistent finding from the gang research arena, as is the case for delinquency research in general, is the overarching influence of peers on adolescent behavior (e.g., Hill et al. 1999; Menard and Elliott 1994; Warr and Stafford 1991). In their comparison of stable and

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transient gang youths, Hill and colleagues reported that the strongest predictors of sustained gang affiliation were a high level of interaction with antisocial peers and a low level of interaction with pro-social peers. Researchers have examined the influence of peers through the use of a variety of measures, including exposure to delinquent peers, attachment to delinquent peers, and commitment to delinquent peers. Regardless of how this peer affiliation is measured, the results are the same: association with delinquent peers is one of the strongest predictors (i.e., risk factors) of gang membership.

While less commonly examined by gang researchers, school factors have also been found to be consistently associated with the risk of joining gangs. Research indicates that gang youths experience lower levels of commitment to school than do non-gang youths (Bjerregaard and Smith 1993; Esbensen and Deschenes 1998; Hill et al. 1999; Maxson et al. 1998). However, some gender differences have been reported. For example, in the Rochester study, school commitment was not predictive of male gang membership. Ethnographic reports also attest to the role of school factors in explaining gang membership (e.g., Campbell 1991; Fleisher 1998; Hagedorn 1988).

A second step in developing a school-based prevention program is to assess the success of previous programs and the effectiveness of current practices. For a thorough review of these school-based programs, consult Gottfredson (1997). As background, we provide a brief overview of this literature.

There is some evidence to suggest that schools utilizing a participatory management style in which administrators and teachers communicate and work together have not only higher teacher morale, but also less disorder. Schools with clear school rules and reward structures also

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experience less disorder. There is also considerable evidence to suggest that "smaller is better"; larger schools experience higher levels of violent crime than do smaller schools (Gottfredson and Gottfredson 1985; Kaufman, Chen, Choy, Chandler, Chapman, Rand, and Ringel 1998). Some attribute this to more effective informal social control, while others are likely to attribute this to demographic variables. Regardless, consensus is that smaller schools experience less violence as well as other disruptive behaviors.

Teaching styles and classroom organization have also been examined as possible violence prevention strategies. Cooperative learning strategies (initial instruction to students is done by teachers after which students are divided into smaller work groups of four to five students of mixed skill levels - students then help each other learn but generally take tests individually) have been found to be associated with higher academic achievement, more positive attitudes toward school, better race relations, and acceptance of special education students who have been mainstreamed. Consensus is that these improvements in educational performance may also be associated with reductions in violence (Brewer, Hawkins, Catalano, and Neckerman 1995).

Consistent with research on parental discipline and parenting strategies, the most important aspect of classroom and school management approaches is to be consistent and to give students the impression that the rules are fair and consistently applied. Teachers and administrators have learned that clear rules, enforcement of said rules, and positive feedback are key elements of school safety (Gottfredson 1997).

A number of programs target the individual, seeking to change attitudes in order to change behavior. These programs tend to focus on increasing knowledge and skills while changing beliefs. Most of the programs with a direct focus on crime and violence prevention (including

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G.R.E.A.T.) can be classified as individual change strategies. To date, evaluations of these strategies have provided mixed results (Brewer et al. 1995; Drug Strategies 1998). In isolation, however, these programs do not appear to have the desired effect.

One individual-change program that has received considerable attention is the Life Skills Training (LST) program developed by Gil Botvin (Botvin 1998). Developed as a drug prevention program, it may also provide beneficial information for gang prevention. LST is a three-year intervention (15 lessons in the first year, with 10 booster sessions in the second year and five in the third) designed to be implemented in school classrooms. The program consists of three components: 1) teach students a set of general self-management skills; 2) teach students general social skills; and 3) provide information and skills that are directly related to the problem of drug abuse. At face value, this program is not much different from DARE, G.R.E.A.T., and other individual change strategies. However, it differs in terms of the instructional component, with an emphasis on the development of skills, rather than assimilation of knowledge. Problem-solving exercises and a combination of instructional strategies are key aspects of the program. Evaluations of LST have reported reductions in drug use as well as positive effects on mediating variables such as interpersonal and communication skills (Botvin 1998).

The G.R.E.A.T. Review Workgroup carefully examined the overall objectives of the program as well as the content of each of the lessons in the G.R.E.A.T. curriculum. The Workgroup recognized that in contrast to suppression and intervention programs, which are directed at youths who already are gang members, G.R.E.A.T. is a prevention program intended for all youths. Further, the Workgroup acknowledged that the G.R.E.A.T. program is intended to provide life skills to empower adolescents with the ability to resist peer pressure to join gangs.

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This strategy is meant to be a cognitive approach that seeks to produce attitudinal and behavioral change through instruction, discussion, and role playing. However, the Workgroup found many of the elements necessary for effective delinquency prevention to be lacking in the current G.R.E.A.T. curriculum.

For each lesson, the group identified which, if any, components were consistent with the elements of effective prevention programming. The group also searched for learning strategies within the curriculum, such as cooperative learning and active student and teacher participation, that were consistent with effective prevention efforts. For example, classroom observations and reports from officers indicated that the classroom teacher was not integrated into the actual G.R.E.A.T. lessons (Sellers et al. 1998). At G.R.E.A.T. officer training, the officers are encouraged to engage the teacher in the lessons and to provide teachers with supplemental activities. However, this incorporation of the teachers in lessons rarely occurred. Teachers tended to treat the lesson as a free planning period or as a coffee break.

A primary concern of the Workgroup was whether the curriculum was sufficiently focused on providing social competency skills to students. The current curriculum was found to contain lessons on goal-setting, responsibility, and problem-solving. In addition, portions of existing lessons at least touched upon empathy for victims, pro-social affiliations, and altering perceptions about gangs. However, most of the lessons were found to be heavily didactic, relying primarily on lecture and information dissemination. Moreover, the skills that were being taught were done in isolation from one another, with little effort to revisit earlier skills and build upon them in a progressive fashion. Although each lesson contained a group activity, given the emphasis on information dissemination, the current lesson format did not provide students with adequate

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opportunity to practice the skills they were taught (Sellers et al. 1998). Finally, social competency skills such as stress management, emotional control, and communication were notably lacking in the curriculum.

The G.R.E.A.T. Review Workgroup was charged with conducting a critical review of the G.R.E.A.T. program and providing recommendations for change and improvement. In that spirit, the following outline of a "revised" G.R.E.A.T. program was submitted to the National Policy Board. This program would continue to be taught at the entry year of middle school, with recommended booster sessions in each subsequent year of middle school and, if possible, high school. Supplemental programs such as the current summer and parent components should be retained and possibly expanded.

To guide the workgroup's efforts, the following goals and objectives of the G.R.E.A.T. program were identified and presented to the National Policy Board for approval/verification:

**Goals**:

1) To reduce gang membership;

2) To prevent violence and criminal activity; and

3) To develop positive relationships with law enforcement.

**Objectives**:

1) Improve social competency skills (emotional control, stress management, communication and listening skills, decision-making, problem-solving, conflict resolution, goal-setting)

2) Foster empathy for victims

3) Encourage pro-social affiliations

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4) Alter perceptions about gangs

5) Increase social responsibility

In developing a curriculum outline, the intent was to structure the curriculum around social competency skills with the idea that once a skill was taught, it would be reinforced in future lessons. Each subsequent lesson added new material to address the other program objectives (i.e., empathy for victims, altering perceptions about gangs, pro-social affiliations, and social responsibility). This orientation produced the following outline for the revised G.R.E.A.T. program:

Introduction

Lesson 1 Introduction

Unit I: Interpersonal Skills

Lesson 2: Empathy

Lesson 3: Communication/Listening

Unit II: Decision-Making

Lesson 4: Evaluating Input

Lesson 5: Problem-Solving

Lesson 6: Goal-Setting

Lesson 7: Social Responsibility

Unit III: Conflict Resolution

Lesson 8: Emotional Control & Stress Management

Lesson 9: Conflict Resolution

Wrap-up and Culmination Activity

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Research shows that entry into middle school is a crucial transition point for adolescents. Thus it was recommended that G.R.E.A.T. should be taught at middle school entry, whether it be 6th or 7th grade. Extant prevention literature also reinforced several issues believed to be of primary importance in any re-conceptualization of the G.R.E.A.T. program. First, greater emphasis should be placed on incorporating the teacher into the lesson plan to enhance the reinforcement of lessons and skills learned. Second, the curriculum should have a greater focus on active learning strategies rather than reliance on the didactic delivery style utilized by most officers (Brewer et al. 1995; Catalano, Loeber, and McKinney 1999; Gottfredson 1997). Third, research has documented the desirability of booster sessions to reinforce skills learned in prior years (Botvin 1998; Botvin, Baker, Filazzola, and Botvin 1990).

The workgroup recommendations were accepted by the National Policy Board and by August, 2000, an "enhanced" curriculum was written by a group of G.R.E.A.T. officers, curriculum writers, gang researchers, and experts in school-based prevention programs. Plans are underway to train instructors and to pilot-test the new curriculum during the spring of 2001.

## CONCLUSIONS AND POLICY IMPLICATIONS

The Gang Resistance Education and Training program seeks to reduce adolescent involvement in crime and gangs. Prior to implementation of the longitudinal, quasi-experimental study described in this report, the authors had conducted a preliminary cross-sectional survey of students assessing program effectiveness. Findings from that research supported continuation of the G.R.E.A.T. program (Esbensen and Osgood 1999). The initial results from the longitudinal quasi-experimental research design described in this chapter failed to replicate those favorable

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results. A rigorous program review was undertaken in light of these findings, resulting in development of a revised curriculum. The four-year results, however, were consistent with the cross-sectional results. At this juncture, it is necessary to assess these contradictory research findings and their consequences.

It is not uncommon for evaluations conducted with different samples and at different points in time to produce mixed results. The cross-sectional evaluation of the G.R.E.A.T. program was completed in 1995 in eleven cities using *anonymous* questionnaires completed by students under *passive parental consent* procedures. The longitudinal evaluation was conducted in six cities (four that were included in the cross-sectional study) from 1995 - 1999 using *confidential* questionnaires restricted to those students for whom *active parental consent* had been obtained. Following the analyses of the year two follow-up data, we considered a number of possible factors that could account for the null findings. It is possible that methodological differences (i.e., anonymous versus confidential questionnaires, different consent processes, and different samples) contributed to the contradictory results. However, with the subsequent findings of a four-year lagged programmatic effect, we turn our attention to two questions: 1) what could account for the lagged program effects?; and 2) was the program review implemented following the interim results a worthwhile endeavor?

The finding that the G.R.E.A.T. students were more pro-social at the four-year follow-up period than were the control students can be considered curious and unexpected, especially given that no such differences were observed at the two-year follow-up period. However, other evaluations (the Perry Preschool Project and the Seattle Social Development Intervention) have reported similar lagged effects (Berrueta-Clement et al. 1984; Hawkins et al. 2000). Why this

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delayed effect occurs is less clear than the fact that it does occur. Several inter-related possible explanations come to mind. First, young adolescence is a stressful and anxiety-filled stage of life during which most adolescents experience considerable ambiguity with regard to appropriate attitudes and behaviors. Second, the organizational structure of American schools may contribute to this stress; at ages 11 or 12, children move from the comfort of relatively small and stable elementary schools to larger, more diversified middle or junior high schools, and then at ages 14 or 15, the young adolescent is forced to make another transition to even larger, more diverse high school settings. As the child reaches the age of 16 and 17, some of the angst of adolescence is resolved and the child has adapted to the high school setting ($10^{th}$ or $11^{th}$ grade). Thus, prior prevention or intervention experiences may, at this time, begin to manifest themselves. Previously, there may have been too many factors obfuscating the situation to adequately discern the effects of the prevention experiences.

With respect to the second question - the utility of the program review - this serves as an excellent example of cooperation and collaboration between practitioners and researchers. The initial curriculum had been developed within a relatively short time-frame, with little input from education and prevention specialists. Six years after development, the program had unexpectedly expanded nationwide. What had been developed as a local program for Phoenix was experiencing "growing pains" in that some educators and G.R.E.A.T. officers had called for a review of the curriculum. During a three day meeting in August, 1997, a panel of officers and educators reviewed the G.R.E.A.T. lessons. This meeting resulted in a lack of consensus regarding proposed modifications and no changes were implemented. The presentation of the null findings from the two-year follow-up evaluation to the G.R.E.A.T. National Policy Board in October,

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1998, provided additional stimulus for a program review, including both curriculum content and educational practices. The G.R.E.A.T. National Policy Board members should be acknowledged for their willingness to respond to evaluation results that were not supportive of their program and for their desire to enhance the potential of their program. In contrast to the earlier review, the second review process produced a consensus among participants and, as described in this chapter, led to the enhanced G.R.E.A.T. program that was piloted in Spring, 2001.

Where does this leave us with regard to policy? Can officers be effective providers of treatment? Given the lack of consistent findings for G.R.E.A.T., this is an important question. However, from a school safety perspective, and from a community policing perspective, it may be reasonable to continue this strategy. There is some evidence that the officers may have a small positive effect on student attitudes and behavior. Additionally, surveys completed with teachers and parents as part of the National Evaluation revealed that the majority of teachers and parents were in favor of school-based prevention programs, in favor of officers instructing students, and generally supportive of the G.R.E.A.T. program. A lingering question, however, remains; to what extent can such individual-based prevention programs be effective in reducing gang involvement? As our review of risk factors reveals, a significant reduction in gang activity may be too much to expect from any program if the more fundamental causes and attractions of gangs (i.e., social structural, community, and family conditions) are not simultaneously addressed.

To conclude, we suggest that there is no one "silver bullet" program, nor a "best practice" for preventing gang affiliation and gang associated violence. The youth gang problem is one that may be best addressed through a comprehensive strategy (the OJJDP Comprehensive Gang Model provides an example of such an approach) that incorporates a multi-faceted approach that

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targets individual youth, peer groups, family, school, and the community. G.R.E.A.T., in tandem with other programs, may prove to be one piece of a much larger puzzle.

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## NOTES

1. DARE, Drug Abuse Resistance Education, is a school-based drug prevention program taught by uniformed law enforcement officers. This 16 lesson program targeting elementary school students has been widely accepted and implemented by police departments across the U.S.

2. Portland educators requested that the G.R.E.A.T. program be delivered at the entry-year to middle schools (i.e., sixth grade). The G.R.E.A.T. management agreed to this arrangement and subsequently approved a policy of preferably implementing the program during the entry year to either middle school or junior high school.

3. We had initially hoped to implement a true experimental design, but real-world conditions precluded true random assignment in two of the sites. As a consequence, the assignment of classrooms to G.R.E.A.T. and non G.R.E.A.T. was achieved through negotiations with school personnel at each site.

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# Appendices

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**PRODUCTS:** **as of July, 2001**

**PRESENTATIONS of the G.R.E.A.T. Evaluation**

**Academy of Criminal Justice Sciences Annual Meeting, Boston, MA. March, 1995:**

Finn-Aage Esbensen. "Overview of the National Evaluation of G.R.E.A.T."

L. Thomas Winfree, Jr., Finn-Aage Esbensen, and D. Wayne Osgood. "Theoretical Orientation of G.R.E.A.T."

Molly Brown and Jennifer West. "Field Experimental Designs: Problems of Implementation."

Frances Bernat, Jacqueline Helfgott, Ron Taylor, and David Corbin. "Preliminary Findings of the National Evaluation of the G.R.E.A.T. Program."

Jennifer West and Molly Cargin Brown. "Research Design of the National Evaluation of G.R.E.A.T. Program." (poster session)

**American Society of Criminology Annual Meeting, Boston, MA. November, 1995:**

Finn-Aage Esbensen. "Ethical Considerations Associated with Passive Parental Consent."

Ron Vogel and Libby Deschenes. "Practical Aspects of Seeking Active Parental Consent."

Annette Miller. "Officer Training: Implementation and Outcome."

Karen Arboit. "A Process Evaluation of a School-Based Gang Prevention Program."

Danette M. Monnet. "Implementation of the G.R.E.A.T. Program in Las Cruces."

Jennifer West. "A Case Study of the G.R.E.A.T. Program in Omaha."

Lesley Harris. "Gang and Non-Gang Youth: A Test of Social Learning Theory."

Finn-Aage Esbensen and L. Thomas Winfree, Jr. "Social Learning Theory, Self-Control Theory, and Youth Gangs."

**Academy of Criminal Justice Sciences Annual Meeting, Las Vegas, NV. March, 1996:**

Frances Bernat and Michelle Carter. "Youth Attitudes Toward the Police: Phoenix, AZ."

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Finn-Aage Esbensen and L. Thomas Winfree, Jr. "Exploring the Links between Ethnicity, Delinquency, and Gang Membership: A Study of 6,000 Eighth Grade Students in 11 U.S. Cities."

Annette Miller and Finn-Aage Esbensen. "Self-esteem, Delinquency, and Gang Affiliation." (poster session)

**American Society of Criminology Annual Meeting, Chicago, IL. November, 1996:**

Elizabeth P. Deschenes, Frances Bernat, Finn-Aage Esbensen, and D. Wayne Osgood. "Gangs and School Violence: Gender Differences in Perceptions and Experience."

Finn-Aage Esbensen, D. Wayne Osgood, and L. Thomas Winfree, Jr. "Delinquency, Self-Control, and Social Learning: A Test of a Theoretical Model."

Jessie Krienert and Annette Miller. "Family Factors in the Delinquency Puzzle."

Annette Miller and Jessie Krienert. "Connections of Self-Esteem and Gang Membership."

**Western Society of Criminology, Honolulu, HI. February, 1997:**

Dana Peterson Lynskey and Nrupal Shah. "Youth Gangs and Serious Youth Crime: A Look at Theoretical Predictors."

Finn-Aage Esbensen and Elizabeth P. Deschenes. "Adolescent Drug Use and Dealing: Differences between Saints, Delinquents, and Gang Members."

L. Thomas Winfree, Jr. and Frances Bernat. "Social Learning, Self-Control, and the Illicit Drug Use Patterns of Eighth Grade Students: A Tale of Two Cities."

**Academy of Criminal Justice Sciences Annual Meeting, Louisville, KY. March, 1997:**

Dana Peterson Lynskey. "Youth Gangs and Serious Juvenile Crime: Can Self-Control Theory Provide an Explanation?"

Nrupal Shah and Dana Peterson Lynskey. "A Comparative Study of Social Learning and Self-Control Theories as Predictors of Juvenile Delinquent Behaviors."

Terrance J. Taylor, Finn-Aage Esbensen, and Christine S. Sellers. "Reality Check: Evaluating a School-Based Gang Prevention Model."

Finn-Aage Esbensen and D. Wayne Osgood. "G.R.E.A.T. Program Effectiveness: Results

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**American Society of Criminology Annual Meeting, San Diego, CA. November, 1997:**

Finn-Aage Esbensen, L. Thomas Winfree, Jr., and D. Wayne Osgood. "When is a Gang a Gang? Definitional Issues."

Michelle H. Miller, Ni He, and Finn-Aage Esbensen. "Differential Attrition Rates and Active Parental Consent."

Terrance J. Taylor and Adrienne Freng. "Active Parental Consent and Response Rates."

Elizabeth Piper Deschenes and Finn-Aage Esbensen. "Saints, Delinquents, and Gang Members: Differences in Attitudes and Behavior."

Cynthia L. Moore and Christine S. Sellers. "Self-Control, Opportunity, and Choice: A Predictive Model of Gang Membership."

Maureen Outlaw and D. Wayne Osgood. "Routine Activities as a Mediator of the Relationship of Parental Attachment to Delinquency."

**Academy of Criminal Justice Sciences Annual Meeting, Albuquerque, NM. March, 1998:**

Finn-Aage Esbensen, Elizabeth Piper Deschenes and L. Thomas Winfree, Jr. "Delinquent Youth Gangs in a Cross-Section of America."

Terrance J. Taylor. "Minority as Majority: Does it Make a Difference?"

Adrienne Freng and Michelle Hughes Miller. "The Relationship between Parental Involvement and Juvenile Delinquency in Racially Diverse Intact and Non-Intact Families."

Dennis Giever, Dana Peterson Lynskey, and Danette Monnet. "Gottfredson and Hirschi's General Theory of Crime and Youth Gangs: An Empirical Test on a Sample of Middle-School Students."

**American Society of Criminology Annual Meeting, Washington, DC. November, 1998:**

Finn-Aage Esbensen and D. Wayne Osgood. "Longitudinal Results for the National Evaluation of the G.R.E.A.T. Program."

Michelle Hughes Miller and Barbara J. McMorris. "Institutional Detachment, Victimization, and Juvenile Delinquency."

Terrance J. Taylor. "Minority as Majority: Does Size Matter?"

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**Academy of Criminal Justice Sciences Annual Meeting, Orlando, FL. March, 1999:**

Adrienne Freng, Michelle Hughes Miller, and Finn-Aage Esbensen. "The Effects of Family Structure on Delinquency: Does Gender Matter?"

Terrance J. Taylor and Kelly Turner. "Attitudinal Differences among Juveniles Toward Police."

Dana Peterson Lynskey, Finn-Aage Esbensen, and Jody Miller. "Gangs as a Monolithic Phenomenon: Are They Really?"

L. Thomas Winfree, Jr. and Dana Peterson Lynskey. "Developing a Local Police and Federal Law Enforcement Partnership: The Sometimes Tortuous Journey from a Great Idea to Implementation of G.R.E.A.T."

David W. Holleran and Terrance J. Taylor. "Exploring the Effects of Family Structure on Marijuana Use Among Youth: Findings from a National Multi-Site Study."

**American Society of Criminology Annual Meeting, Toronto, Canada, November, 1999:**

Finn-Aage Esbensen. "Street Gangs as Revealed by School Surveys."

Adrienne Freng. "Gangs: Does Race Matter?"

David Holleran, Finn-Aage Esbensen, and D. Wayne Osgood. "Pomp and Circumstance: Making the Life-Course Transition from Middle School to High School."

Dana Peterson Lynskey, Terrance J. Taylor, Finn-Aage Esbensen, L. Thomas Winfree, Jr. "A Longitudinal Test of an Integrated Theory of Delinquency."

D. Wayne Osgood and Finn-Aage Esbensen. "What's So Great about G.R.E.A.T.?"

**Western Society of Criminology, Kona, HI. February, 2000:**

Dana Peterson Lynskey, Adrienne Freng, Finn-Aage Esbensen, and Terrance J. Taylor. "Correlates of Drug Use, Drug Sales, and Violent Offending Among a Sample of Gang and Non-Gang Youth."

Terrance J. Taylor, L. Thomas Winfree, Jr., and Finn-Aage Esbensen. "A Multi-Site, Three-Wave Panel Study of Adolescent Attitudes Towards the Police."

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**Academy of Criminal Justice Sciences Annual Meeting, New Orleans, LA. March, 2000:**

Terrance J. Taylor, Finn-Aage Esbensen, and Dana Peterson Lynskey. "Gang or Non-Gang: Not So Simple."

Adrienne Freng and Terrance J. Taylor. "A Trajectory of Crime: Racial Differences in Juvenile Delinquency."

**American Society of Criminology Annual Meeting, San Francisco, CA. November, 2000:**

Adrienne Freng. "Examination of Gender and Site Differences for Racially Diverse Gang Members."

Dana Peterson Lynskey, Finn-Aage Esbensen, and Jody Miller. "Impact of Gender Composition on Gang Member Attitudes and Behavior."

Terrance J. Taylor. "Dynamics of Social Control During the Adolescent Life-Course."

**Academy of Criminal Justice Sciences Annual Meeting, Washington, DC. April, 2001:**

Finn Esbensen. "Program Effectiveness: Longitudinal Results from the Student Surveys."

Adrienne Freng. "Parents Speak Out: Results from a Survey of Parents."

Terrance J. Taylor. "What Makes G.R.E.A.T. Officers Think G.R.E.A.T. is Great?"

Dana Peterson. "G.R.E.A.T. Prevention: School Personnel Perspective."

**American Society of Criminology Annual Meeting, Atlanta, GA. November 2001**

Adrienne Freng, "A Comparative Analysis of Race and Gang Affiliation: Is Race a Marginalizing Factor?"

Dana Peterson, "Explaining Males' and Females' Delinquency: A Multi-Level Analysis of Individual and Contextual Effects."

Terrance J. Taylor, "Delinquency During the Adolescent Life-Course: An Integrated, Developmental Theory."

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Finn-Aage Esbensen. "G.R.E.A.T. National Research Study." Statewide G.R.E.A.T. Meeting. Lincoln, NE. August 25, 1995.

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Finn-Aage Esbensen. "Rites of Passage: Adolescent Development and Gangs." Nebraska Law Enforcement Gang Awareness Conference. Omaha, NE. November 29, 1995.

Frances P. Bernat and L. Thomas Winfree, Jr. "Does Bigger Always Mean Badder?: Self-reported Gang Behavior Among Mexican-American and Anglo Adolescents in Two Southwestern Cities." Western Social Science Association Meeting. Reno, NV. April, 1996.

David Corbin, Finn-Aage Esbensen, and Christine S. Sellers. "National Evaluation of Gang Resistance Education and Training (G.R.E.A.T.) Training and Curriculum Evaluation." National Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance. Atlanta, GA. April, 1996.

Elizabeth Deschenes. "Drug Dealers and Drug Users in a Sample of Eighth Graders." National Youth Gang Symposium. Dallas, TX. June, 1996.

Finn-Aage Esbensen. "National Evaluation of the G.R.E.A.T. Program." National Youth Gang Symposium. Dallas, TX. June, 1996.

L. Thomas Winfree, Jr. "Gangs, Delinquency, and Ethnicity: A Comparison of Eighth Grade Students in Two Southwestern Cities." National Youth Gang Symposium. Dallas, TX. June, 1996.

Frances P. Bernat, L. Thomas Winfree, Jr., and Finn-Aage Esbensen. "Socio-legal and Socio-cultural Analysis of Gang and Non-gang Attitudes and Behavior: Does Being Big Mean Being Bad?" Law and Society in conjunction with the Research Committee on Sociology of Law. Glasgow Scotland. July, 1996.

Finn-Aage Esbensen. "Results from the National Evaluation of G.R.E.A.T." International Association of Chiefs of Police Annual Meeting. Phoenix AZ. October, 1996.

Michelle H. Miller, Finn-Aage Esbensen, and Adrienne Freng. "Parental Attachment, Monitoring, and Values Socialization: Clarifying the Relationship between Parental Involvement and Juvenile Delinquency in Intact and Non-Intact Families." Society for the Study of Social Problems. Toronto, Canada. August, 1997.

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Finn-Aage Esbensen. "Gangs in Middle Schools: A Descriptive Account." Gangs, Schools, and Communities National Conference. Orlando, FL. September, 1997.

Dana Peterson Lynskey, L. Thomas Winfree, Jr., and Finn-Aage Esbensen. "Self-Control Theory and Gang Involvement: A Discriminant Analysis of Youth Gang Involvement." Western Pacific Association of Criminal Justice Educators. Reno, NV. November, 1997.

Finn-Aage Esbensen, Michelle H. Miller, Terrance J. Taylor, Ni He, and Adrienne Freng. "Problems Associated with Active Parental Consent in School-Based Research." American Evaluation Association. San Diego, CA. November, 1997.

Finn-Aage Esbensen and Ni He. "Definitional Issues in Gang Research." Western Society of Criminology Meeting, Newport Beach, CA. February, 1998.

D. Wayne Osgood. "Hanging Out with the Gang: Routine Activities, Gang Membership, and Problem Behavior." Biennial Meeting of the Society for Research on Adolescence. San Diego, CA. February, 1998.

Finn-Aage Esbensen. "Evaluation of G.R.E.A.T.: School-Based Gang Prevention." Youth Gang Consortium Meeting. OJJDP, Washington, DC. March, 1998.

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Finn-Aage Esbensen. "NIJ G.R.E.A.T. Evaluation." Youth Gang Consortium Meeting. OJJDP, Washington, DC, October, 1998.

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Finn-Aage Esbensen. "Improving Gang Prevention Programs: G.R.E.A.T. and the Researcher/Practitioner Team." National Gang Symposium. Las Vegas, NV. July 27-30, 1999.

Dana Peterson Lynskey, L. Thomas Winfree, Jr., Finn-Aage Esbensen, and Dennis Clason. "Linking Gender, Minority Group Status and Family Matters to Self-Control Theory: A Multivariate Analysis of Key Self-Control Concepts in a Youth-Gang Context." Annual Meeting of the American Sociological Association.

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Chicago, IL, August 1999.

Finn-Aage Esbensen, Terrance J. Taylor, and Dana Peterson Lynskey. "Correlates of Gang Membership and Implications for Gang Prevention." Annual Meeting of the Midwestern Criminal Justice Association, Chicago, IL, October 1999.

Finn-Aage Esbensen. "Putting Research into Practice." Pennsylvania Commission on Crime and Delinquency - 1999 Criminal Justice Research Symposium, Harrisburg, November, 1999.

Terrance J. Taylor and Finn-Aage Esbensen. "The Effect of Gang Membership on Victimization Risk." Seventh Annual Post-Graduate Seminar on Victimology, Victim Assistance, and Criminal Justice. Dubrovnik, Croatia. May 2001.

Finn-Aage Esbensen and Dana Peterson. "Measuring Youth Gang Involvement Through School Surveys." European Society of Criminology Annual Meeting. Lausanne, Switzerland. September 2001.

**REPORTS:**

Finn-Aage Esbensen, Christine Sellers, and David Corbin. 1995. "Process Evaluation Report # 1: An Overview of the G.R.E.A.T. Officer Training Program During Fiscal Year 1995."

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L. Thomas Winfree, Jr. 1997. "A Brief History of the Gang Resistance Education and Training Program: From Idea to Implementation of G.R.E.A.T."

Denise C. Herz, Finn-Aage Esbensen, Michelle Hughes Miller, Terrance J. Taylor, and Adrienne Freng. 1998. "Report to Cities Participating in the National Evaluation of the G.R.E.A.T. Program."

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Finn-Aage Esbensen, D. Wayne Osgood, Terrance J. Taylor, Dana Peterson Lynskey, and Adrienne Freng. 2000. "Longitudinal Results from the National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) Program." Washington, DC: U.S. Department of Justice.

Terrance J. Taylor. 2001. "What Makes G.R.E.A.T. Officers Think G.R.E.A.T.'s Great?."

Dana Peterson. 2001. "Great Attitudes: Educators' Views of School-Based Prevention and the Gang Resistance Education and Training (G.R.E.A.T.) Program."

Adrienne Freng. 2001. "Parent Questionnaire Results from the Gang Resistance Education and Training (G.R.E.A.T.) Evaluation."

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Finn-Aage Esbensen. 1996. "Gang Resistance Education and Training: The National Evaluation." Police Chief, September:34-38.

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Finn-Aage Esbensen and L. Thomas Winfree, Jr. 1998. "Race and Gender Differences between Gang and Non-Gang Youth: Results from A Multisite Survey." Justice Quarterly 15:505-526.

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L. Thomas Winfree, Jr. and Frances Bernat. 1998. "Social Learning, Self-Control, and the Illicit Drug Use Patterns of Eighth Grade Students: A Tale of Two Cities." Journal of Drug Issues 28:539-558

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**DISSERTATIONS:**

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# NATIONAL EVALUATION OF G.R.E.A.T.

## PARENT QUESTIONNAIRE

**University of Nebraska at Omaha**
**Department of Criminal Justice**
**1100 Neihardt**
**Lincoln, NE 68588-0630**

This questionnaire is part of the National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program. Funding is provided by the U.S. Department of Justice. Your child participated in this evaluation at school over the last two years. We are interested in knowing how parents feel about this program and others like it. Please take a few minutes to answer these questions. Thank you.

### INSTRUCTIONS

1. Please answer questions in the order that they appear.
2. Circle the number that shows your best answer to each question.
3. There are no right or wrong answers. It is your opinion that is important.
4. Do NOT write your name on the questionnaire.
5. Your answers are CONFIDENTIAL.
6. You may skip any question that you do not want to answer.
7. Please return the completed questionnaire in the envelope provided.

**THANK YOU!**

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First a few questions about yourself. Please circle the answer that best describes you.

1. What is your relationship to **the child whose name appears on the mailing label?**
   1. mother
   2. father
   3. step parent
   4. other (please specify:_____)

2. What is your race or ethnicity?
   1. White, not Hispanic
   2. African American
   3. Hispanic
   4. American Indian
   5. Asian/Pacific Islander
   6. other (please specify:_____)

3. How many people, including yourself, live in your household on a regular basis? _____

4. How long have you lived in your current neighborhood? _____

5. How many times have you moved since September 1995? _____

6. Are you familiar with the Gang Resistance Education and Training (G.R.E.A.T.) program?
   1. no **(IF NO, SKIP TO QUESTION 14)**
   2. yes

7. The G.R.E.A.T. curriculum teaches valuable lessons.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. The G.R.E.A.T. program helps keep students out of gangs.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. Schools are safer because of the G.R.E.A.T. program.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. Did your child, **whose name appears on the mailing label,** participate in the G.R.E.A.T. program during the 1995-1996 school year?
    1. no **(IF NO, SKIP TO QUESTION 14)**
    2. yes
    3. don't know **(SKIP TO QUESTION 14)**

11. The G.R.E.A.T. program has had a positive effect on my child's perceptions of the police.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree



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12. My child's behavior has been positively affected by his/her participation in the G.R.E.A.T. program.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

13. How satisfied have you been with the G.R.E.A.T. program?
1. Very Dissatisfied 2. Dissatisfied 3. Uncertain 4. Satisfied 5. Very Satisfied

14. My child has participated in other gang prevention programs.
1. No
2. Yes, please list:_____
3. Not sure

The following questions are about several different aspects the neighborhood in which you live. Please circle the response that best represents your opinion.

15. Uniformed police officers make good instructors in schools.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. Uniformed police officers do NOT belong in my child's school.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

17. My child is safe at school.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

18. There is a gang problem in my child's school.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

19. Part of a school's responsibility is to prevent children from getting involved with drugs, delinquency, and gangs.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

20. Schools should focus on teaching the basics, like reading, writing and arithmetic.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

21. Prevention programs taught in schools can be very effective.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

22. I would like to see more prevention programs taught in school.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree



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23. How often do you talk to your child about their school work?
1. Often 2. Sometimes 3. Never

24. How often do you talk with teachers about your child's school performance?
1. Often 2. Sometimes 3. Never

25. Gangs are a problem in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

26. Gang activity has increased in my neighborhood over the last few years.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

27. I often see gang members in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

28. I have limited my activities as a result of gangs in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

29. My child's friends are involved with gangs.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

30. Gang members are usually members of minority groups.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

31. Gangs interfere with the peace and safety of a neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

32. Police officers are honest
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

33. Most police officers are usually rude.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

34. Most police officers are usually friendly.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

35. Police officers are usually courteous.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree



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36. Police officers are respectful toward people like me.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

37. Police officers are prejudiced against minority persons.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

38. My child is safer when police officers are in his/her school.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

39. I feel safer when police officers are in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

40. There is a lot of racial conflict in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

41. There is a high rate of crime in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

42. Much of the crime that occurs in my neighborhood is gang-related.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

43. Crime has increased in my neighborhood in the last few years.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

44. I know a lot of people who live in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

45. Most of the residents in my neighborhood rent their homes.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

46. Most of the residents in my neighborhood have lived there for more than 3 years.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

47. My neighborhood has a diversity of racial/ethnic backgrounds.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

48. I trust my child.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree



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49. I know my child's friends.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

50. My child is safe in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

51. I know where my child is when he/she is not at home or at school.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

52. I know who my child is with if he/she is not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

Please answer a few additional questions about yourself.

53. What is the highest level of schooling that you completed?
1. less than high school
2. completed high school or GED
3. some college
4. completed college (BA or BS)
5. more than college
6. other (please specify:_____)

54. Which of the following best describes the occupation of the primary breadwinner in your household?
1. unemployed/retired
2. clerical/sales
3. laborer
4. managerial/professional
5. other (please specify:_____)

55. What is your total annual, pre-tax, household income?
1. $0 - $14,999
2. $15,000 - $29,999
3. $30,000 - $44,999
4. $45,000 - $59,999
5. $60,000 - $74,999
6. $75,000 or more

Thank you very much for your time and cooperation.
If you have any additional comments, please write them on the back of this survey.
Please return this survey right away in the envelope provided.



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# NATIONAL EVALUATION OF G.R.E.A.T.

## SCHOOL PERSONNEL QUESTIONNAIRE

**1999**

**University of Nebraska at Omaha**
**Department of Criminal Justice**
**1100 Neihardt**
**Lincoln, NE 68588-0630**

## INSTRUCTIONS

1. Your participation is voluntary.

2. Circle the number or write in the response that represents your best answer to each question.

3. Do **NOT** write your name on the questionnaire.

4. Your answers are ANONYMOUS.

5. You have the right to skip any question that you do not want to answer.

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**This questionnaire is part of the National Evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program. Funding is provided by the U.S. Department of Justice. Students at your school participated in this evaluation between 1995 and 1997. Even though you may not have been working at this school between 1995 and 1997, we would still like your opinion. We are interested in knowing how school personnel feel about school safety issues, school-based prevention programs in general, and the G.R.E.A.T. program in particular. Please take a few minutes to answer these questions. Thank you.**

**This first section concerns issues facing some schools and students today. To what extent, if any, are these problems facing your school?**

| | | | | |
|---|---|---|---|---|
| 1. | Truancy | 1. Not a problem | 2. Somewhat of a problem | 3. A big problem |
| 2. | Academic performance | 1. Not a problem | 2. Somewhat of a problem | 3. A big problem |
| 3. | Crowding | 1. Not a problem | 2. Somewhat of a problem | 3. A big problem |
| 4. | Classroom size | 1. Not a problem | 2. Somewhat of a problem | 3. A big problem |
| 5. | Meeting state educational standards | 1. Not a problem | 2. Somewhat of a problem | 3. A big problem |
| 6. | Personnel safety | 1. Not a problem | 2. Somewhat of a problem | 3. A big problem |
| 7. | Bullying | 1. Not a problem | 2. Somewhat of a problem | 3. A big problem |
| 8. | Tobacco use | 1. Not a problem | 2. Somewhat of a problem | 3. A big problem |
| 9. | Alcohol use | 1. Not a problem | 2. Somewhat of a problem | 3. A big problem |
| 10. | Other drug use | 1. Not a problem | 2. Somewhat of a problem | 3. A big problem |
| 11. | Delinquency | 1. Not a problem | 2. Somewhat of a problem | 3. A big problem |
| 12. | Violence | 1. Not a problem | 2. Somewhat of a problem | 3. A big problem |
| 13. | Gangs | 1. Not a problem | 2. Somewhat of a problem | 3. A big problem |

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**This next section is about school-based prevention programs. Please indicate how much you agree or disagree with each of the following statements by circling the response that best represents your opinion.**

1. Prevention programs taught in schools can be very effective in deterring students from becoming involved with drugs, delinquency, and gangs.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

2. Schools should focus on teaching the basics, like reading, writing, and arithmetic.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

3. Part of a school's responsibility is to prevent children from becoming involved with drugs, delinquency, and gangs.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

4. I would like to see more prevention programs taught in school.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

5. Teachers should incorporate prevention program lessons into their own curricula.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

6. Prevention programs are disruptive to the teaching of the required school curriculum.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

7. It is NOT the school's responsibility to be involved in prevention programming.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

8. Teachers in your school participate in the teaching of prevention programs.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

9. The lessons taught in prevention programs are reinforced in your schools' regular curriculum.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

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**The following section concerns the role of police officers in schools. Please indicate how much you agree or disagree with each statement by circling the response that best represents your opinion.**

1. The school environment is safer with police officers in schools.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

2. The police are often called to your school to handle delinquency problems.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

3. The police are often called to your school to handle gang-related violence.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

4. Students' perceptions of police officers are improved by having officers in schools.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

5. Having police officers in your school has reduced delinquency and violence problems.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

6. I support having police officers in schools.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

7. Uniformed police officers make good instructors in schools.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

8. Uniformed police officers do NOT belong in the classroom.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

9. Police officers play an important role in preventing students from becoming involved in drugs, gangs, and delinquency.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

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**The following statements concern the environment in and around which you work. Please circle the response that best represents your opinion.**

1. There is a lot of gang activity at your school.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

2. Students get along well with each other at your school.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

3. There are a lot of fights between different groups of students at your school.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

4. There is a lot of racial conflict between students at your school.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

5. Students get along well with school personnel at your school.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

6. You feel safe at your school.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

7. Most of the disciplinary problems at your school are gang-related.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

8. There is a lot of racial conflict in the neighborhood around your school.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

9. There is a high rate of serious juvenile delinquency in the neighborhood around your school.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

10. Much of the serious crime that occurs in the neighborhood around your school is gang-related.
    1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

11. You feel safe in the neighborhood around your school.
    1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

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**The following are common components of school-based prevention programs. Please circle the response that best indicates your opinion of their importance in helping youths avoid drugs, delinquency, and gangs.**

| | | | | |
|---|---|---|---|---|
| 1. | Increasing social competency skills such as communication, problem-solving, and stress management | 1. Not important | 2. Somewhat important | 3. Very important |
| 2. | Increasing empathy for victims | 1. Not important | 2. Somewhat important | 3. Very important |
| 3. | Encouraging positive relationships | 1. Not important | 2. Somewhat important | 3. Very important |
| 4. | Altering perceptions about the benefits of gang membership | 1. Not important | 2. Somewhat important | 3. Very important |
| 5. | Increasing social responsibility | 1. Not important | 2. Somewhat important | 3. Very important |

**The following are common types of information provided to students in prevention programs. Please circle the response that best indicates your opinion of how important each aspect is in helping youths avoid drugs, delinquency, and gangs.**

| | | | | |
|---|---|---|---|---|
| 1. | Cultural awareness | 1. Not important | 2. Somewhat important | 3. Very important |
| 2. | Victims' rights | 1. Not important | 2. Somewhat important | 3. Very important |
| 3. | Laws and punishments | 1. Not important | 2. Somewhat important | 3. Very important |
| 4. | Dangers of drugs & gangs | 1. Not important | 2. Somewhat important | 3. Very important |
| 5. | Conflict resolution | 1. Not important | 2. Somewhat important | 3. Very important |

**The following are common methods of delivery for prevention programs. Please circle the response that best indicates your opinion of their effectiveness in conveying the materials.**

| | | | | |
|---|---|---|---|---|
| 1. | Lecture | 1. Not effective | 2. Somewhat effective | 3. Very effective |
| 2. | Class discussion | 1. Not effective | 2. Somewhat effective | 3. Very effective |
| 3. | Role playing | 1. Not effective | 2. Somewhat effective | 3. Very effective |
| 4. | Small group activities | 1. Not effective | 2. Somewhat effective | 3. Very effective |
| 5. | Written homework | 1. Not effective | 2. Somewhat effective | 3. Very effective |

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**The following questions and statements are about the G.R.E.A.T. program. Please circle the response that best represents your opinion about each question or statement.**

1. Are you familiar with the Gang Resistance Education and Training (G.R.E.A.T.) program?
   1. No **(IF NO, SKIP TO PAGE 7, QUESTION 1)**
   2. Yes

2. Has G.R.E.A.T. ever been taught in your classroom?
   1. No **(IF NO, SKIP TO QUESTION 5)**
   2. Yes

3. The length of the G.R.E.A.T curriculum (i.e., one hour a week for 9 weeks) provides enough time to cover the important, relevant topics.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

4. Officers teaching the G.R.E.A.T. program have enough time during the class period to sufficiently cover the educational materials for each lesson.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

5. I support, or would support, the use of the G.R.E.A.T. program in my school.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

6. The G.R.E.A.T. curriculum is appropriate for the students' age and comprehension levels.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

7. The educational materials used by G.R.E.A.T. officers are appealing to students.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

8. The G.R.E.A.T. program teaches students the skills needed to avoid gangs and violence.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

9. The G.R.E.A.T. program has had a positive effect on students' perceptions of the police.
   1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

10. The G.R.E.A.T. program addresses problems facing students at your school.
    1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

11. The G.R.E.A.T. program plays a significant role in reducing youth gang participation in your school.
    1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

12. The G.R.E.A.T. program plays a significant role in reducing youth participation in gangs in your community.
    1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

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**These next and final few questions are about you and your job. Please circle or write in your best answer to each question.**

1. Your school's name: _____

2. What is your primary job assignment?
   1. Administrator
   2. Teacher
   3. Counselor
   4. Other: _____

**The next three questions are for teachers. If your primary job assignment is not teacher, please skip to Question 6.**

3. What grade-level do you primarily teach?
   1. 6th
   2. 7th
   3. 8th
   4. 9th

4. What subject do you primarily teach?
   1. Health/Physical Education
   2. Language Arts
   3. Math/Computer Science
   4. Natural Sciences
   5. Social Sciences
   6. Other: _____

5. Your average class size: _____ students

6. Your total years working at this school: _____ years

7. Your total years in the field of education: _____ years

8. Your gender:
   1. Male
   2. Female

9. Your race/ethnicity:
   1. White/Anglo, not Hispanic
   2. Black/African American
   3. Hispanic/Latino
   4. American Indian/Native American
   5. Asian/Pacific Islander/Oriental
   6. Other (SPECIFY) _____

**Thank you very much for answering these questions. We really appreciate your help.**

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# NATIONAL EVALUATION OF G.R.E.A.T.

# LAW ENFORCEMENT SURVEY

# 1999

University of Nebraska at Omaha
Department of Criminal Justice
1100 Neihardt
Lincoln, NE 68588-0630

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**You have been identified by the Bureau of Alcohol, Tobacco, and Firearms as a graduate of the Gang Resistance Education and Training (G.R.E.A.T.) program's G.R.E.A.T. Officer Training (G.O.T.). All officers who have completed G.O.T. are being asked to complete this survey as part of the National Institute of Justice - sponsored National Evaluation of G.R.E.A.T., conducted by the University of Nebraska at Omaha.**

**The survey should take about 10 – 15 minutes to complete. When you are done, return the survey in the business-reply envelope provided. Thank you.**

INSTRUCTIONS

1. Please answer the questions in the order they appear.
2. Circle the number that shows your best answer to each question.
3. There are no right or wrong answers. Your opinion is what counts.
4. Do NOT write your name on the questionnaire.
5. Your answers are ANONYMOUS. No one will connect your name with your answers.
6. You have the right to skip any question that you do not want to answer.



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**A. The following questions are about your perceptions of the G.R.E.A.T. program. Please circle the response that best represents your opinion.**

1. The length of the G.R.E.A.T. program (i.e., one hour a week for nine weeks) provides enough time to cover the important, relevant topics.

   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. The G.R.E.A.T. curriculum is appropriate for the students' age and comprehension levels.

   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. The lessons contained in the G.R.E.A.T. curriculum adequately address the risk factors for engaging in gangs and delinquency.

   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. The G.R.E.A.T. program teaches students the skills they need to avoid gangs and violence.

   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. The G.R.E.A.T. program addresses problems facing students in your community.

   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. The G.R.E.A.T. program diverts resources away from legitimate law enforcement duties.

   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. The G.R.E.A.T. program has improved police / youth relationships.

   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. The G.R.E.A.T. program has contributed to a better relationship between law enforcement and local schools.

   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. The G.R.E.A.T. program has strengthened police / community relationships.

   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. The G.R.E.A.T. program has had a positive influence on your community's gang problem.

    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. The G.R.E.A.T. program has had a positive influence on your community's crime problem.

    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree



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**B. The next few questions are also about your experience with the G.R.E.A.T. program.**

1. When did you attend G.R.E.A.T. training? Month: _____ Year: 19____

2. Why did you decide to become a G.R.E.A.T. instructor? (CIRCLE ALL THAT APPLY)
   1. I was assigned.
   2. I wanted to teach.
   3. I wanted to prevent kids from joining gangs.
   4. I wanted to get out of other duties.
   5. I saw it as an opportunity for promotion later.
   6. Other (SPECIFY) _____

3. Being a G.R.E.A.T. officer improves an officer's chances for promotion.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. G.R.E.A.T. officers have the same opportunities for overtime as other officers.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. How is the G.R.E.A.T. assignment perceived by officers not involved in the G.R.E.A.T. program?
   1. Very Unfavorably 2. Unfavorably 3. Neither Unfavorably nor Favorably 4. Favorably 5. Very Favorably

6. In your view, how effective is each lesson at meeting G.R.E.A.T.'s goals?

| | | | | |
|---|---|---|---|---|
| 1. | Introduction | 1. Not Effective | 2. Somewhat Effective | 3. Very Effective |
| 2. | Crimes, Victims, & Rights | 1. Not Effective | 2. Somewhat Effective | 3. Very Effective |
| 3. | Cultural Sensitivity | 1. Not Effective | 2. Somewhat Effective | 3. Very Effective |
| 4. | Conflict Resolution | 1. Not Effective | 2. Somewhat Effective | 3. Very Effective |
| 5. | Meeting Basic Needs | 1. Not Effective | 2. Somewhat Effective | 3. Very Effective |
| 6. | Drugs & Neighborhoods | 1. Not Effective | 2. Somewhat Effective | 3. Very Effective |
| 7. | Responsibility | 1. Not Effective | 2. Somewhat Effective | 3. Very Effective |
| 8. | Goal Setting | 1. Not Effective | 2. Somewhat Effective | 3. Very Effective |

7. Based on your experience, how would you describe the amount of material covered in each lesson?

| | | | | |
|---|---|---|---|---|
| 1. | Introduction | 1. Not Enough | 2. Just Right | 3. Too Much |
| 2. | Crimes, Victims, & Rights | 1. Not Enough | 2. Just Right | 3. Too Much |
| 3. | Cultural Sensitivity | 1. Not Enough | 2. Just Right | 3. Too Much |
| 4. | Conflict Resolution | 1. Not Enough | 2. Just Right | 3. Too Much |
| 5. | Meeting Basic Needs | 1. Not Enough | 2. Just Right | 3. Too Much |
| 6. | Drugs & Neighborhoods | 1. Not Enough | 2. Just Right | 3. Too Much |
| 7. | Responsibility | 1. Not Enough | 2. Just Right | 3. Too Much |
| 8. | Goal Setting | 1. Not Enough | 2. Just Right | 3. Too Much |



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**C. The following questions are about the community in which you work. Please circle the response that best represents your community.**

1. The police are often called to schools in your community to handle delinquency problems.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. The police are often called to schools in your community to handle gang-related violence.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Having police officers in schools has reduced delinquency and violence problems.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Police officers play an important role in preventing students from becoming involved in drugs, gangs, and delinquency.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. There is a high rate of serious juvenile delinquency in the community where you work.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Much of the serious delinquency that occurs in your community is gang-related.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. People feel threatened by the high rate of serious crime in your community.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. There is a serious gang problem in your community.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. The public supports law enforcement efforts in your community.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. How many gangs are there in your community? _____ gangs

11. How many gang members are there in your community? _____ members



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**D. The following questions are about your agency.**

1. In which state is your agency located? _____

2. How is your agency classified?

   1. Local / Municipal Law Enforcement Agency
   2. County Police Department
   3. County Sheriff's Department
   4. State Law Enforcement Agency
   5. Federal Law Enforcement Agency
   6. Military Agency
   7. Other (SPECIFY) _____

3. How many full-time sworn officers are there in your agency?

   1. 1 – 10
   2. 11 – 50
   3. 51- 100
   4. 101 – 250
   5. 251 – 500
   6. 501 – 1,000
   7. more than 1,000

4. Does your agency have a specialized gang unit? 1. No 2. Yes

5. How did you become a G.R.E.A.T. instructor?

   1. I was assigned.
   2. I requested assignment.
   3. Other (SPECIFY) _____

6. If you were assigned, which characteristics or skills were used in selecting you to become a G.R.E.A.T. officer? (CIRCLE ALL THAT APPLY)

   1. Age
   2. Gender
   3. Race / Ethnicity
   4. Level of education
   5. Rank
   6. Years of service
   7. Division
   8. Prior teaching experience
   9. Other (SPECIFY) _____



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**E. The next few questions are about your agency's involvement in the G.R.E.A.T. program.**

1. What year did your agency get involved in the G.R.E.A.T. program? 19____

2. Why did your agency get involved in the G.R.E.A.T. program? (CIRCLE ALL THAT APPLY)
    1. As a response to an existing gang problem
    2. As a response to an anticipated future gang problem
    3. To gain monetary resources
    4. To improve police -- community relations
    5. Schools requested the program
    6. Other (SPECIFY) _____

3. Did your agency teach G.R.E.A.T. last academic year (1998-99)? 1. No 2. Yes
    **(If NO, skip to SECTION G)**

4. In which grade is the core G.R.E.A.T. curriculum primarily taught in your community?
    1. 6th
    2. 7th
    3. 8th

5. Which elements of the G.R.E.A.T. program are used in your community? (CIRCLE ALL THAT APPLY)
    1. 1st / 2nd grade curriculum
    2. 3rd / 4th grade curriculum
    3. 5th / 6th grade curriculum
    4. 7th / 8th grade curriculum
    5. Summer Component
    6. Other (SPECIFY) _____

6. Under which division is the G.R.E.A.T. program located in your agency?
    1. Gang Unit
    2. Community Relations Division
    3. Patrol
    4. Other (SPECIFY) _____



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**F. For the next four questions, think about last school year (1998-99).**

1. Did **you** teach G.R.E.A.T. last year? 1. No 2. Yes
   **(If NO, skip to SECTION G)**

2. In how many different schools did **you** teach G.R.E.A.T.? _____ schools

3. How many G.R.E.A.T. classes did **you** teach? _____ classes

4. What was the average size of **your** G.R.E.A.T. classroom? _____ students

5. What percent of **your** average weekly work assignment was related to G.R.E.A.T. and other school-based instruction? _____ %

**G. The next few questions are about your perceptions of the G.R.E.A.T. lessons and program.**

1. Generally, how often is the classroom teacher adequately involved in the G.R.E.A.T. curriculum?
   1. Never 2. Sometimes 3. Often 4. Always

2. To the best of your knowledge, how often does the classroom teacher supplement the G.R.E.A.T. curriculum during non-G.R.E.A.T.-related class time?
   1. Never 2. Sometimes 3. Often 4. Always

3. What do you like most about being a G.R.E.A.T. officer? (CIRCLE ONLY ONE RESPONSE)
   1. Working with the kids
   2. Having a positive influence on kids
   3. Getting out of other duties
   4. Building bridges with the educational community
   5. Other (SPECIFY) _____

4. What do you like least about being a G.R.E.A.T. officer? (CIRCLE ONLY ONE RESPONSE)
   1. The politics
   2. The way G.R.E.A.T. officers are viewed by other officers
   3. Loss of chances for overtime pay
   4. Losing touch with duties on the street
   5. Other (SPECIFY) _____



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**H. The next few questions are also about your perceptions of the G.R.E.A.T. lessons and program.**

1. Which is your favorite G.R.E.A.T. lesson?
    1. Introduction
    2. Crimes, Victims, and Your Rights
    3. Cultural Sensitivity
    4. Conflict Resolution
    5. Meeting Basic Needs
    6. Drugs & Neighborhoods
    7. Responsibility
    8. Goal Setting

2. Why is this your favorite lesson?
    1. The students enjoy it.
    2. The material is easy to understand.
    3. The topic is directly relevant to our community's problems.
    4. The topic is of personal interest.
    5. Other (SPECIFY) _____

3. Which is your least favorite G.R.E.A.T. lesson?
    1. Introduction
    2. Crimes, Victims, and Your Rights
    3. Cultural Sensitivity
    4. Conflict Resolution
    5. Meeting Basic Needs
    6. Drugs & Neighborhoods
    7. Responsibility
    8. Goal Setting

4. Why is this your least favorite lesson?
    1. There is too much information to cover.
    2. It is difficult to tie the material together.
    3. The topic is not relevant to our community.
    4. I am not familiar enough with the topic.
    5. Other (SPECIFY) _____



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**I. The final questions are about you.**

1. What is your rank?
   1. School Resource / Youth Officer
   2. Officer / Deputy / Agent
   3. Sergeant / Detective
   4. Lieutenant
   5. Chief
   6. Other (SPECIFY) _____

2. What is your division?
   1. Patrol
   2. Community Relations
   3. Youth / Juvenile
   4. Investigation / Operations
   5. Other (SPECIFY) _____

3. How long have you held your current rank? _____ years

4. How long have you been employed in law enforcement? _____ years

5. What is your gender? 1. Male 2. Female

6. What is your age? _____ years

7. What is your race / ethnicity?
   1. White / Anglo, not Hispanic
   2. Black / African American
   3. Hispanic / Latino
   4. American Indian / Native American
   5. Asian / Pacific Islander / Oriental
   6. Other (SPECIFY) _____

8. What is the highest level of education you've completed?
   1. Less than a high school diploma
   2. High school diploma / GED
   3. Associate's Degree / some college
   4. Bachelor's Degree
   5. Master's Degree
   6. Doctorate
   7. Other (SPECIFY)_____

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. Department of Justice
ce of Justice Programs
*ional Institute of Justice*

# National Institute of Justice

**Research in Brief**

*emy Travis, Director*

*November 1997*

## ues and Findings

***ussed in this Brief:*** Early ngs and research methods aining to a national evaluation of effectiveness of the Gang stance Education and Training .E.A.T.) program, a school-based g prevention strategy taught to dle school students.

***issues:*** During the 1980s and 0s, gang affiliation by youths and involvement in criminal activity ame a major concern for law rcement and the public. The E.A.T. program was developed to ice adolescent involvement in inal behavior and gangs. The onal evaluation of the program sists of a two-pronged research roach: (1) a preliminary study paring students who completed .E.A.T. with others who either not participated or had enrolled failed to finish, and (2) a gitudinal quasi-experimental gn assessing both the short- and g-term effectiveness of G.R.E.A.T.

***findings:*** Early findings from national evaluation are based on oss-sectional survey of 5,935 ith graders from 42 schools in 11 les where G.R.E.A.T. is taught. earchers are also assessing the ing of police officers who teach program.

iminary results indicate that lents who completed the .E.A.T. lessons reported more social behaviors and attitudes n their peers who did not finish program or failed to participate he first place. Among other lings:

wer rates of self-reported nquency and gang membership.

continued...

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

*by Finn-Aage Esbensen and D. Wayne Osgood*

Youth delinquent gangs continue to generate concern among criminal justice professionals and the general public. Gang membership and related criminal activity increased in the late 1980s and early 1990s, and the availability of firearms has led to more gang-related homicides. One way to address these problems is to find ways to prevent youths from joining gangs.

In 1991 police officers from the Phoenix Police Department and from Mesa, Glendale, and Tempe, Arizona, and special agents of the Bureau of Alcohol, Tobacco and Firearms developed Gang Resistance Education and Training (G.R.E.A.T.) to reduce adolescent involvement in criminal behavior and gangs. G.R.E.A.T. is a national, school-based gang prevention program in which uniformed law enforcement officers teach a 9-week curriculum to middle school students. As of June 1997, more than 2,400 officers from 47 States and the District of Columbia had completed G.R.E.A.T. training.

Given this rapid program expansion, the National Institute of Justice, in cooperation with the Treasury Department's Bureau of Alcohol, Tobacco and Firearms, sponsored a comprehensive, multisite evaluation to assess G.R.E.A.T.'s effectiveness. Initial findings indicate the program is having a positive effect on student attitudes and behaviors and is deterring them from involvement in gangs.

This Research in Brief discusses the evaluation's design and methodology, G.R.E.A.T.'s program and officer training, and preliminary findings of a cross-sectional study.

## Evaluation design

**Context.** The research design for the national evaluation considered previous research and public policy on gangs. Consensus is lacking about the magnitude of the gang problem, the extent and level of gang organization, and the action needed to address the issue. Some of the epidemiological and etiological issues can be traced to different methodologies and theoretical perspectives. Policy differences can be attributed to competing government priorities and to the limited number of evaluations of programs undertaken to address the gang phenomenon. However, a number of suppression, intervention, and prevention programs with evaluative components have been implemented in the past few years at local and national levels.[1]

Knowledge about gangs traditionally has come from one of three sources: observational or case studies,[2] law enforcement records,[3] and surveys.[4] On one point

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## Issues and Findings

*continued...*

- More communication and attachment with parents.
- Greater commitment to school and lower levels of perceived obstacles to academic achievement.

The questionnaire administered to the eighth graders used five background characteristics—sex, race, age, family status, and parental education—to determine whether significant differences existed between students who completed the G.R.E.A.T. program and students who comprised the comparison group. Differences between the groups were small, and initial findings of the program's positive impact are not a product of preexisting differences between the G.R.E.A.T. participants and comparison students.

***Target audience:*** Gang, delinquency prevention, and juvenile justice specialists and researchers; law enforcement agencies; school administrators; and State and local policymakers.

there is considerable consensus among researchers: the high rate of criminal offending among gang members.

**Two objectives and two strategies.** The national evaluation of G.R.E.A.T. has two primary objectives: (1) to perform an outcome analysis examining G.R.E.A.T.'s short- and long-term effects on students and (2) to conduct a process evaluation assessing the quality and effectiveness of officer training (see "G.R.E.A.T. Officer Training").

Two strategies were developed to determine program effectiveness. The first is a cross-sectional study of students in 11 locales where G.R.E.A.T. is taught; group questionnaires were administered to a sample of eighth-grade students. The second strategy, which recognizes the limitations of retrospective, cross-sectional designs, is a prospective longitudinal study initiated at six sites.[5] A quasi-experimental research design guided the assignment of classrooms to experimental and comparison groups. Students in both groups completed pretests and posttest during the first half of the 1995–96 school year and will be administered questionnaires annually through fall 1999.

### Cross-sectional survey

For the first study, a cross-sectional survey of 5,935 eighth-grade students was completed in spring 1995. Survey results were used to create a treatment group and a comparison group to assess G.R.E.A.T.'s effectiveness in the 11 cities where the survey was administered. These cities had delivered the G.R.E.A.T. program during the 1993–9 school year, when the targeted students were seventh graders. Surveying these students as eighth graders permitted a 1-year followup to their program

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

Currently, the Bureau of Alcohol, Tobacco and Firearms, the Federal Law Enforcement Training Center, and the Phoenix Police Department coordinate officer training and, with the Orange County, Florida, Sheriff's Office, share management responsibility for the G.R.E.A.T. program.

Evaluators attended five officer training sessions as well as one G.R.E.A.T. management training session during fiscal year 1995. Despite some shortcomings, G.R.E.A.T. officer training has many strengths that prepare officers to become successful classroom instructors. Primary among them is the supportive learning environment the training staff creates for the officers. Instructors deal with officer students in an enthusiastic, engaging, and encouraging manner. The instructional format provides a spirit of camaraderie and cooperation, and a repeated emphasis on professionalism creates a context of mutual respect. Further, the strategy of modeling each lesson of the curriculum and requiring officers to present a lesson is the keystone to the training process, which repeatedly exposes officer students to material they themselves will soon be teaching in their own classrooms.

Other strengths of the training program include its use of occasional role-play techniques and group exercises. In addition, the curriculum focuses on several important skills—including meeting basic needs, resolving conflict, taking responsibility, and setting goals—that can be taught to middle school students and may be instrumental in achieving the goal of crime-free adolescents. Its graduation event serves as a motivator and culminating activity.



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ticipation and also guaranteed
: none of the survey sample were
rently enrolled in the program.

e **selection.** In selecting the 11
s, consideration was given to
graphic location, population
racteristics, and population size.
: cities selected were Phoenix,
zona; Torrance, California;
ando, Florida; Pocatello, Idaho;
l County, Illinois; Kansas City,
ssouri; Omaha, Nebraska; Las
ices, New Mexico; Philadelphia,
nsylvania; Providence, Rhode
nd; and Milwaukee, Wisconsin.

hose cities, questionnaires were
ninistered to all eighth graders in
ndance on the specified day at
ools that had offered G.R.E.A.T.
ing the previous 2 years. This
ulted in a final sample of 5,935
hth-grade students from 315
ssrooms in 42 schools.

**asures.** The questionnaire was
signed to assess the G.R.E.A.T.
riculum. The goal was to include
estions that would assess specific
jects of the G.R.E.A.T. program
ile also measuring dominant
minological theories.[6] Several
asures also were developed to
lect the curriculum's cognitive
jects. For example, lesson 3 of the
gram introduces students to six
ps and five personal prerequisites
conflict resolution. A sample
asure for this lesson was to ask
dents to respond to the following
tement: "Violence interferes with
erson's basic right to feel safe and
ure." (See "The G.R.E.A.T.
rriculum.")

nother key measure concerns gang
mbership and involvement in gang
tivity. Questions were designed to
cit self-reports of illegal activity.

## The G.R.E.A.T. Curriculum

To meet its objectives of reducing gang activity and teaching the consequences of gang involvement, the curriculum consists of nine lesson plans to be offered once a week to middle school students, primarily seventh graders. Each detailed lesson plan contains clearly stated purposes and objectives. In addition to the nine lesson plans, the curriculum calls for the teaching officers to discuss gangs and how they affect the quality of people's lives. The nine G.R.E.A.T. lessons are:

1. **Introduction.** Students get acquainted with the G.R.E.A.T. program and the presenting officer.

2. **Crime, Victims, and Your Rights.** Students learn about crimes, their victims, and their impact on school and neighborhood.

3. **Cultural Sensitivity and Prejudice.** Students explore how cultural differences affect their school and neighborhood.

4.,5. **Conflict Resolution** (two lessons). Students are taught how to create an atmosphere of understanding that enables all parties to better address problems and work on solutions together.

6. **Meeting Basic Needs.** Students learn how to meet their basic needs without joining a gang.

7. **Drugs and Neighborhoods.** Students are educated about how drugs affect their school and neighborhood.

8. **Responsibility.** Students examine the diverse responsibilities of people in their school and neighborhood.

9. **Goal Setting.** Students learn the need for goal setting and how to establish short- and long-term goals.

For information about G.R.E.A.T., contact the Bureau of Alcohol, Tobacco and Firearms at 800-726-7070.

This technique has been used widely during the past 30 years and has provided a good measure of actual behavior rather than a measure of police response to behavior.[7] (See "Measuring Gang Affiliation.")

**Comparison group.** A primary question was whether students who completed the G.R.E.A.T. program were comparable to those who did not complete it—either because they never participated or dropped out of the program. The treatment group and comparison group were defined through answers to the question, "Did you complete the G.R.E.A.T. program?" Of the 5,836 respondents who answered the question (99 students did not respond), 2,629 (45 percent) reported they had completed the program and thus were the treatment group. The 3,207 who had not became the comparison group.

The schools varied substantially, however, in the number of students who had completed and who had not completed the G.R.E.A.T. program. Since the precision with which program impact can be established at each school depends on the number of students in both treatment and comparison groups, schools with



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### Measuring Gang Affiliation

What constitutes a gang member? In the current research, two filter questions introduce the gang-specific section of the questionnaire: "Have you ever been a gang member?" and "Are you now in a gang?" Of the total sample, 994 youths, or 17 percent, indicated they had belonged to a gang at some point in their lives. In contrast, slightly more than half of these youths—522, or 9 percent of the sample—indicated they were currently gang members.

In an attempt to limit the sample of gang members to "delinquent gangs," two different measures were employed. First, a restrictive or conservative definition limited gang status to those respondents who stated they were current gang members and that their gangs engaged in at least one type of delinquent behavior (fighting other gangs, stealing cars, stealing in general, or robbing people). This resulted in identification of 451 gang members, or 8 percent of the sample. Second, a more liberal, yet still somewhat restrictive, definition included youths who indicated they "had ever been a gang member" and whose gang had been involved in at least one of the four illegal activities. This more liberal definition produced 623 gang members, representing 10.6 percent of the sample. The latter, more liberal, definition was used for this research.

few students in one of the groups could contribute relatively little to the evaluation. Therefore, analysis of the treatment and comparison groups was replicated in a restricted sample of 28 schools where at least 15 students comprised each group.

**Controlling for other differences.** Because data were gathered on one occasion only, a year after students had completed the program, the researchers had to compare the treatment and comparison groups using statistical controls to rule out the possibility that differences between them were attributable to various background characteristics.

## Background characteristics

Questions were asked in the survey to determine five background characteristics that could be associated with the outcome measures.[8] The analysis controlled for the following:

- Sex.
- Race/ethnicity (white, African-American, Hispanic, Asian-American, and other).
- Age (there was little variation in age, because only eighth-grade students participated in the evaluation).
- Family status (as reflected in the adults with whom the youths resided).
- Parental education (defined as the highest level attained by either parent).

Not surprisingly, differences surfaced among the 42 schools in racial composition and socioeconomic status (as reflected by family status and parental education).[9] The analysis, which controlled for differences between schools, found a few small but statistically significant differences in background characteristics between treatment and comparison groups.

Ideally, the treatment and comparison groups would have been matched, but this could not be expected in a post hoc evaluation such as this study. The pattern of group differences in background characteristics is ambiguous but does not appear especially problematic to determining the impact of the G.R.E.A.T. program.

Comparisons of treatment and nontreatment groups revealed no systematic bias. Both groups had demographic characteristics indicating high or low risk for delinquency, gang membership, or both. In the comparison group, 15-year-old students were overrepresented; in the treatment group African-American youths were overrepresented. The comparison group had fewer females but more youths from single-parent homes. Given this inconsistent pattern and the small size of group differences, it was concluded that the outcome measures were not a produc of preexisting differences between the G.R.E.A.T. and comparison students.[10]

Program impact was thus determined through a model that controlled for school and the five background characteristics. Although the results are consistent, restricting the analysis to the 28 schools tends to strengthen the magnitude of the program's effect.[11]

## Initial results

Early findings indicate that G.R.E.A.T. appears to be meeting its objective—to reduce gang affiliation and delinquent activity. The students completing G.R.E.A.T. reported lowe levels of gang affiliation and delinquency than did comparison students These differences are small but statistically significant. (See "Statistical and Substantive Differences.")



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## Statistical and Substantive Differences

An important distinction exists between statistically significant differences and substantively important differences. Sample sizes and statistical approaches can affect the level of statistical significance, sometimes exaggerating an effect and other times underestimating an effect.

One alternative to relying solely on statistical significance is to examine relative effect sizes. Effect size (ES) can be defined as "a measure of change due to the treatment as a proportion of the standard deviation for each measure employed."* Thus, an ES of -1 indicates that the treatment group performed one standard deviation lower than the comparison group; an ES of +1 indicates that the treatment group performed one standard deviation unit higher than the comparison group. The larger the ES, the greater the measurable impact of the program. In one review of delinquency treatment and prevention programs, the author found average effect sizes of .17 and argued that even a small ES of .10 may have practical value when dealing with criminal activity.**

One way of interpreting an effect size is to convert it to a percentage. This can be done by dividing the effect size by two. For example, an effect size of .10 represents a 5 percent difference. In the current research, effect sizes were in the .10 range, indicating modest program effects.

Gottfredson, Denise C., "School-Based Crime Prevention," in Larry W. Sherman, et al., *Preventing Crime: What Works, What Doesn't, What's Promising: A Report to the United States Congress*, Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, 1997.

*Lipsey, Mark W., "Juvenile Delinquency Treatment: A Meta-Analytic Inquiry into the Variability of Effects," in *Meta-Analysis for Explanation*, ed. T.D. Cook, et al., Beverly Hills, California: Sage, 1992.

*Exhibit 1.* ***Statistically Significant Differences Between G.R.E.A.T. Students and Comparison Group[a]***

| Variable | Difference (%) |
|---|---|
| Behaviors | |
| Total delinquency | - 4 |
| Drug use | - 5 |
| Minor offenses | - 5 |
| Property offenses | - 4 |
| Ever gang member | - 4 |
| Attitudes | |
| Attitudes toward police | + 5 |
| Bad things about gangs | + 7 |
| Guilt from deviance | + 5 |
| Impulsiveness | - 5 |
| Maternal attachment | + 5 |
| Risk seeking | - 4 |
| Parental monitoring | + 5 |
| Paternal attachment | + 6 |
| Peer delinquency | - 4 |
| Perception of limited opportunities | - 4 |
| Prosocial peers | + 5 |
| Positive peer commitment | + 5 |
| Risk seeking | - 4 |
| Self-esteem | + 5 |
| School commitment | + 5 |

**Note:** This table compares G.R.E.A.T. students with a comparable group of students who did not complete the G.R.E.A.T. program. A minus sign indicates that the G.R.E.A.T. students reported lower rates than did the comparison group; a plus sign indicates a higher score for the G.R.E.A.T. students. Thus, "- 4" for "total delinquency" means that the G.R.E.A.T. students reported committing 4 percent fewer delinquent acts than did the comparison group. Likewise, "+ 5" for "attitudes toward police" indicates that the G.R.E.A.T. students had a more positive attitude toward police officers than did the other students.

a. Controlling for differences between schools and for five background characteristics: sex, race, age, family status, and parental education.

: only is the aggregate measure of inquency lower for the G.R.E.A.T. up but so are most of the subscales, , drug use, minor offending, perty crimes, and crimes against sons. No differences between the ups were found for rates of victim- tion or selling drugs.

umber of differences also were nd for attitudinal measures. R.E.A.T. lessons are aimed at ucing impulsive behavior, im- ving communication with parents l other adults, enhancing self- eem, and encouraging students to ke better choices. The cross- tional survey results (see exhibit reveal that 1 year after completing the program, G.R.E.A.T. students (in contrast to the comparison group) reported the following:

- Lower rates of delinquency.
- Lower rates of gang affiliation.
- More positive attitudes toward the police.
- More negative attitudes about gangs.
- More friends involved in prosocial activities.
- Greater commitment to peers promoting prosocial behavior.



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## Differences Between Gang Members and Nonmembers

Contrary to much of the prevailing literature about the male-dominated nature of gangs, 38 percent of gang members in the sample were females. Although this figure still indicates that females are underrepresented among gang members, it is to a far lesser extent than is commonly assumed.*

The racial composition of gang members in this sample reveals that white youths were proportionately less involved in gangs than African-American and Hispanic youths, but not to the extent that prior research (often based on case studies of minority populations) has suggested: 25 percent of the gang members in this study are white. In fact, if some of the "other" category—which comprises white youths who identified themselves as American, Italian, German, Portuguese, and the like—is included, the proportionate difference is reduced even further.

Consistent with earlier assessments of the demographic characteristics of gangs, this sample reveals that younger youths are underrepresented in gangs, and gang members are more likely to live with a single parent and have parents with lower levels of educational attainment. Even within this limited age sample, the youths who were 13 and younger accounted for only 17 percent of gang members, although they represented 31 percent of the nongang sample. At the other extreme, 23 percent of gang members were 15 years old or older, although only 9 percent of nongang members were in this age bracket. A minority of youths lived in single parent homes, but gang members reported living in single parent homes more frequently (40 percent) than nongang youths (30 percent). Gang members' mothers, fathers, or both were more likely not to have finished high school (20 percent for gang members, 11 percent for nongang youths). These demographic characteristics suggest there may be qualitative differences in the living situations between gang and nongang youths.

*This discrepancy in rates of female participation in gangs may be due to a combination of methodological issues. First, relatively few studies have sampled youths as young as 12 and 13. Second, few studies have used general surveys of adolescent populations.

- Higher levels of perceived guilt at committing deviant acts.
- More commitment to school.
- Higher levels of attachment to both mothers and fathers.
- More communication with parents about their activities.
- Fewer friends involved in delinquent activity.
- Less likelihood of acting impulsively.
- Lower likelihood of engaging in risky behavior.
- Lower levels of perceived blocks to academic success.

The cross-sectional survey also yielded findings about gang membership that are contrary to popular perceptions and other research results. For example, white youths comprised a larger share of the gang population (25 percent), in contrast to previous studies that found that gangs were predominantly composed of minorities. (See "Differences Between Gang Members and Nonmembers" and exhibit 2.)

## Conclusions and policy implications

G.R.E.A.T. is one of myriad gang prevention efforts employed to reduce adolescent involvement in crime and gangs. The preliminary findings of this study support continuation of G.R.E.A.T.; other prevention programs await evaluation results.

Results from the 1995 cross-sectional survey suggest that students who participated in G.R.E.A.T. reported significantly more prosocial behaviors and attitudes than students who did not take part in the program. This 1-year followup survey supports the idea that trained law enforcement personnel can serve as prevention agents as well as enforcers of the law.

These cross-sectional results need to be viewed with caution, however. Some differences existed between treatment and comparison groups prior to the introduction of the program. Although most of these differences were controlled through available statistical techniques, a quasi-experimental design such as that being implemented in the longitudinal phase of this evaluation will provide a better assessment of program effectiveness. This longitudinal design also will allow for examination of long-term effects.

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*ibit 2.* ***Background Characteristics: ıg Members Versus Nonmembers***

| racteristic | Gang Members % (N) | Non-members % (N) |
|---|---|---|
| lale | 62 | 46 |
| :male | 38 | 54 |
| | (617) | (5,202) |
| e/Ethnicity | | |
| /hite | 25 | 42 |
| frican-American | 31 | 26 |
| ispanic | 25 | 28 |
| sian | 5 | 6 |
| ther | 15 | 8 |
| | (613) | (5,156) |
| ıily Structure | | |
| ngle parent | 40 | 30 |
| ıtact | 47 | 64 |
| ther | 13 | 7 |
| | (619) | (5,196) |
| | | |
| 3 and younger | 17 | 31 |
| 4 | 61 | 60 |
| 5 and older | 23 | 9 |
| | (606) | (5,172) |
| ıer's Education Level | | |
| High school | 20 | 11 |
| igh school graduate | 23 | 21 |
| ome college | 11 | 13 |
| ollege graduate | 11 | 20 |
| lore than college | 6 | 9 |
| on't know | 28 | 27 |
| | (606) | (5,162) |
| ther's Education Level | | |
| High school | 19 | 11 |
| ligh school graduate | 23 | 26 |
| ome college | 18 | 17 |
| ollege graduate | 15 | 20 |
| lore than college | 9 | 10 |
| on't know | 17 | 16 |
| | (611) | (5,162) |

## Notes

1. For a review see Howell, James C., *Youth Gang Violence Prevention and Intervention: What Works*, Washington, D.C.: U.S. Department of Justice, 1996.

2. See, for example, the works of Campbell, Anne, *The Girls in the Gang*, 2d ed., Cambridge, Massachusetts: Basil Blackwell, 1991; Hagedorn, John M., *People and Folks: Gangs, Crime and the Underclass in a Rustbelt City*, Chicago, Illinois: Lakeview Press, 1988; Miller, Walter B., "Lower Class Culture as a Generating Milieu for Gang Delinquency," *Journal of Social Issues*, 14(1958): 5–19; Thrasher, Frederick M., *The Gang: A Study of One Thousand Three Hundred Thirteen Gangs in Chicago*, Chicago: University of Chicago Press, 1927; Vigil, James D., *Barrio Gangs: Street Life and Identity in Southern California*, Austin, Texas: University of Texas Press, 1988.

3. Maxson, Cheryl L., and Malcolm Klein, "Street Gang Violence: Twice as Great or Half as Great?" in *Gangs in America*, ed. C. Ronald Huff, Newbury Park, California: Sage Publications, Inc., 1990; Spergel, Irving A., "Youth Gangs: Continuity and Change," in *Crime and Justice: An Annual Review of Research*, ed. Norval Morris and Michael Tonry, Chicago: University of Chicago Press, 1990.

4. Esbensen, Finn-Aage, and David Huizinga, "Gangs, Drugs, and Delinquency in a Survey of Urban Youth," *Criminology*, 31(1993):565–589; Esbensen, Finn-Aage, David Huizinga, and Anne W. Weiher, "Gang and Non-gang Youth: Differences in Explanatory Variables," *Journal of Contemporary Criminal Justice*, 9(1993):94–116; Fagan, Jeffrey, "The Social Organization of Drug Use and Drug Dealing Among Urban Gangs," *Criminology*, 27(1989):633–669; Thornberry, Terence P., Marvin D. Krohn, Alan J. Lizotte, and Deborah Chard-Wierschem, "The Role of Juvenile Gangs in Facilitating Delinquent Behavior," *Journal of Research in Crime and Delinquency*, 30(1993):55–87; Winfree, L. Thomas, Teresa V. Backstrom, and G. Larry Mays, "Social Learning Theory, Self-Reported Delinquency, and Youth Gangs: A New Twist on a General Theory of Crime and Delinquency," *Youth and Society*, 26(1994):147–177.

5. The six sites are Las Cruces, New Mexico; Lincoln, Nebraska; Omaha, Nebraska; Philadelphia, Pennsylvania; Phoenix, Arizona; and Portland, Oregon.

6. Winfree, L. Thomas, Finn-Aage Esbensen, and D. Wayne Osgood, "Evaluating a School-Based Gang Prevention Program: A Theoretical Perspective," *Evaluation Review*, 20(1996):181–203.

7. Hindelang, Michael J., Travis Hirschi, and Joseph G. Weis, *Measuring Delinquency*, Beverly Hills, California: Sage, 1981; Huizinga, David, and Delbert S. Elliott, "Reassessing the Reliability and Validity of Self-Report Delinquency Measures," *Journal of Quantitative Criminology*, 2(1986):293–327; Huizinga, David, "Assessing Violent Behavior with Self-Reports," in *Neuropsychology of Aggression*, ed. Joel Milner, New York: Kluwer Academic Publishers, 1991.



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8. For a discussion of the correlates of delinquency and gang membership, consult Covey, Herbert C., Scott Menard, and Robert J. Franzese, *Juvenile Gangs*, Springfield, Illinois: Charles Thomas Publisher, 1992; and Esbensen, Finn-Aage, David Huizinga, and Anne W. Weiher, "Gang and Nongang Youth; Differences in Explanatory Variables," *Journal of Contemporary Criminal Justice*, 1993.

9. "Dummy" variables were created to control for the mean differences between schools so that the assessment of program impact is an average of the within-school differences between G.R.E.A.T. students and comparison group (weighted according to sample size), adjusted for any differences in the five background characteristics.

10. An additional analysis examined only students from schools at which no preexisting differences were found between the treatment and comparison groups. While some of the findings differ from those reported here, the same pattern of program effect was found. These findings are reported in Esbensen, Finn-Aage, and D. Wayne Osgood, "Promising Results from a Gang Prevention Program," Annual Meeting of the Academy of Criminal Justice Sciences, Louisville, Kentucky, 1997.

11. A copy of the technical report of this study is available from Finn Esbensen, Department of Criminal Justice, University of Nebraska at Omaha, Lincoln, Nebraska 68588.

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# NATIONAL EVALUATION OF G.R.E.A.T.

## STUDENT QUESTIONNAIRE

*Spring 1995*

**University of Nebraska at Omaha**
**Department of Criminal Justice**
**1100 Neihardt**
**Lincoln, NE 68588-0630**

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INSTRUCTIONS

1. Please answer the questions in the order they appear.

2. Circle the number that shows your best answer to each question.

3. There are no right or wrong answers. Your opinion is what counts.

4. Do **NOT** write your name on the questionnaire.

5. Your answers are CONFIDENTIAL - - no one will ever connect your name with the answers you give.

6. You have the right to skip any question that you do not want to answer.

7. You can stop filling out the questionnaire any time you wish.

WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS

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**A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.**

1. I am
   1. Male
   2. Female

2. I am
   1. White/Anglo, not Hispanic
   2. Black/African-American
   3. Hispanic/Latino
   4. American Indian/Native American
   5. Asian/Pacific Islander/Oriental
   6. Other (SPECIFY) _____

3. I was born
   1. In the United States
   2. In another country

4. I am _____ years old.

5. I live with
   1. my mother only
   2. my father only
   3. both my mother and father
   4. other (SPECIFY) _____

6. What is the highest level of schooling your father completed?
   1. Grade school or less
   2. Some high school
   3. Completed high school
   4. Some college
   5. Completed college
   6. More than college
   7. Don't know

7. What is the highest level of schooling your mother completed?
   1. Grade school or less
   2. Some high school
   3. Completed high school
   4. Some college
   5. Completed college
   6. More than college
   7. Don't know

8. Did you complete the DARE program in grade school?
   1. No 2. Yes

9. Did you complete the G.R.E.A.T. program?
   1. No 2. Yes

10. Did you participate in the G.R.E.A.T.summer program last summer?
    1. No 2. Yes

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**B. The following questions are about your school. Circle the response that best describes your school.**

1. There is a lot of gang activity at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Students get along well with each other at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. There are a lot of fights between different groups at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Students beat up teachers.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. There is a lot of racial conflict between students at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I feel safe at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I feel safe in the neighborhood around my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. There is a lot of pressure to join gangs at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. There are gang fights at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**C. The following few questions are about your family. First think about your mother or mother-figure and circle the number that best represents your attitude. The closer the number is to the phrase, the more you think that is the case. If you don't have a mother or mother-figure, leave these questions blank.**

**Think about your mother or mother-figure .**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 2. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 3. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 4. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 5. | always ask her advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask her advice |
| 6. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

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**Next, think about your father or father-figure. If you don't have a father or father-figure, leave these questions blank.**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 7. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 8. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 9. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 10. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 11. | always ask his advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask his advice |
| 12. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

**How much do you agree or disagree with these statements?**

13. When I go someplace, I leave a note for my parents or call them to tell them where I am.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. My parents know where I am when I am not at home or at school.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. I know how to get in touch with my parents if they are not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. My parents know who I am with if I am not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**D. Remember, there are no right or wrong answers. It is your opinion that is important.**

1. I often act on the spur of the moment without stopping to think.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I don't devote much thought and effort to preparing for the future.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. I often do whatever brings me pleasure here and now, even at the cost of some distant goal.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I'm more concerned with what happens to me in the short run than in the long run.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. I like to test myself every now and then by doing something a little risky.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Sometimes I will take a risk just for the fun of it.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I sometimes find it exciting to do things for which I might get in trouble.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. Excitement and adventure are more important to me than security.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. I have a strong sense of belonging to my own ethnic group.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. If I were to be born all over again, I would want to be born into a different ethnic group from the one I belong to.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. I sometimes feel that I don't belong with any ethnic group.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

12. I feel good about my cultural or ethnic background.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**E. The next few questions are about your attitudes toward the police.**

1. Police officers are honest.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Most police officers are usually rude.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Police officers are hardworking.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Most police officers are usually friendly.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Police officers are usually courteous.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Police officers are respectful toward people like me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. Police officers are prejudiced against minority persons.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**F. For the next set of questions, think about your current group of friends.**

1. How many close friends do you have? _____ number

2. How many of your close friends are in a gang? _____ number

3. Do you ever spend time hanging around with your current friends not doing anything in particular where no adults are present? 1. No 2. Yes

4. IF YES, how many hours do you spend doing this during an average week? _____ hours

5. Do you ever spend time getting together with your current friends where drugs and alcohol are available? 1. No 2. Yes

6. IF YES, how many hours do you spend doing this during an average week?_____ hours

7. If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

8. If your group of friends was getting you into trouble at school, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

9. If your group of friends was getting you into trouble with the police, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

10. If your friends told you <u>not</u> to do something because it was wrong, how likely is it that you would listen to them?
    1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

11. If your friends told you <u>not</u> to do something because it was against the law, how likely is it that you would listen to them?
    1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

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**G. These next few questions are about your opinions about a number of different things.**

**How much do you agree or disagree with these statements?**

1. Even though there are lots of students around, I often feel lonely at school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Sometimes I feel lonely when I'm with my friends.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Sometimes I feel lonely when I'm with my family.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I probably won't be able to do the kind of work that I want to do because I won't have enough education.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. A person like me has a pretty good chance of going to college.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I won't be able to finish high school because my family will want me to get a job.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I'll never have enough money to go to college.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. It's okay to tell a small lie if it doesn't hurt anyone.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. It's okay to lie to someone if it will keep you out of trouble with them.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. It's okay to steal something from someone who is rich and can easily replace it.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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12. It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

13. It's okay to steal something if that's the only way you could ever get it.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. It's okay to get into a physical fight with someone if they hit you first.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. It's okay to get in a physical fight with someone if you have to stand up for or protect your rights.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. It's okay to get in a physical fight with someone if they are threatening to hurt your friends or family.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**H. How guilty or how badly would you feel if you . . . .**

1. Skipped school without an excuse?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

2. Lied, disobeyed or talked back to adults such as parents, teachers, or others?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

3. Purposely damaged or destroyed property that did not belong to you?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

4. Stole something worth <u>less</u> than $50?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

5. Stole something worth <u>more</u> than $50?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

6. Went into or tried to go into a building to steal something?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

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7. Stole or tried to steal a motor vehicle?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

8. Hit someone with the idea of hurting them?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

9. Attacked someone with a weapon?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

10. Used a weapon or force to get money or things from people?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

11. Sold marijuana?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

12. Sold other illegal drugs such as heroin, cocaine, crack, or LSD?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

13. Used tobacco products?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

14. Used alcohol?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

15. Used marijuana?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

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**I. Indicate how often you think these statements describe you.**

1. I am a useful person to have around.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

2. I feel that I am a person of worth, at least as much as others.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

3. As a person, I do a good job these days.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

4. I am able to do things as well as most other people.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

5. I feel good about myself.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

6. When I do a job, I do it well.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

**Next, please answer the following questions about school and your friends.**

**J. How much do you agree or disagree with these statements?**

1. Homework is a waste of time.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I try hard in school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Education is so important that it's worth it to put up with things about school that I don't like.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. In general, I like school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Grades are very important to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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6. I usually finish my homework.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
   1. Definitely Go with Friends 2. Probably Go with Friends 3. Uncertain 4. Probably Study 5. Definitely Study

**K. During the last year, how many of your current friends have done the following?**

1. Have been involved in school activities or school athletics?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Got along well with teachers and adults at school?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

3. Have been thought of as good students?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

4. Have been involved in community activities such as scouts, athletic league, or others?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

5. Have been regularly involved in religious activities?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Regularly took part in their own family activities?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Have been generally honest and told the truth?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

8. Almost always obeyed school rules?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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**L. During the last year, how many of your current friends have done the following?**

1. Skipped school without an excuse?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Lied, disobeyed, or talked back to adults such as parents, teachers, or others?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

3. Purposely damaged or destroyed property that did not belong to them?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

4. Stolen something worth less than $50.
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

5. Stolen something worth more than $50?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Gone into or tried to go into a building to steal something?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Stolen or tried to steal a motor vehicle?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

8. Hit someone with the idea of hurting them?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

9. Attacked someone with a weapon?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

10. Used a weapon or force to get money or things from people?
    1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

11. Sold marijuana?
    1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

12. Sold illegal drugs such as heroin, cocaine, crack or LSD?
    1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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13. Used tobacco products?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

14. Used alcohol?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

15. Used marijuana?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

**M. Studies have found that everyone breaks the rules and laws some times. Have you ever done any of the following? If yes, please indicate how many times in the past 12 months you have done each thing.**

| **Have you ever . . . .** | | **Ever Done** | **If Yes, How Many Times in Past 12 Months** |
|---|---|---|---|
| 1. | Skipped classes without an excuse? | 1. No 2. Yes | _____ Times |
| 2. | Lied about your age to get into some place or to buy something? | 1. No 2. Yes | _____ Times |
| 3. | Avoided paying for things such as movies, bus or subway rides? | 1. No 2. Yes | _____ Times |
| 4. | Purposely damaged or destroyed property that did not belong to you? | 1. No 2. Yes | _____ Times |
| 5. | Carried a hidden weapon for protection? | 1. No 2. Yes | _____ Times |
| 6. | Illegally spray painted a wall or a building? | 1. No 2. Yes | _____ Times |

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| | | Ever Done | If Yes, How Many Times in Past 12 Months |
|---|---|---|---|
| 7. | Stolen or tried to steal something worth less than $50? | 1. No 2. Yes | _____ Times |
| 8. | Stolen or tried to steal something worth more than $50? | 1. No 2. Yes | _____ Times |
| 9. | Gone into or tried to go into a building to steal something? | 1. No 2. Yes | _____ Times |
| 10. | Stolen or tried to steal a motor vehicle? | 1. No 2. Yes | _____ Times |
| 11. | Hit someone with the idea of hurting them? | 1. No 2. Yes | _____ Times |
| 12. | Attacked someone with a weapon? | 1. No 2. Yes | _____ Times |
| 13. | Used a weapon or force to get money or things from people? | 1. No 2. Yes | _____ Times |
| 14. | Been involved in gang fights? | 1. No 2. Yes | _____ Times |
| 15. | Shot at someone because you were told to by someone else? | 1. No 2. Yes | _____ Times |
| 16. | Sold marijuana? | 1. No 2. Yes | _____ Times |
| 17. | Sold other illegal drugs such as heroin, cocaine, crack or LSD? | 1. No 2. Yes | _____ Times |

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**N. Have you used any of the following drugs? If you have, please answer how many times you've used each drug in the past 12 months.**

| **Have you ever used . . . .** | | **Ever Done** | | **If Yes, How Many Times in Past 12 Months** |
|---|---|---|---|---|
| 1. | Tobacco products? | 1. No | 2. Yes | _____ Times |
| 2. | Alcohol? | 1. No | 2. Yes | _____ Times |
| 3. | Marijuana? | 1. No | 2. Yes | _____ Times |
| 4. | Conadol? | 1. No | 2. Yes | _____ Times |
| 5. | Paint, glue or other things you inhale to get high? | 1. No | 2. Yes | _____ Times |
| 6. | Other illegal drugs? | 1. No | 2. Yes | _____ Times |

**O. Have any of the following things ever happened to you? If yes, how many times in the past 12 months?**

| **Have you ever . . . .** | | **Ever Happened** | | **If Yes, How Many Times in Past 12 Months** |
|---|---|---|---|---|
| 1. | been hit by someone trying to hurt you? | 1. No | 2. Yes | _____ Times |
| 2. | had someone use a weapon or force to get money or things from you? | 1. No | 2. Yes | _____ Times |
| 3. | been attacked by someone with a weapon or by someone trying to seriously hurt or kill you? | 1. No | 2. Yes | _____ Times |
| 4. | had some of your things stolen from you? | 1. No | 2. Yes | _____ Times |

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**P. The following questions ask about your attitudes about gangs and things that gangs do.**

1. Whether or not you are a member of a gang, what GOOD things do you think would happen to you as a gang member?
(CIRCLE ALL THAT APPLY)
1. I would fit into a group better.
2. I would have excitement.
3. I would be "cool".
4. I would be protected.
5. I would feel successful.
6. I would get money.
7. There are no good things.
8. Other (SPECIFY)_____

2. Whether or not you are a gang member, what BAD things do you think would happen to you as a gang member.
(CIRCLE ALL THAT APPLY)
1. I would feel guilty
2. I would get into trouble with police
3. I would get into trouble with parents
4. I would get into trouble with teachers
5. I would lose my nongang friends
6. I would get hurt
7. I would get killed
8. There are no bad things
9. other (SPECIFY)_____

**Whether or not you are in a gang, how do you feel about . . . .**

3. having friends in gangs?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

4. being in a gang yourself?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

5. taking part in illegal gang activities?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

6. doing whatever the gang leader tells you to do?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

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7. Have you ever been a gang member? 1. No 2. Yes

8. Are you now in a gang? 1. No 2. Yes

8a. Suppose the circle on the board represents your gang. How far from the center of the gang are you? Circle the number that best describes your place in your gang.

1 2 3 4 5 0. Not in Gang

**(IF YOU ARE NOT IN A GANG, CIRCLE THE "Not in gang" RESPONSE IN QUESTIONS 9-20)**

9. How old were you when you joined this gang?

About _____ years old. 0. Not in gang

10. Do the following describe your gang?

a. You can join before age 13. 1. No 2. Yes 0. Not in gang

b. There are initiation rites. 1. No 2. Yes 0. Not in gang

c. The gang has established leaders. 1. No 2. Yes 0. Not in gang

d. The gang has regular meetings. 1. No 2. Yes 0. Not in gang

e. The gang has specific rules or codes. 1. No 2. Yes 0. Not in gang

f. Gang members have specific roles. 1. No 2. Yes 0. Not in gang

g. There are roles for each age group. 1. No 2. Yes 0. Not in gang

h. The gang has symbols or colors. 1. No 2. Yes 0. Not in gang

i. There are specific roles for girls. 1. No 2. Yes 0. Not in gang

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11. How many members are there in your gang?
    0. Not in gang
    a. Total number _____
    b. How many boys?_____ number
    c. How many girls?_____ number

12. Why did you join the gang? (CIRCLE ALL THAT APPLY)

    0. Not in gang
    1. For fun
    2. For protection
    3. A friend was in the gang
    4. A brother or sister was in the gang
    5. I was forced to join
    6. To get respect
    7. For money
    8. To fit in better
    9. Other (SPECIFY)_____

13. Does your gang do the following things?

| | | | |
|---|---|---|---|
| a. Help out in the community. | 1. No | 2. Yes | 0. Not in gang |
| b. Get in fights with other gangs. | 1. No | 2. Yes | 0. Not in gang |
| c. Provide protection for each other | 1. No | 2. Yes | 0. Not in gang |
| d. Steal things | 1. No | 2. Yes | 0. Not in gang |
| e. Rob other people | 1. No | 2. Yes | 0. Not in gang |
| f. Steal cars | 1. No | 2. Yes | 0. Not in gang |
| g. Sell marijuana | 1. No | 2. Yes | 0. Not in gang |
| h. Sell other illegal drugs | 1. No | 2. Yes | 0. Not in gang |
| i. Damage or destroy property | 1. No | 2. Yes | 0. Not in gang |

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**How much do you agree or disagree with the following statements?**

14. Being in my gang makes me feel important.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

15 My gang members provide a good deal of support and loyalty for one another.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

16. Being a gang member makes me feel respected.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

17. Being a gang member makes me feel like I'm a useful person to have around.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

18. Being a gang member makes me feel like I really belong somewhere.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

19. I really enjoy being a member of my gang.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

20. My gang is like a family to me.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

21. People sometimes commit crimes because they are prejudiced against others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

22. Learning sensitivity to cultures different from my own will help me avoid conflict with others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

23. If my family could not meet my basic needs such as food, clothing and protection, I would turn to a gang for help.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

24. Persons my age use drugs because they have low self-esteem.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

25. Persons my age use drugs because of peer pressure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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26. Gangs sell drugs just to make money.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

27. Gangs sell drugs because it gives them a sense of power in the community.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

28. Gangs interfere with the peace and safety of a neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

29. Violence interferes with a person's basic right to feel safe and secure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

30. Getting involved with gangs will interfere with reaching your goals.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**Thank you very much for answering these questions. We really appreciate your help.**

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# NATIONAL EVALUATION OF G.R.E.A.T.

## STUDENT QUESTIONNAIRE

*Spring 1995*

University of Nebraska at Omaha
Department of Criminal Justice
1100 Neihardt
Lincoln, NE 68588-0630

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## INSTRUCTIONS

1. Please answer the questions in the order they appear.
2. Circle the number that shows your best answer to each question.
3. There are no right or wrong answers. Your opinion is what counts.
4. Do NOT write your name on the questionnaire.
5. Your answers are CONFIDENTIAL - - no one will ever connect your name with the answers you give.
6. You have the right to skip any question that you do not want to answer.
7. You can stop filling out the questionnaire any time you wish.

WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS

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**A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.**

1. I am
   1. Male
   2. Female

2. I am
   1. White/Anglo, not Hispanic
   2. Black/African-American
   3. Hispanic/Latino
   4. American Indian/Native American
   5. Asian/Pacific Islander/Oriental
   6. Other (SPECIFY) _____

3. I was born
   1. In the United States
   2. In another country

4. I am _____ years old.

5. I live with
   1. my mother only
   2. my father only
   3. both my mother and father
   4. other (SPECIFY) _____

6. What is the highest level of schooling your father completed?
   1. Grade school or less
   2. Some high school
   3. Completed high school
   4. Some college
   5. Completed college
   6. More than college
   7. Don't know

7. What is the highest level of schooling your mother completed?
   1. Grade school or less
   2. Some high school
   3. Completed high school
   4. Some college
   5. Completed college
   6. More than college
   7. Don't know

8. Did you complete the DARE program in grade school?
   1. No
   2. Yes

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**B. The following questions are about your school. Circle the response that best describes your school.**

1. There is a lot of gang activity at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Students get along well with each other at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. There are a lot of fights between different groups at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Students beat up teachers.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. There is a lot of racial conflict between students at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I feel safe at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I feel safe in the neighborhood around my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. There is a lot of pressure to join gangs at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. There are gang fights at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**C. The following few questions are about your family. First think about your mother or mother-figure and circle the number that best represents your attitude. The closer the number is to the phrase, the more you think that is the case. If you don't have a mother or mother-figure, leave these questions blank.**

**Think about your mother or mother-figure .**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 2. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 3. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 4. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 5. | always ask her advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask her advice |
| 6. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

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**Next, think about your father or father-figure. If you don't have a father or father-figure, leave these questions blank.**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 7. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 8. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 9. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 10. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 11. | always ask his advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask his advice |
| 12. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

**How much do you agree or disagree with these statements?**

13. When I go someplace, I leave a note for my parents or call them to tell them where I am.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. My parents know where I am when I am not at home or at school.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. I know how to get in touch with my parents if they are not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. My parents know who I am with if I am not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**D. Remember, there are no right or wrong answers. It is your opinion that is important.**

1. I often act on the spur of the moment without stopping to think.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I don't devote much thought and effort to preparing for the future.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. I often do whatever brings me pleasure here and now, even at the cost of some distant goal.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I'm more concerned with what happens to me in the short run than in the long run.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. I like to test myself every now and then by doing something a little risky.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Sometimes I will take a risk just for the fun of it.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I sometimes find it exciting to do things for which I might get in trouble.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. Excitement and adventure are more important to me than security.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. I have a strong sense of belonging to my own ethnic group.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. If I were to be born all over again, I would want to be born into a different ethnic group from the one I belong to.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. I sometimes feel that I don't belong with any ethnic group.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

12. I feel good about my cultural or ethnic background.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**E. The next few questions are about your attitudes toward the police.**

1. Police officers are honest.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Most police officers are usually rude.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Police officers are hardworking.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Most police officers are usually friendly.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Police officers are usually courteous.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Police officers are respectful toward people like me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. Police officers are prejudiced against minority persons.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**F. For the next set of questions, think about your current group of friends.**

1. How many close friends do you have? _____ number

2. How many of your close friends are in a gang? _____ number

3. Do you ever spend time hanging around with your current friends not doing anything in particular where no adults are present? 1. No 2. Yes

4. IF YES, how many hours do you spend doing this during an average week? _____ hours

5. Do you ever spend time getting together with your current friends where drugs and alcohol are available? 1. No 2. Yes

6. IF YES, how many hours do you spend doing this during an average week?_____ hours

7. If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

8. If your group of friends was getting you into trouble at school, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

9. If your group of friends was getting you into trouble with the police, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

10. If your friends told you <u>not</u> to do something because it was wrong, how likely is it that you would listen to them?
    1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

11. If your friends told you <u>not</u> to do something because it was against the law, how likely is it that you would listen to them?
    1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

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**G. These next few questions are about your opinions about a number of different things.**

**How much do you agree or disagree with these statements?**

1. Even though there are lots of students around, I often feel lonely at school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Sometimes I feel lonely when I'm with my friends.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Sometimes I feel lonely when I'm with my family.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I probably won't be able to do the kind of work that I want to do because I won't have enough education.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. A person like me has a pretty good chance of going to college.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I won't be able to finish high school because my family will want me to get a job.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I'll never have enough money to go to college.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. It's okay to tell a small lie if it doesn't hurt anyone.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. It's okay to lie to someone if it will keep you out of trouble with them.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. It's okay to steal something from someone who is rich and can easily replace it.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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12. It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

13. It's okay to steal something if that's the only way you could ever get it.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. It's okay to get into a physical fight with someone if they hit you first.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. It's okay to get in a physical fight with someone if you have to stand up for or protect your rights.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. It's okay to get in a physical fight with someone if they are threatening to hurt your friends or family.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**H. How guilty or how badly would you feel if you . . . .**

1. Skipped school without an excuse?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

2. Lied, disobeyed or talked back to adults such as parents, teachers, or others?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

3. Purposely damaged or destroyed property that did not belong to them?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

4. Stole something worth less than $50?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

5. Stole something worth more than $50?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

6. Went into or tried to go into a building to steal something?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

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7. Stole or tried to steal a motor vehicle?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

8. Hit someone with the idea of hurting them?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

9. Attacked someone with a weapon?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

10. Used a weapon or force to get money or things from people?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

11. Sold marijuana?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

12. Sold other illegal drugs such as heroin, cocaine, crack, or LSD?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

13. Used tobacco products?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

14. Used alcohol?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

15. Used marijuana?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

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**I. Indicate how often you think these statements describe you.**

1. I am a useful person to have around.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

2. I feel that I am a person of worth, at least as much as others.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

3. As a person, I do a good job these days.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

4. I am able to do things as well as most other people.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

5. I feel good about myself.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

6. When I do a job, I do it well.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

**Next, please answer the following questions about school and your friends.**

**J. How much do you agree or disagree with these statements?**

1. Homework is a waste of time.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I try hard in school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Education is so important that it's worth it to put up with things about school that I don't like.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. In general, I like school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Grades are very important to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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6. I usually finish my homework.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
   1. Definitely Go with Friends 2. Probably Go with Friends 3. Uncertain 4. Probably Study 5. Definitely Study

**K. During the last year, how many of your current friends have done the following?**

1. Have been involved in school activities or school athletics?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Got along well with teachers and adults at school?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

3. Have been thought of as good students?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

4. Have been involved in community activities such as scouts, athletic league, or others?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

5. Have been regularly involved in religious activities?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Regularly took part in their own family activities?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Have been generally honest and told the truth?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

8. Almost always obeyed school rules?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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**L. During the last year, how many of your current friends have done the following?**

1. Skipped school without an excuse?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Lied, disobeyed, or talked back to adults such as parents, teachers, or others?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

3. Purposely damaged or destroyed property that did not belong to them?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

4. Stolen something worth less than $50.
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

5. Stolen something worth more than $50?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Gone into or tried to go into a building to steal something?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Stolen or tried to steal a motor vehicle?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

8. Hit someone with the idea of hurting them?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

9. Attacked someone with a weapon?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

10. Used a weapon or force to get money or things from people?
    1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

11. Sold marijuana?
    1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

12. Sold illegal drugs such as heroin, cocaine, crack or LSD?
    1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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13. Used tobacco products?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

14. Used alcohol?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

15. Used marijuana?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

**M. Studies have found that everyone breaks the rules and laws some times. Have you ever done any of the following? If yes, please indicate how many times in the past 12 months you have done each thing.**

| **Have you ever . . . .** | | **Ever Done** | **If Yes, How Many Times in Past 12 Months** |
|---|---|---|---|
| 1. | Skipped classes without an excuse? | 1. No 2. Yes | _____ Times |
| 2. | Lied about your age to get into some place or to buy something? | 1. No 2. Yes | _____ Times |
| 3. | Avoided paying for things such as movies, bus or subway rides? | 1. No 2. Yes | _____ Times |
| 4. | Purposely damaged or destroyed property that did not belong to you? | 1. No 2. Yes | _____ Times |
| 5. | Carried a hidden weapon for protection? | 1. No 2. Yes | _____ Times |
| 6. | Illegally spray painted a wall or a building? | 1. No 2. Yes | _____ Times |

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| | | Ever Done | If Yes, How Many Times in Past 12 Months |
|---|---|---|---|
| 7. | Stolen or tried to steal something worth less than $50? | 1. No 2. Yes | _____ Times |
| 8. | Stolen or tried to steal something worth more than $50? | 1. No 2. Yes | _____ Times |
| 9. | Gone into or tried to go into a building to steal something? | 1. No 2. Yes | _____ Times |
| 10. | Stolen or tried to steal a motor vehicle? | 1. No 2. Yes | _____ Times |
| 11. | Hit someone with the idea of hurting them? | 1. No 2. Yes | _____ Times |
| 12. | Attacked someone with a weapon? | 1. No 2. Yes | _____ Times |
| 13. | Used a weapon or force to get money or things from people? | 1. No 2. Yes | _____ Times |
| 14. | Been involved in gang fights? | 1. No 2. Yes | _____ Times |
| 15. | Shot at someone because you were told to by someone else? | 1. No 2. Yes | _____ Times |
| 16. | Sold marijuana? | 1. No 2. Yes | _____ Times |
| 17. | Sold other illegal drugs such as heroin, cocaine, crack or LSD? | 1. No 2. Yes | _____ Times |

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**N. Have you used any of the flowing drugs? If you have, please answer how many times you've used each drug in the past 12 months.**

| **Have you ever used . . . .** | | **Ever Done** | | **If Yes, How Many Times in Past 12 Months** |
|---|---|---|---|---|
| 1. | Tobacco products? | 1. No | 2. Yes | _____ Times |
| 2. | Alcohol? | 1. No | 2. Yes | _____ Times |
| 3. | Marijuana? | 1. No | 2. Yes | _____ Times |
| 4. | Conadol? | 1. No | 2. Yes | _____ Times |
| 5. | Paint, glue or other things you inhale to get high? | 1. No | 2. Yes | _____ Times |
| 6. | Other illegal drugs? | 1. No | 2. Yes | _____ Times |

**O. Have any of the following things ever happened to you? If yes, how many times in the past 12 months?**

| **Have you ever . . . .** | | **Ever Happened** | | **If Yes, How Many Time in Past 12 Months** |
|---|---|---|---|---|
| 1. | been hit by someone trying to hurt you? | 1. No | 2. Yes | _____ Times |
| 2. | had someone use a weapon or force to get money or things from you? | 1. No | 2. Yes | _____ Times |
| 3. | been attacked by someone with a weapon or by someone trying to seriously hurt or kill you? | 1. No | 2. Yes | _____ Times |
| 4. | had some of your things stolen from you? | 1. No | 2. Yes | _____ Times |

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**P. The following questions ask about your attitudes about gangs and things that gangs do.**

1. Whether or not you are a member of a gang, what GOOD things do you think would happen to you as a gang member?
(CIRCLE ALL THAT APPLY)
1. I would fit into a group better.
2. I would have excitement.
3. I would be "cool".
4. I would be protected.
5. I would feel successful.
6. I would get money.
7. There are no good things.
8. Other (SPECIFY)_____

2. Whether or not you are a gang member, what BAD things do you think would happen to you as a gang member.
(CIRCLE ALL THAT APPLY)
1. I would feel guilty
2. I would get into trouble with police
3. I would get into trouble with parents
4. I would get into trouble with teachers
5. I would lose my nongang friends
6. I would get hurt
7. I would get killed
8. There are no bad things
9. other (SPECIFY)_____

**Whether or not you are in a gang, how do you feel about . . . .**

3. having friends in gangs?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

4. being in a gang yourself?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

5. taking part in illegal gang activities?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

6. doing whatever the gang leader tells you to do?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

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7. Have you ever been a gang member? 1. No 2. Yes

8. Are you now in a gang? 1. No 2. Yes

8a. Suppose the circle on the board represents your gang. How far from the center of the gang are you? Circle the number that best describes your place in your gang.

1 2 3 4 5 0. Not in Gang

**(IF YOU ARE NOT IN A GANG, CIRCLE THE "Not in gang" RESPONSE IN QUESTIONS 9-20)**

9. How old were you when you joined this gang?

About _____ years old. 0. Not in gang

10. Do the following describe your gang?

a. You can join before age 13. 1. No 2. Yes 0. Not in gang

b. There are initiation rites. 1. No 2. Yes 0. Not in gang

c. The gang has established leaders. 1. No 2. Yes 0. Not in gang

d. The gang has regular meetings. 1. No 2. Yes 0. Not in gang

e. The gang has specific rules or codes. 1. No 2. Yes 0. Not in gang

f. Gang members have specific roles. 1. No 2. Yes 0. Not in gang

g. There are roles for each age group. 1. No 2. Yes 0. Not in gang

h. The gang has symbols or colors. 1. No 2. Yes 0. Not in gang

i. There are specific roles for girls. 1. No 2. Yes 0. Not in gang

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11. How many members are there in your gang?
    0. Not in gang
    a. Total number _____
    b. How many boys?_____ number
    c. How many girls?_____ number

12. Why did you join the gang? (CIRCLE ALL THAT APPLY)

    0. Not in gang
    1. For fun
    2. For protection
    3. A friend was in the gang
    4. A brother or sister was in the gang
    5. I was forced to join
    6. To get respect
    7. For money
    8. To fit in better
    9. Other (SPECIFY)_____

13. Does your gang do the following things?

| | | | |
|---|---|---|---|
| a. Help out in the community. | 1. No | 2. Yes | 0. Not in gang |
| b. Get in fights with other gangs. | 1. No | 2. Yes | 0. Not in gang |
| c. Provide protection for each other | 1. No | 2. Yes | 0. Not in gang |
| d. Steal things | 1. No | 2. Yes | 0. Not in gang |
| e. Rob other people | 1. No | 2. Yes | 0. Not in gang |
| f. Steal cars | 1. No | 2. Yes | 0. Not in gang |
| g. Sell marijuana | 1. No | 2. Yes | 0. Not in gang |
| h. Sell other illegal drugs | 1. No | 2. Yes | 0. Not in gang |
| i. Damage or destroy property | 1. No | 2. Yes | 0. Not in gang |

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**How much do you agree or disagree with the following statements?**

14. Being in my gang makes me feel important.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

15 My gang members provide a good deal of support and loyalty for one another.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

16. Being a gang member makes me feel respected.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

17. Being a gang member makes me feel like I'm a useful person to have around.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

18. Being a gang member makes me feel like I really belong somewhere.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

19. I really enjoy being a member of my gang.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

20. My gang is like a family to me.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

21. People sometimes commit crimes because they are prejudiced against others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

22. Learning sensitivity to cultures different from my own will help me avoid conflict with others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

23. If my family could not meet my basic needs such as food, clothing and protection, I would turn to a gang for help.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

24. Persons my age use drugs because they have low self-esteem.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

25. Persons my age use drugs because of peer pressure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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26. Gangs sell drugs just to make money.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

27. Gangs sell drugs because it gives them a sense of power in the community.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

28. Gangs interfere with the peace and safety of a neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

29. Violence interferes with a person's basic right to feel safe and secure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

30. Getting involved with gangs will interfere with reaching your goals.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**Thank you very much for answering these questions. We really appreciate your help.**

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Please provide the following information. Once you have completed this page, tear it out and hand it to one of the researchers.

**PLEASE PRINT**

Your Name:_____

Address:_____

_____

City State Zip

Telephone #:_____

Parent or Guardian Name:_____

Address (if different):_____

_____

City State Zip

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# NATIONAL EVALUATION OF G.R.E.A.T.

## STUDENT QUESTIONNAIRE

*Fall 1995*

**University of Nebraska at Omaha**
**Department of Criminal Justice**
**1100 Neihardt**
**Lincoln, NE 68588-0630**

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## INSTRUCTIONS

1. Please answer the questions in the order they appear.

2. Circle the number that shows your best answer to each question.

3. There are no right or wrong answers. Your opinion is what counts.

4. Do **NOT** write your name on the questionnaire.

5. Your answers are CONFIDENTIAL - - no one will ever connect your name with the answers you give.

6. You have the right to skip any question that you do not want to answer.

7. You can stop filling out the questionnaire any time you wish.

WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS

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**A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.**

1. I am
   1. Male
   2. Female

2. I am
   1. White/Anglo, not Hispanic
   2. Black/African-American
   3. Hispanic/Latino
   4. American Indian/Native American
   5. Asian/Pacific Islander/Oriental
   6. Other (SPECIFY) _____

3. I was born
   1. In the United States
   2. In another country

4. I am _____ years old.

5. I live with
   1. my mother only
   2. my father only
   3. both my mother and father
   4. other (SPECIFY) _____

6. What is the highest level of schooling your father completed?
   1. Grade school or less
   2. Some high school
   3. Completed high school
   4. Some college
   5. Completed college
   6. More than college
   7. Don't know

7. What is the highest level of schooling your mother completed?
   1. Grade school or less
   2. Some high school
   3. Completed high school
   4. Some college
   5. Completed college
   6. More than college
   7. Don't know

8. Did you complete the DARE program in grade school?
   1. No 2. Yes

9. Did you complete the G.R.E.A.T. program?
   1. No 2. Yes

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**B. The following questions are about your school. Circle the response that best describes your school.**

1. There is a lot of gang activity at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Students get along well with each other at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. There are a lot of fights between different groups at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Students beat up teachers.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. There is a lot of racial conflict between students at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I feel safe at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I feel safe in the neighborhood around my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. There is a lot of pressure to join gangs at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. There are gang fights at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**C. The following few questions are about your family. First think about your mother or mother-figure and circle the number that best represents your attitude. The closer the number is to the phrase, the more you think that is the case. If you don't have a mother or mother-figure, leave these questions blank.**

**Think about your mother or mother-figure .**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 2. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 3. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 4. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 5. | always ask her advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask her advice |
| 6. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

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**Next, think about your father or father-figure. If you don't have a father or father-figure, leave these questions blank.**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 7. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 8. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 9. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 10. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 11. | always ask his advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask his advice |
| 12. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

**How much do you agree or disagree with these statements?**

13. When I go someplace, I leave a note for my parents or call them to tell them where I am.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. My parents know where I am when I am not at home or at school.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. I know how to get in touch with my parents if they are not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. My parents know who I am with if I am not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**D. Remember, there are no right or wrong answers. It is your opinion that is important.**

1. I often act on the spur of the moment without stopping to think.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I don't devote much thought and effort to preparing for the future.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. I often do whatever brings me pleasure here and now, even at the cost of some distant goal.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I'm more concerned with what happens to me in the short run than in the long run.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. I like to test myself every now and then by doing something a little risky.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Sometimes I will take a risk just for the fun of it.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I sometimes find it exciting to do things for which I might get in trouble.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. Excitement and adventure are more important to me than security.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. I have a strong sense of belonging to my own ethnic group.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. If I were to be born all over again, I would want to be born into a different ethnic group from the one I belong to.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. I sometimes feel that I don't belong with any ethnic group.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

12. I feel good about my cultural or ethnic background.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**E. The next few questions are about your attitudes toward the police.**

1. Police officers are honest.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Most police officers are usually rude.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Police officers are hardworking.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Most police officers are usually friendly.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Police officers are usually courteous.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Police officers are respectful toward people like me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. Police officers are prejudiced against minority persons.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. I feel safer when police officers are in my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. Police officers make good teachers.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. Police officers don't know much about gangs.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**F. For the next set of questions, think about your current group of friends.**

1. How many close friends do you have? _____ number

2. How many of your close friends are in a gang? _____ number

3. Do you ever spend time hanging around with your current friends not doing anything in particular where no adults are present? 1. No 2. Yes

4. IF YES, how many hours do you spend doing this during an average week? _____ hours

5. Do you ever spend time getting together with your current friends where drugs and alcohol are available? 1. No 2. Yes

6. IF YES, how many hours do you spend doing this during an average week?_____ hours

7. If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

8. If your group of friends was getting you into trouble at school, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

9. If your group of friends was getting you into trouble with the police, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

10. If your friends told you not to do something because it was wrong, how likely is it that you would listen to them?
    1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

11. If your friends told you not to do something because it was against the law, how likely is it that you would listen to them?
    1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

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**G. These next few questions are about your opinions about a number of different things.**

**How much do you agree or disagree with these statements?**

1. Even though there are lots of students around, I often feel lonely at school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Sometimes I feel lonely when I'm with my friends.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Sometimes I feel lonely when I'm with my family.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I probably won't be able to do the kind of work that I want to do because I won't have enough education.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. A person like me has a pretty good chance of going to college.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I won't be able to finish high school because my family will want me to get a job.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I'll never have enough money to go to college.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. It's okay to tell a small lie if it doesn't hurt anyone.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. It's okay to lie to someone if it will keep you out of trouble with them.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. It's okay to steal something from someone who is rich and can easily replace it.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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12. It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

13. It's okay to steal something if that's the only way you could ever get it.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. It's okay to get into a physical fight with someone if they hit you first.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. It's okay to get in a physical fight with someone if you have to stand up for or protect your rights.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. It's okay to get in a physical fight with someone if they are threatening to hurt your friends or family.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**H. How guilty or how badly would you feel if you . . . .**

1. Skipped school without an excuse?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

2. Lied, disobeyed or talked back to adults such as parents, teachers, or others?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

3. Purposely damaged or destroyed property that did not belong to you?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

4. Stole something worth less than $50?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

5. Stole something worth more than $50?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

6. Went into or tried to go into a building to steal something?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

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7. Stole or tried to steal a motor vehicle?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

8. Hit someone with the idea of hurting them?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

9. Attacked someone with a weapon?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

10. Used a weapon or force to get money or things from people?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

11. Sold marijuana?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

12. Sold other illegal drugs such as heroin, cocaine, crack, or LSD?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

13. Used tobacco products?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

14. Used alcohol?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

15. Used marijuana?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

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**I. Indicate how often you think these statements describe you.**

1. I am a useful person to have around.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

2. I feel that I am a person of worth, at least as much as others.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

3. As a person, I do a good job these days.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

4. I am able to do things as well as most other people.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

5. I feel good about myself.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

6. When I do a job, I do it well.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

**Next, please answer the following questions about school and your friends.**

**J. How much do you agree or disagree with these statements?**

1. Homework is a waste of time.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I try hard in school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Education is so important that it's worth it to put up with things about school that I don't like.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. In general, I like school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Grades are very important to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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6. I usually finish my homework.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
   1. Definitely Go with Friends 2. Probably Go with Friends 3. Uncertain 4. Probably Study 5. Definitely Study

**K. During the last year, how many of your current friends have done the following?**

1. Have been involved in school activities or school athletics?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Got along well with teachers and adults at school?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

3. Have been thought of as good students?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

4. Have been involved in community activities such as scouts, athletic league, or others?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

5. Have been regularly involved in religious activities?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Regularly took part in their own family activities?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Have been generally honest and told the truth?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

8. Almost always obeyed school rules?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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**L. During the last year, how many of your current friends have done the following?**

1. Skipped school without an excuse?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Lied, disobeyed, or talked back to adults such as parents, teachers, or others?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

3. Purposely damaged or destroyed property that did not belong to them?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

4. Stolen something worth less than $50.
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

5. Stolen something worth more than $50?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Gone into or tried to go into a building to steal something?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Stolen or tried to steal a motor vehicle?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

8. Hit someone with the idea of hurting them?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

9. Attacked someone with a weapon?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

10. Used a weapon or force to get money or things from people?
    1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

11. Sold marijuana?
    1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

12. Sold illegal drugs such as heroin, cocaine, crack or LSD?
    1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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13. Used tobacco products?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

14. Used alcohol?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

15. Used marijuana?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

**M. Studies have found that everyone breaks the rules and laws some times. Have you ever done any of the following? If yes, please indicate how many times in the past 3 months you have done each thing.**

| **Have you ever . . . .** | | **Ever Done** | **If Yes, How Many Times in Past 3 Months** |
|---|---|---|---|
| 1. | Skipped classes without an excuse? | 1. No 2. Yes | _____ Times |
| 2. | Lied about your age to get into some place or to buy something? | 1. No 2. Yes | _____ Times |
| 3. | Avoided paying for things such as movies, bus or subway rides? | 1. No 2. Yes | _____ Times |
| 4. | Purposely damaged or destroyed property that did not belong to you? | 1. No 2. Yes | _____ Times |
| 5. | Carried a hidden weapon for protection? | 1. No 2. Yes | _____ Times |
| 6. | Illegally spray painted a wall or a building? | 1. No 2. Yes | _____ Times |

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| | | Ever Done | If Yes, How Many Times in Past 3 Months |
|---|---|---|---|
| 7. | Stolen or tried to steal something worth less than $50? | 1. No 2. Yes | _____ Times |
| 8. | Stolen or tried to steal something worth more than $50? | 1. No 2. Yes | _____ Times |
| 9. | Gone into or tried to go into a building to steal something? | 1. No 2. Yes | _____ Times |
| 10. | Stolen or tried to steal a motor vehicle? | 1. No 2. Yes | _____ Times |
| 11. | Hit someone with the idea of hurting them? | 1. No 2. Yes | _____ Times |
| 12. | Attacked someone with a weapon? | 1. No 2. Yes | _____ Times |
| 13. | Used a weapon or force to get money or things from people? | 1. No 2. Yes | _____ Times |
| 14. | Been involved in gang fights? | 1. No 2. Yes | _____ Times |
| 15. | Shot at someone because you were told to by someone else? | 1. No 2. Yes | _____ Times |
| 16. | Sold marijuana? | 1. No 2. Yes | _____ Times |
| 17. | Sold other illegal drugs such as heroin, cocaine, crack or LSD? | 1. No 2. Yes | _____ Times |

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**N. Have you used any of the following drugs? If you have, please answer how many times you've used each drug in the past 3 months.**

| **Have you ever used . . . .** | | **Ever Done** | **If Yes, How Many Times in Past 3 Months** |
|---|---|---|---|
| 1. | Tobacco products? | 1. No 2. Yes | _____ Times |
| 2. | Alcohol? | 1. No 2. Yes | _____ Times |
| 3. | Marijuana? | 1. No 2. Yes | _____ Times |
| 4. | Conadol? | 1. No 2. Yes | _____ Times |
| 5. | Paint, glue or other things you inhale to get high? | 1. No 2. Yes | _____ Times |
| 6. | Other illegal drugs? | 1. No 2. Yes | _____ Times |

**O. Have any of the following things ever happened to you? If yes, how many times in the past 3 months?**

| **Have you ever . . . .** | | **Ever Happened** | **If Yes, How Many Times in Past 3 Months** |
|---|---|---|---|
| 1. | been hit by someone trying to hurt you? | 1. No 2. Yes | _____ Times |
| 2. | had someone use a weapon or force to get money or things from you? | 1. No 2. Yes | _____ Times |
| 3. | been attacked by someone with a weapon or by someone trying to seriously hurt or kill you? | 1. No 2. Yes | _____ Times |
| 4. | had some of your things stolen from you? | 1. No 2. Yes | _____ Times |

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**P. The following questions ask about your attitudes about gangs and things that gangs do.**

1. Whether or not you are a member of a gang, what GOOD things do you think would happen to you as a gang member?
(CIRCLE ALL THAT APPLY)
1. I would fit into a group better.
2. I would have excitement.
3. I would be "cool".
4. I would be protected.
5. I would feel successful.
6. I would get money.
7. There are no good things.
8. Other (SPECIFY)_____

2. Whether or not you are a gang member, what BAD things do you think would happen to you as a gang member.
(CIRCLE ALL THAT APPLY)
1. I would feel guilty
2. I would get into trouble with police
3. I would get into trouble with parents
4. I would get into trouble with teachers
5. I would lose my nongang friends
6. I would get hurt
7. I would get killed
8. There are no bad things
9. other (SPECIFY)_____

**Whether or not you are in a gang, how do you feel about . . . .**

3. having friends in gangs?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

4. being in a gang yourself?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

5. taking part in illegal gang activities?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

6. doing whatever the gang leader tells you to do?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

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7. Have you ever been a gang member? 1. No 2. Yes

8. Are you now in a gang? 1. No 2. Yes

8a. Suppose the circle on the board represents your gang. How far from the center of the gang are you? Circle the number that best describes your place in your gang.

1 2 3 4 5 0. Not in Gang

**(IF YOU ARE NOT IN A GANG, CIRCLE THE "Not in gang" RESPONSE IN QUESTIONS 9-20)**

9. How old were you when you joined this gang?

About _____ years old. 0. Not in gang

10. Do the following describe your gang?

| | | | |
|---|---|---|---|
| a. You can join before age 13. | 1. No | 2. Yes | 0. Not in gang |
| b. There are initiation rites. | 1. No | 2. Yes | 0. Not in gang |
| c. The gang has established leaders. | 1. No | 2. Yes | 0. Not in gang |
| d. The gang has regular meetings. | 1. No | 2. Yes | 0. Not in gang |
| e. The gang has specific rules or codes. | 1. No | 2. Yes | 0. Not in gang |
| f. Gang members have specific roles. | 1. No | 2. Yes | 0. Not in gang |
| g. There are roles for each age group. | 1. No | 2. Yes | 0. Not in gang |
| h. The gang has symbols or colors. | 1. No | 2. Yes | 0. Not in gang |
| i. There are specific roles for girls. | 1. No | 2. Yes | 0. Not in gang |

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11. How many members are there in your gang?
    0. Not in gang
    a. Total number _____
    b. How many boys?_____ number
    c. How many girls?_____ number

12. Why did you join the gang? (CIRCLE ALL THAT APPLY)

    0. Not in gang
    1. For fun
    2. For protection
    3. A friend was in the gang
    4. A brother or sister was in the gang
    5. I was forced to join
    6. To get respect
    7. For money
    8. To fit in better
    9. Other (SPECIFY)_____

13. Does your gang do the following things?

| | | | |
|---|---|---|---|
| a. Help out in the community. | 1. No | 2. Yes | 0. Not in gang |
| b. Get in fights with other gangs. | 1. No | 2. Yes | 0. Not in gang |
| c. Provide protection for each other | 1. No | 2. Yes | 0. Not in gang |
| d. Steal things | 1. No | 2. Yes | 0. Not in gang |
| e. Rob other people | 1. No | 2. Yes | 0. Not in gang |
| f. Steal cars | 1. No | 2. Yes | 0. Not in gang |
| g. Sell marijuana | 1. No | 2. Yes | 0. Not in gang |
| h. Sell other illegal drugs | 1. No | 2. Yes | 0. Not in gang |
| i. Damage or destroy property | 1. No | 2. Yes | 0. Not in gang |

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**How much do you agree or disagree with the following statements?**

14. Being in my gang makes me feel important.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

15 My gang members provide a good deal of support and loyalty for one another.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

16. Being a gang member makes me feel respected.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

17. Being a gang member makes me feel like I'm a useful person to have around.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

18. Being a gang member makes me feel like I really belong somewhere.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

19. I really enjoy being a member of my gang.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

20. My gang is like a family to me.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

21. People sometimes commit crimes because they are prejudiced against others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

22. Learning sensitivity to cultures different from my own will help me avoid conflict with others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

23. If my family could not meet my basic needs such as food, clothing and protection, I would turn to a gang for help.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

24. Persons my age use drugs because they have low self-esteem.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

25. Persons my age use drugs because of peer pressure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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26. Gangs sell drugs just to make money.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

27. Gangs sell drugs because it gives them a sense of power in the community.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

28. Gangs interfere with the peace and safety of a neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

29. Violence interferes with a person's basic right to feel safe and secure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

30. Getting involved with gangs will interfere with reaching your goals.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**Thank you very much for answering these questions. We really appreciate your help.**

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Please provide the following information. Once you have completed this page, tear it out and hand it to one of the researchers.

**PLEASE PRINT**

Your Name:_____

Address:_____

_____

City State Zip

Telephone #:_____

Parent or Guardian Name:_____

Address (if different):_____

_____

City State Zip

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# NATIONAL EVALUATION OF G.R.E.A.T.

## STUDENT QUESTIONNAIRE

*Fall 1996*

University of Nebraska at Omaha
Department of Criminal Justice
1100 Neihardt
Lincoln, NE 68588-0630

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## INSTRUCTIONS

1. Please answer the questions in the order they appear.

2. Circle the number that shows your best answer to each question.

3. There are no right or wrong answers. Your opinion is what counts.

4. Do **NOT** write your name on the questionnaire.

5. Your answers are CONFIDENTIAL -- no one will ever connect your name with the answers you give.

6. You have the right to skip any question that you do not want to answer.

7. You can stop filling out the questionnaire any time you wish.

WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS.

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**A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.**

1. I am
   1. Male
   2. Female

2. I am
   1. White/Anglo, not Hispanic
   2. Black/African-American
   3. Hispanic/Latino
   4. American Indian/Native American
   5. Asian/Pacific Islander/Oriental
   6. Other (SPECIFY) _____

4. I am _____ years old.

5. I live with
   1. my mother only
   2. my father only
   3. both my mother and father
   4. other (SPECIFY) _____

9. Did you complete the G.R.E.A.T. program?
   1. No 2. Yes

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**B. The following questions are about your school. Circle the response that best describes your school.**

1. There is a lot of gang activity at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Students get along well with each other at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. There are a lot of fights between different groups at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Students beat up teachers.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. There is a lot of racial conflict between students at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I feel safe at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I feel safe in the neighborhood around my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. There is a lot of pressure to join gangs at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. There are gang fights at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**C. The following few questions are about your family. First think about your mother or mother-figure and circle the number that best represents your attitude. The closer the number is to the phrase, the more you think that is the case. If you don't have a mother or mother-figure, leave these questions blank.**

**Think about your mother or mother-figure .**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 2. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 3. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 4. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 5. | always ask her advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask her advice |
| 6. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

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**Next, think about your father or father-figure. If you don't have a father or father-figure, leave these questions blank.**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 7. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 8. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 9. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 10. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 11. | always ask his advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask his advice |
| 12. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

**How much do you agree or disagree with these statements?**

13. When I go someplace, I leave a note for my parents or call them to tell them where I am.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. My parents know where I am when I am not at home or at school.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. I know how to get in touch with my parents if they are not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. My parents know who I am with if I am not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**D. Remember, there are no right or wrong answers. It is your opinion that is important.**

1. I often act on the spur of the moment without stopping to think.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I don't devote much thought and effort to preparing for the future.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. I often do whatever brings me pleasure here and now, even at the cost of some distant goal.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I'm more concerned with what happens to me in the short run than in the long run.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. I like to test myself every now and then by doing something a little risky.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Sometimes I will take a risk just for the fun of it.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I sometimes find it exciting to do things for which I might get in trouble.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. Excitement and adventure are more important to me than security.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. I have a strong sense of belonging to my own ethnic group.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. If I were to be born all over again, I would want to be born into a different ethnic group from the one I belong to.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. I sometimes feel that I don't belong with any ethnic group.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

12. I feel good about my cultural or ethnic background.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**E. The next few questions are about your attitudes toward the police.**

1. Police officers are honest.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Most police officers are usually rude.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Police officers are hardworking.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Most police officers are usually friendly.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Police officers are usually courteous.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Police officers are respectful toward people like me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. Police officers are prejudiced against minority persons.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. I feel safer when police officers are in my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. Police officers make good teachers.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. Police officers don't know much about gangs.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**F. For the next set of questions, think about your current group of friends.**

1. How many close friends do you have? _____ number

2. How many of your close friends are in a gang? _____ number

3. Do you ever spend time hanging around with your current friends not doing anything in particular where no adults are present? 1. No 2. Yes

4. IF YES, how many hours do you spend doing this during an average week?
_____ hours

5. Do you ever spend time getting together with your current friends where drugs and alcohol are available? 1. No 2. Yes

6. IF YES, how many hours do you spend doing this during an average week?
_____ hours

Are you involved in the following activities?

a. school activities or athletics?
1. No 2. Yes

b. If YES, how many hours do you spend doing this during an average week?
_____hours

c. community activities such as scouts, or athletic leagues?
1. No 2. Yes

d. If YES, how many hours do you spend doing this during an average week?
_____hours

e. religious activities?
1. No 2. Yes

f. If YES, how many hours do you spend doing this during an average week?
_____hours

g. your own family activities?
1. No 2. Yes

h. If YES, how many hours do you spend doing this during an average week?
_____hours

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**For these next few questions, indicate how likely it is that you would do the following.**

7. If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

8. If your group of friends was getting you into trouble at school, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

9. If your group of friends was getting you into trouble with the police, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

10. If your friends told you not to do something because it was wrong, how likely is it that you would listen to them?
    1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

11. If your friends told you not to do something because it was against the law, how likely is it that you would listen to them?
    1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

**G. These next few questions are about your opinions about a number of different things.**

**How much do you agree or disagree with these statements?**

1. Even though there are lots of students around, I often feel lonely at school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Sometimes I feel lonely when I'm with my friends.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Sometimes I feel lonely when I'm with my family.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I probably won't be able to do the kind of work that I want to do because I won't have enough education.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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5. A person like me has a pretty good chance of going to college.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I won't be able to finish high school because my family will want me to get a job.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I'll never have enough money to go to college.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. It's okay to tell a small lie if it doesn't hurt anyone.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. It's okay to lie to someone if it will keep you out of trouble with them.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. It's okay to steal something from someone who is rich and can easily replace it.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

12. It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

13. It's okay to steal something if that's the only way you could ever get it.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. It's okay to get into a physical fight with someone if they hit you first.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. It's okay to get in a physical fight with someone if you have to stand up for or protect your rights.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. It's okay to get in a physical fight with someone if they are threatening to hurt your friends or family.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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17. It's okay to beat up someone if they don't show you enough respect.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

18. It's okay to beat up someone if they threaten you.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**H. How guilty or how badly would you feel if you . . . .**

1. Skipped school without an excuse?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

2. Lied, disobeyed or talked back to adults such as parents, teachers, or others?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

3. Purposely damaged or destroyed property that did not belong to you?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

4. Stole something worth less than $50?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

5. Stole something worth more than $50?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

6. Went into or tried to go into a building to steal something?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

7. Stole or tried to steal a motor vehicle?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

8. Hit someone with the idea of hurting them?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

9. Attacked someone with a weapon?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

10. Used a weapon or force to get money or things from people?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

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11. Sold marijuana?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

12. Sold other illegal drugs such as heroin, cocaine, crack, or LSD?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

13. Used tobacco products?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

14. Used alcohol?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

15. Used marijuana?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

**I. Indicate how often you think these statements describe you.**

1. I am a useful person to have around.
1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

2. I feel that I am a person of worth, at least as much as others.
1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

3. As a person, I do a good job these days.
1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

4. I am able to do things as well as most other people.
1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

5. I feel good about myself.
1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

6. When I do a job, I do it well.
1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

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**Next, please answer the following questions about school and your friends.**

**J. How much do you agree or disagree with these statements?**

1. Homework is a waste of time.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I try hard in school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Education is so important that it's worth it to put up with things about school that I don't like.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. In general, I like school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Grades are very important to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I usually finish my homework.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
   1. Definitely Go with Friends 2. Probably Go with Friends 3. Uncertain 4. Probably Study 5. Definitely Study

**K. During the last year, how many of your current friends have done the following?**

1. Have been involved in school activities or school athletics?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Got along well with teachers and adults at school?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

3. Have been thought of as good students?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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4. Have been involved in community activities such as scouts, athletic league, or others?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

5. Have been regularly involved in religious activities?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Regularly took part in their own family activities?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Have been generally honest and told the truth?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

8. Almost always obeyed school rules?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

**L. During the last year, how many of your current friends have done the following?**

1. Skipped school without an excuse?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Lied, disobeyed, or talked back to adults such as parents, teachers, or others?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

3. Purposely damaged or destroyed property that did not belong to them?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

4. Stolen something worth less than $50.
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

5. Stolen something worth more than $50?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Gone into or tried to go into a building to steal something?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Stolen or tried to steal a motor vehicle?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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8. Hit someone with the idea of hurting them?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

9. Attacked someone with a weapon?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

10. Used a weapon or force to get money or things from people?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

11. Sold marijuana?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

12. Sold illegal drugs such as heroin, cocaine, crack or LSD?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

13. Used tobacco products?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

14. Used alcohol?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

15. Used marijuana?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

**M. Studies have found that everyone breaks the rules and laws some times. Please indicate how many times in the past 6 months you have done each thing. If you have not done these things, enter "0".**

**How many times in the past 6 months have you . . . .**

1. Skipped classes without an excuse? _____ Times

2. Lied about your age to get into some place or to buy something? _____ Times

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**How many times in the past 6 months have you . . .**

| | | |
|---|---|---|
| 3. | Avoided paying for things such as movies, bus or subway rides? | _____ Times |
| 4. | Purposely damaged or destroyed property that did not belong to you? | _____ Times |
| 5. | Carried a hidden weapon for protection? | _____ Times |
| 6. | Illegally spray painted a wall or a building? | _____ Times |
| 7. | Stolen or tried to steal something worth less than $50? | _____ Times |
| 8. | Stolen or tried to steal something worth more than $50? | _____ Times |
| 9. | Gone into or tried to go into a building to steal something? | _____ Times |
| 10. | Stolen or tried to steal a motor vehicle? | _____ Times |
| 11. | Hit someone with the idea of hurting them? | _____ Times |
| 12. | Attacked someone with a weapon? | _____ Times |
| 13. | Used a weapon or force to get money or things from people? | _____ Times |
| 14. | Been involved in gang fights? | _____ Times |
| 15. | Shot at someone because you were told to by someone else? | _____ Times |
| 16. | Sold marijuana? | _____ Times |
| 17. | Sold other illegal drugs such as heroin, cocaine, crack or LSD? | _____ Times |

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**N. For the following list of drugs, please indicate how many times you've used each drug in the past 6 months. If you haven't used the drug, enter "0".**

**How many times in the past 6 months have you used . . . .**

| | | |
|---|---|---|
| 1. | Tobacco products? | _____ Times |
| 2. | Alcohol? | _____ Times |
| 3. | Marijuana? | _____ Times |
| 4. | Conadol? | _____ Times |
| 5. | Paint, glue or other things you inhale to get high? | _____ Times |
| 6. | Other illegal drugs? | _____ Times |

**O. Have any of the following things happened to you in the last 6 months? If these things have not happened to you, enter "0".**

**How many times in the last 6 months have you . . . .**

| | | |
|---|---|---|
| 1. | been hit by someone trying to hurt you? | _____ Times |
| 2. | had someone use a weapon or force to get money or things from you? | _____ Times |
| 3. | been attacked by someone with a weapon or by someone trying to seriously hurt or kill you? | _____ Times |
| 4. | had some of your things stolen from you? | _____ Times |
| 5. | Have you ever been arrested? | 1. No 2. Yes |
| 6. | If YES, how many times in the past 6 months? | _____ Times |

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**P. The following questions ask about your attitudes about gangs and things that gangs do.**

1. Whether or not you are a member of a gang, what GOOD things do you think would happen to you as a gang member?
(CIRCLE ALL THAT APPLY)
1. I would fit into a group better.
2. I would have excitement.
3. I would be "cool".
4. I would be protected.
5. I would feel successful.
6. I would get money.
7. There are no good things.
8. Other (SPECIFY)_____

2. Whether or not you are a gang member, what BAD things do you think would happen to you as a gang member.
(CIRCLE ALL THAT APPLY)
1. I would feel guilty
2. I would get into trouble with police
3. I would get into trouble with parents
4. I would get into trouble with teachers
5. I would lose my nongang friends
6. I would get hurt
7. I would get killed
8. There are no bad things
9. other (SPECIFY)_____

**Whether or not you are in a gang, how do you feel about . . . .**

3. having friends in gangs?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

4. being in a gang yourself?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

5. taking part in illegal gang activities?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

6. doing whatever the gang leader tells you to do?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

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7. Have you ever been a gang member? 1. No 2. Yes

8. Are you now in a gang? 1. No 2. Yes

8a. Suppose the circle on the board represents your gang. How far from the center of the gang are you? Circle the number that best describes your place in your gang.

1 2 3 4 5 0. Not in Gang

**(IF YOU ARE NOT IN A GANG, CIRCLE THE "Not in gang" RESPONSE IN QUESTIONS 9-20)**

9. How old were you when you joined this gang?

About _____ years old. 0. Not in gang

10. Do the following describe your gang?

| | | | |
|---|---|---|---|
| a. You can join before age 13. | 1. No | 2. Yes | 0. Not in gang |
| b. There are initiation rites. | 1. No | 2. Yes | 0. Not in gang |
| c. The gang has established leaders. | 1. No | 2. Yes | 0. Not in gang |
| d. The gang has regular meetings. | 1. No | 2. Yes | 0. Not in gang |
| e. The gang has specific rules or codes. | 1. No | 2. Yes | 0. Not in gang |
| f. Gang members have specific roles. | 1. No | 2. Yes | 0. Not in gang |
| g. There are roles for each age group. | 1. No | 2. Yes | 0. Not in gang |
| h. The gang has symbols or colors. | 1. No | 2. Yes | 0. Not in gang |
| i. There are specific roles for girls. | 1. No | 2. Yes | 0. Not in gang |

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11. How many members are there in your gang?
    0. Not in gang
    a. Total number _____
    b. How many boys?_____ number
    c. How many girls?_____ number

12. Why did you join the gang? (CIRCLE ALL THAT APPLY)

    0. Not in gang
    1. For fun
    2. For protection
    3. A friend was in the gang
    4. A brother or sister was in the gang
    5. I was forced to join
    6. To get respect
    7. For money
    8. To fit in better
    9. Other (SPECIFY)_____

13. Does your gang do the following things?

| | | | |
|---|---|---|---|
| a. Help out in the community. | 1. No | 2. Yes | 0. Not in gang |
| b. Get in fights with other gangs. | 1. No | 2. Yes | 0. Not in gang |
| c. Provide protection for each other | 1. No | 2. Yes | 0. Not in gang |
| d. Steal things | 1. No | 2. Yes | 0. Not in gang |
| e. Rob other people | 1. No | 2. Yes | 0. Not in gang |
| f. Steal cars | 1. No | 2. Yes | 0. Not in gang |
| g. Sell marijuana | 1. No | 2. Yes | 0. Not in gang |
| h. Sell other illegal drugs | 1. No | 2. Yes | 0. Not in gang |
| i. Damage or destroy property | 1. No | 2. Yes | 0. Not in gang |

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**How much do you agree or disagree with the following statements?**

14 Being in my gang makes me feel important.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

15 My gang members provide a good deal of support and loyalty for one another.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

16. Being a gang member makes me feel respected.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

17. Being a gang member makes me feel like I'm a useful person to have around.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

18. Being a gang member makes me feel like I really belong somewhere.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

19. I really enjoy being a member of my gang.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

20. My gang is like a family to me.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

21. People sometimes commit crimes because they are prejudiced against others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

22. Learning sensitivity to cultures different from my own will help me avoid conflict with others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

23. If my family could not meet my basic needs such as food, clothing and protection, I would turn to a gang for help.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

24. Persons my age use drugs because they have low self-esteem.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

25. Persons my age use drugs because of peer pressure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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26. Gangs sell drugs just to make money.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

27. Gangs sell drugs because it gives them a sense of power in the community.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

28. Gangs interfere with the peace and safety of a neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

29. Violence interferes with a person's basic right to feel safe and secure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

30. Getting involved with gangs will interfere with reaching your goals.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**Thank you very much for answering these questions. We really appreciate your help.**

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Please provide the following information. Once you have completed this page, tear it out and hand it to one of the researchers.

**PLEASE PRINT**

Your Name:_____

Address:_____

_____

City State Zip

Telephone #:_____

Parent or Guardian Name:_____

Address (if different):_____

_____

City State Zip

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# NATIONAL EVALUATION OF G.R.E.A.T.

## STUDENT QUESTIONNAIRE

*Fall 1997*

University of Nebraska at Omaha
Department of Criminal Justice
1100 Neihardt
Lincoln, NE 68588-0630

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## INSTRUCTIONS

1. Please answer the questions in the order they appear.

2. Circle the number that shows your best answer to each question.

3. There are no right or wrong answers. Your opinion is what counts.

4. Do **NOT** write your name on the questionnaire.

5. Your answers are CONFIDENTIAL - - no one will ever connect your name with the answers you give.

6. You have the right to skip any question that you do not want to answer.

7. You can stop filling out the questionnaire any time you wish.

WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS

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**A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.**

1. I am
   1. Male
   2. Female

2. I am
   1. White/Anglo, not Hispanic
   2. Black/African-American
   3. Hispanic/Latino
   4. American Indian/Native American
   5. Asian/Pacific Islander/Oriental
   6. Other (SPECIFY) _____

4. I am _____ years old.

5. I live with
   1. my mother and my father
   2. my mother only
   3. my father only
   4. my mother and stepfather
   5. my father and stepmother
   6. my mother and other adult (SPECIFY) _____
   7. my father and other adult (SPECIFY) _____
   8. other relatives (SPECIFY) _____
   9. other (SPECIFY) _____

10. How many times have you moved this year (since January 1, 1997)? _____ number

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**B. The following questions are about your school. Circle the response that best describes your school.**

1. There is a lot of gang activity at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Students get along well with each other at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. There are a lot of fights between different groups at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Students beat up teachers.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. There is a lot of racial conflict between students at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I feel safe at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I feel safe in the neighborhood around my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. There is a lot of pressure to join gangs at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. There are gang fights at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**C. The following few questions are about your family. First think about your mother or mother-figure and circle the number that best represents your attitude. The closer the number is to the phrase, the more you think that is the case. If you don't have a mother or mother-figure, leave these questions blank.**

**Think about your mother or mother-figure .**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 2. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 3. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 4. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 5. | always ask her advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask her advice |
| 6. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

When answering these questions, who were you thinking about?

1. My mother
2. My stepmother
3. Other female relative (SPECIFY)_____
4. My father's girlfriend
5. Other (SPECIFY)_____

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**Next, think about your father or father-figure. If you don't have a father or father-figure, leave these questions blank.**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 7. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 8. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 9. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 10. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 11. | always ask his advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask his advice |
| 12. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

When answering these questions, who were you thinking about?

1. My father
2. My stepfather
3. Other male relative (SPECIFY) _____
4. My mother's boyfriend
5. Other (SPECIFY) _____

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**How much do you agree or disagree with these statements?**

13. When I go someplace, I leave a note for my parents or call them to tell them where I am.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. My parents know where I am when I am not at home or at school.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. I know how to get in touch with my parents if they are not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. My parents know who I am with if I am not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**D. Remember, there are no right or wrong answers. It is your opinion that is important.**

1. I often act on the spur of the moment without stopping to think.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I don't devote much thought and effort to preparing for the future.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. I often do whatever brings me pleasure here and now, even at the cost of some distant goal.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I'm more concerned with what happens to me in the short run than in the long run.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. I like to test myself every now and then by doing something a little risky.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Sometimes I will take a risk just for the fun of it.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I sometimes find it exciting to do things for which I might get in trouble.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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8. Excitement and adventure are more important to me than security.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. I have a strong sense of belonging to my own ethnic group.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. If I were to be born all over again, I would want to be born into a different ethnic group from the one I belong to.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. I sometimes feel that I don't belong with any ethnic group.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

12. I feel good about my cultural or ethnic background.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**E. The next few questions are about your attitudes toward the police.**

1. Police officers are honest.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Most police officers are usually rude.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Police officers are hardworking.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Most police officers are usually friendly.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Police officers are usually courteous.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Police officers are respectful toward people like me.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. Police officers are prejudiced against minority persons.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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8. I feel safer when police officers are in my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. Police officers make good teachers.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. Police officers don't know much about gangs.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**F. For the next set of questions, think about your current group of friends.**

1. How many close friends do you have? _____ number

2. How many of your close friends are in a gang? _____ number

3. Do you ever spend time hanging around with your current friends not doing anything in particular where no adults are present? 1. No 2. Yes

4. IF YES, how many hours do you spend doing this during an average week?
   _____ hours

5. Do you ever spend time getting together with your current friends where drugs and alcohol are available? 1. No 2. Yes

6. IF YES, how many hours do you spend doing this during an average week?
   _____ hours

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Are you involved in the following activities?

a. School activities or athletics?

1. No 2. Yes

b. If YES, how many hours do you spend doing this during an average week?

_____ hours

c. community activities such as scouts, or athletic leagues?

1. No 2. Yes

d. If YES, how many hours do you spend doing this during an average week?

_____ hours

e. religious activities?

1. No 2. Yes

f. If YES, how many hours do you spend doing this during an average week?

_____ hours

g. your own family activities?

1. No 2. Yes

h. If YES, how many hours do you spend doing this during an average week?

_____ hours

**For these next few questions, indicate how likely it is that you would do the following.**

7. If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?

1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

8. If your group of friends was getting you into trouble at school, how likely is it that you would still hang out with them?

1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

9. If your group of friends was getting you into trouble with the police, how likely is it that you would still hang out with them?

1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

10. If your friends told you <u>not</u> to do something because it was wrong, how likely is it that you would listen to them?

1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

11. If your friends told you <u>not</u> to do something because it was against the law, how likely is it that you would listen to them?

1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

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**G. These next few questions are about your opinions about a number of different things.**

**How much do you agree or disagree with these statements?**

1. Even though there are lots of students around, I often feel lonely at school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Sometimes I feel lonely when I'm with my friends.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Sometimes I feel lonely when I'm with my family.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I probably won't be able to do the kind of work that I want to do because I won't have enough education.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. A person like me has a pretty good chance of going to college.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I won't be able to finish high school because my family will want me to get a job.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I'll never have enough money to go to college.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. It's okay to tell a small lie if it doesn't hurt anyone.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. It's okay to lie to someone if it will keep you out of trouble with them.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. It's okay to steal something from someone who is rich and can easily replace it.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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12. It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

13. It's okay to steal something if that's the only way you could ever get it.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. It's okay to get into a physical fight with someone if they hit you first.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. It's okay to get in a physical fight with someone if you have to stand up for or protect your rights.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. It's okay to get in a physical fight with someone if they are threatening to hurt your friends or family.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

17. It's okay to beat up someone if they don't show you enough respect.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

18. It's okay to beat up someone if they threaten you.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

Every now and then we get upset with other people. During the past year when you've gotten upset with someone, how often have you done the following?

1. talked to the person about why I was upset.
1. Never 2. Sometimes 3. Often

2. tried to figure out why I was upset.
1. Never 2. Sometimes 3. Often

3. did nothing and just stayed angry for a while.
1. Never 2. Sometimes 3. Often

4. told the person off or yelled at them.
1. Never 2. Sometimes 3. Often

5. hit the person.
1. Never 2. Sometimes 3. Often

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**H. How guilty or how badly would you feel if you . . . .**

1. Skipped school without an excuse?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

2. Lied, disobeyed or talked back to adults such as parents, teachers, or others?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

3. Purposely damaged or destroyed property that did not belong to you?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

4. Stole something worth less than $50?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

5. Stole something worth more than $50?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

6. Went into or tried to go into a building to steal something?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

7. Stole or tried to steal a motor vehicle?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

8. Hit someone with the idea of hurting them?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

9. Attacked someone with a weapon?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

10. Used a weapon or force to get money or things from people?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

11. Sold marijuana?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

12. Sold other illegal drugs such as heroin, cocaine, crack, or LSD?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

13. Used tobacco products?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

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14. Used alcohol?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

15. Used marijuana?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

**How much do you agree or disagree with the following statements?**

1. The world is usually good to people like me.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Most people are better off than I am.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. I'll never have as much opportunity to succeed as young people from other neighborhoods.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Most successful people probably used illegal means to become successful.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. I am as well off as most people.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. If a person like me works hard, they can get ahead.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. When things are going badly, I know they won't be bad all the time.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. All I see ahead are bad times, not good times.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. As I get older, things will get better.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. I never get what I want so it's dumb to want anything.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**I. Indicate how often you think these statements describe you.**

1. I am a useful person to have around.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

2. I feel that I am a person of worth, at least as much as others.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

3. As a person, I do a good job these days.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

4. I am able to do things as well as most other people.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

5. I feel good about myself.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

6. When I do a job, I do it well.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

**Next, please answer the following questions about school and your friends.**

**J. How much do you agree or disagree with these statements?**

1. Homework is a waste of time.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I try hard in school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Education is so important that it's worth it to put up with things about school that I don't like.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. In general, I like school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Grades are very important to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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6. I usually finish my homework.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
   1. Definitely Go with Friends 2. Probably Go with Friends 3. Uncertain 4. Probably Study 5. Definitely Study

**K. During the last year, how many of your current friends have done the following?**

1. Have been involved in school activities or school athletics?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Got along well with teachers and adults at school?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

3. Have been thought of as good students?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

4. Have been involved in community activities such as scouts, athletic league, or others?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

5. Have been regularly involved in religious activities?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Regularly took part in their own family activities?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Have been generally honest and told the truth?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

8. Almost always obeyed school rules?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

**L. During the last year, how many of your current friends have done the following?**

1. Skipped school without an excuse?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Lied, disobeyed, or talked back to adults such as parents, teachers, or others?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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3. Purposely damaged or destroyed property that did not belong to them?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

4. Stolen something worth less than $50?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

5. Stolen something worth more than $50?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Gone into or tried to go into a building to steal something?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Stolen or tried to steal a motor vehicle?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

8. Hit someone with the idea of hurting them?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

9. Attacked someone with a weapon?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

10. Used a weapon or force to get money or things from people?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

11. Sold marijuana?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

12. Sold illegal drugs such as heroin, cocaine, crack or LSD?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

13. Used tobacco products?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

14. Used alcohol?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

15. Used marijuana?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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**M. Studies have found that everyone breaks the rules and laws some times. Indicate how many times in the past 6 months you have done each thing. If you have not done these things, enter "0"**

**How many times in the last 6 months have you . . . .**

| | | |
|---|---|---|
| 1. | Skipped classes without an excuse? | _____ Times |
| 2. | Lied about your age to get into some place or to buy something? | _____ Times |
| 3. | Avoided paying for things such as movies, bus or subway rides? | _____ Times |
| 4. | Purposely damaged or destroyed property that did not belong to you? | _____ Times |
| 5. | Carried a hidden weapon for protection? | _____ Times |
| 6. | Illegally spray painted a wall or a building? | _____ Times |
| 7. | Stolen or tried to steal something worth less than $50? | _____ Times |
| 8. | Stolen or tried to steal something worth more than $50? | _____ Times |
| 9. | Gone into or tried to go into a building to steal something? | _____ Times |
| 10. | Stolen or tried to steal a motor vehicle? | _____ Times |
| 11. | Hit someone with the idea of hurting them? | _____ Times |
| 12. | Attacked someone with a weapon? | _____ Times |
| 13. | Used a weapon or force to get money or things from people? | _____ Times |
| 14. | Been involved in gang fights? | _____ Times |
| 15. | Shot at someone because you were told to by someone else? | _____ Times |
| 16. | Sold marijuana? | _____ Times |
| 17. | Sold other illegal drugs such as heroin, cocaine, crack or LSD? | _____ Times |

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**N. For the following list of drugs, please indicate how many times you've used each drug in the past 6 months. If you haven't used the drug, enter"0".**

**How many times in the past 6 months have you used . . .**

| | | |
|---|---|---|
| 1. | Tobacco products? | _____ Times |
| 2. | Alcohol? | _____ Times |
| 3. | Marijuana? | _____ Times |
| 4. | Conadol? | _____ Times |
| 5. | Paint, glue or other things you inhale to get high? | _____ Times |
| 6. | Other illegal drugs? | _____ Times |

**O. Have any of the following things happened to you in the last 6 months? If these things have not happened to you, enter "0".**

**How many times in the last 6 months have you . . .**

| | | |
|---|---|---|
| 1. | been hit by someone trying to hurt you? | _____ Times |
| 2. | had someone use a weapon or force to get money or things from you? | _____ Times |
| 3. | been attacked by someone with a weapon or by someone trying to seriously hurt or kill you? | _____ Times |
| 4. | had some of your things stolen from you? | _____ Times |
| 5. | Have you ever been arrested? | 1. No 2. Yes |
| 6. | If YES, how many times in the past 6 months? | _____ Times |

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**P. The following questions ask about your attitudes about gangs and things that gangs do.**

1. Whether or not you are a member of a gang, what GOOD things do you think would happen to you as a gang member?
(CIRCLE ALL THAT APPLY)
1. I would fit into a group better.
2. I would have excitement.
3. I would be "cool".
4. I would be protected.
5. I would feel successful.
6. I would get money.
7. There are no good things.
8. Other (SPECIFY)_____

2. Whether or not you are a gang member, what BAD things do you think would happen to you as gang member.
(CIRCLE ALL THAT APPLY)
1. I would feel guilty.
2. I would get into trouble with police.
3. I would get into trouble with parents.
4. I would get into trouble with teachers.
5. I would lose my nongang friends.
6. I would get hurt.
7. I would get killed.
8. There are no bad things.
9. other (SPECIFY)_____

**Whether or not you are in a gang, how do you feel about . . . .**

3. having friends in gangs?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

4. being in a gang yourself?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

5. taking part in illegal gang activities?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

6. doing whatever the gang leader tells you to do?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

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7. Have you ever been a gang member? 1. No 2. Yes

8. Are you now in a gang? 1. No 2. Yes

8a. Suppose the circle on the board represents your gang. How far from the center of the gang are you? Circle the number that best describes your place in your gang.

1 2 3 4 5 0. Not in Gang

**(IF YOU ARE NOT IN A GANG, CIRCLE THE "Not in gang" RESPONSE IN QUESTIONS 9-20)**

9. How old were you when you joined this gang?

About _____ years old. 0. Not in gang

10. Do the following describe your gang?

| | | | |
|---|---|---|---|
| a. You can join before age 13. | 1. No | 2. Yes | 0. Not in gang |
| b. There are initiation rites. | 1. No | 2. Yes | 0. Not in gang |
| c. The gang has established leaders. | 1. No | 2. Yes | 0. Not in gang |
| d. The gang has regular meetings. | 1. No | 2. Yes | 0. Not in gang |
| e. The gang has specific rules or codes. | 1. No | 2. Yes | 0. Not in gang |
| f. Gang members have specific roles. | 1. No | 2. Yes | 0. Not in gang |
| g. There are roles for each age group. | 1. No | 2. Yes | 0. Not in gang |
| h. The gang has symbols or colors. | 1. No | 2. Yes | 0. Not in gang |
| i. There are specific roles for girls. | 1. No | 2. Yes | 0. Not in gang |
| j. There are specific roles for boys. | 1. No | 2. Yes | 0. Not in gang |

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11. How many members are there in your gang?
    0. Not in gang
    a. Total number _____
    b. How many boys?_____ number
    c. How many girls?_____ number

12. Why did you join the gang? (CIRCLE ALL THAT APPLY)

    0. Not in gang
    1. For fun
    2. For protection
    3. A friend was in the gang
    4. A brother or sister was in the gang
    5. I was forced to join
    6. To get respect
    7. For money
    8. To fit in better
    9. Other (SPECIFY)_____

13. Does your gang do the following things?

| | | | |
|---|---|---|---|
| a. Help out in the community | 1. No | 2. Yes | 0. Not in gang |
| b. Get in fights with other gangs | 1. No | 2. Yes | 0. Not in gang |
| c. Provide protection for each other | 1. No | 2. Yes | 0. Not in gang |
| d. Steal things | 1. No | 2. Yes | 0. Not in gang |
| e. Rob other people | 1. No | 2. Yes | 0. Not in gang |
| f. Steal cars | 1. No | 2. Yes | 0. Not in gang |
| g. Sell marijuana | 1. No | 2. Yes | 0. Not in gang |
| h. Sell other illegal drugs | 1. No | 2. Yes | 0. Not in gang |
| i. Damage or destroy property | 1. No | 2. Yes | 0. Not in gang |

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**How much do you agree or disagree with the following statements?**

14. Being in my gang makes me feel important.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

15. My gang members provide a good deal of support and loyalty for one another.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

16. Being a gang member makes me feel respected.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

17. Being a gang member makes me feel like I'm a useful person to have around.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

18. Being a gang member makes me feel like I really belong somewhere.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

19. I really enjoy being a member of my gang.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

20. My gang is like a family to me.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

21. People sometimes commit crimes because they are prejudiced against others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

22. Learning sensitivity to cultures different from my own will help me avoid conflict with others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

23. If my family could not meet my basic needs such as food, clothing and protection, I would turn to a gang for help.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

24. Persons my age use drugs because they have low self-esteem.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

25. Persons my age use drugs because of peer pressure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

26. Gangs sell drugs just to make money.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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27. Gangs sell drugs because it gives them a sense of power in the community.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

28. Gangs interfere with the peace and safety of a neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

29. Violence interferes with a person's basic right to feel safe and secure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

30. Getting involved with gangs will interfere with reaching your goals.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**Thank you very much for answering these questions. We really appreciate your help.**

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**Please provide the following information. Once you have completed this page, tear it out and hand it to one of the researchers.**

**PLEASE PRINT**

Your Name:_____

Address:_____

_____

City State Zip

Telephone #:_____

Parent or Guardian Name:_____

Address (if different):_____

_____

City State Zip

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# NATIONAL EVALUATION OF G.R.E.A.T.

# STUDENT QUESTIONNAIRE

*Fall 1999*

University of Nebraska at Omaha
Department of Criminal Justice
1100 Neihardt
Lincoln, NE 68588-0630

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# INSTRUCTIONS

1. Please answer the questions in the order they appear.
2. Circle the number that shows your best answer to each question.
3. There are no right or wrong answers. Your opinion is what counts.
4. Do NOT write your name on the questionnaire.
5. Your answers are CONFIDENTIAL -- no one outside of our research office will ever connect your name with the answers you give.
6. You have the right to skip any question that you do not want to answer.
7. You can stop filling out the questionnaire any time you wish.

## WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS

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**A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.**

1. I am
   1. Male
   2. Female

2. I am
   1. White/Anglo, not Hispanic
   2. Black/African-American
   3. Hispanic/Latino
   4. American Indian/Native American
   5. Asian/Pacific Islander/Oriental
   6. Other (SPECIFY) _____

4. I am _____ years old.

5. I live with
   1. my mother and my father
   2. my mother only
   3. my father only
   4. my mother and stepfather
   5. my father and stepmother
   6. my mother and other adult (SPECIFY) _____
   7. my father and other adult (SPECIFY) _____
   8. other relatives (SPECIFY) _____
   9. other (SPECIFY) _____

10. How many times have you moved this year (since January 1, 1998)? _____ Times

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**B. The following questions are about your school. Circle the response that best describes your school.**

1. There is a lot of gang activity at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Students get along well with each other at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. There are a lot of fights between different groups at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Students beat up teachers.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. There is a lot of racial conflict between students at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I feel safe at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I feel safe in the neighborhood around my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. There is a lot of pressure to join gangs at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. There are gang fights at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**C. The following questions are about your family. First think about your mother or mother-figure and circle the number that best represents your attitude. The closer the number is to the phrase, the more you think that is the case. If you don't have a mother or mother-figure, leave these questions blank.**

**Think about your mother or mother-figure .**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 2. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 3. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 4. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 5. | always ask her advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask her advice |
| 6. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

When answering these questions, who were you thinking about?

1. My mother
2. My stepmother
3. Other female relative (SPECIFY) _____
4. My father's girlfriend
5. Other (SPECIFY) _____

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**Next, think about your father or father-figure. If you don't have a father or father-figure, leave these questions blank.**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 7. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 8. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 9. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 10. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 11. | always ask his advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask his advice |
| 12. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

When answering these questions, who were you thinking about?

1. My father
2. My stepfather
3. Other male relative (SPECIFY) _____
4. My mother's boyfriend
5. Other (SPECIFY) _____

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**How much do you agree or disagree with these statements?**

13. When I go someplace, I leave a note for my parents or call them to tell them where I am.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. My parents know where I am when I am not at home or at school.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. I know how to get in touch with my parents if they are not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. My parents know who I am with if I am not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**D. Remember, there are no right or wrong answers. It is your opinion that is important.**

1. I often act on the spur of the moment without stopping to think.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I don't devote much thought and effort to preparing for the future.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. I often do whatever brings me pleasure here and now, even at the cost of some distant goal.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I'm more concerned with what happens to me in the short run than in the long run.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. I like to test myself every now and then by doing something a little risky.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Sometimes I will take a risk just for the fun of it.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I sometimes find it exciting to do things for which I might get in trouble.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. Excitement and adventure are more important to me than security.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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9. I have a strong sense of belonging to my own ethnic group.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. If I were to be born all over again, I would want to be born into a different ethnic group from the one I belong to.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. I sometimes feel that I don't belong with any ethnic group.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

12. I feel good about my cultural or ethnic background.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

13. My neighborhood has a diversity of racial/ethnic backgrounds.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. Most of the residents in my neighborhood have lived there for more than three years.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. I know a lot of people who live in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**E. The next few questions are about your attitudes toward the police.**

1. Police officers are honest.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Most police officers are usually rude.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Police officers are hardworking.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Most police officers are usually friendly.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Police officers are usually courteous.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Police officers are respectful toward people like me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. Police officers are prejudiced against minority persons.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. I feel safer when police officers are in my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. Police officers make good teachers.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. Police officers don't know much about gangs.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**F. For the next set of questions, think about your current group of friends.**

1. How many close friends do you have? _____ number

2. How many of your close friends are in a gang? _____ number

3. Do you ever spend time hanging around with your current friends not doing anything in particular where no adults are present? 1. No 2. Yes

4. IF YES, how many hours do you spend doing this during an average week? _____ hours

5. Do you ever spend time getting together with your current friends where drugs and alcohol are available? 1. No 2. Yes

6. IF YES, how many hours do you spend doing this during an average week? _____ hours

Are you involved in the following activities?

a. school activities or athletics? 1. No 2. Yes

b. If YES, how many hours do you spend doing this during an average week? _____ hours

c. community activities such as scouts, or athletic leagues? 1. No 2. Yes

d. If YES, how many hours do you spend doing this during an average week? _____ hours

e. religious activities? 1. No 2. Yes

f. If YES, how many hours do you spend doing this during an average week? _____ hours

g. your own family activities? 1. No 2. Yes

h. If YES, how many hours do you spend doing this during an average week? _____ hours

i. job activities or employment? 1. No 2. Yes

j. If YES, how many hours do you spend doing this during an average week? _____ hours

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**For these next few questions, indicate how likely it is that you would do the following.**

7. If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

8. If your group of friends was getting you into trouble at school, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

9. If your group of friends was getting you into trouble with the police, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

10. If your friends told you not to do something because it was wrong, how likely is it that you would listen to them?
    1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

11. If your friends told you not to do something because it was against the law, how likely is it that you would listen to them?
    1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

**G. These next few questions are about your opinions about a number of different things. How much do you agree or disagree with these statements?**

1. Even though there are lots of students around, I often feel lonely at school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Sometimes I feel lonely when I'm with my friends.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Sometimes I feel lonely when I'm with my family.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I probably won't be able to do the kind of work that I want to do because I won't have enough education.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. A person like me has a pretty good chance of going to college.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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6. I won't be able to finish high school because my family will want me to get a job.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I'll never have enough money to go to college.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. It's okay to tell a small lie if it doesn't hurt anyone.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. It's okay to lie to someone if it will keep you out of trouble with them.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. It's okay to steal something from someone who is rich and can easily replace it.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

12. It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

13. It's okay to steal something if that's the only way you could ever get it.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. It's okay to get into a physical fight with someone if they hit you first.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. It's okay to get in a physical fight with someone if you have to stand up for or protect your rights.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. It's okay to get in a physical fight with someone if they are threatening to hurt your friends or family.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

17. It's okay to beat up someone if they don't show you enough respect.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

18. It's okay to beat up someone if they threaten you.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**Every now and then we get upset with other people. During the past year when you've gotten upset with someone, how often have you done the following?**

1. talked to the person about why I was upset.
   1. Never 2. Sometimes 3. Often

2. tried to figure out why I was upset.
   1. Never 2. Sometimes 3. Often

3. did nothing and just stayed angry for a while.
   1. Never 2. Sometimes 3. Often

4. told the person off or yelled at them.
   1. Never 2. Sometimes 3. Often

5. hit the person.
   1. Never 2. Sometimes 3. Often

**H. How guilty or how badly would you feel if you . . . .**

1. Skipped school without an excuse?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

2. Lied, disobeyed or talked back to adults such as parents, teachers, or others?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

3. Purposely damaged or destroyed property that did not belong to you?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

4. Stole something worth less than $50?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

5. Stole something worth more than $50?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

6. Went into or tried to go into a building to steal something?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

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7. Stole or tried to steal a motor vehicle?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

8. Hit someone with the idea of hurting them?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

9. Attacked someone with a weapon?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

10. Used a weapon or force to get money or things from people?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

11. Sold marijuana?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

12. Sold other illegal drugs such as heroin, cocaine, crack, or LSD?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

13. Used tobacco products?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

14. Used alcohol?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

15. Used marijuana?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

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**How much do you agree or disagree with the following statements?**

1. The world is usually good to people like me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Most people are better off than I am.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. I'll never have as much opportunity to succeed as young people from other neighborhoods.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Most successful people probably used illegal means to become successful.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. I am as well off as most people.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. If a person like me works hard, they can get ahead.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. When things are going badly, I know they won't be bad all the time.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. All I see ahead are bad times, not good times.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. As I get older, things will get better.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. I never get what I want so it's dumb to want anything.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**I. Indicate how often you think these statements describe you.**

1. I am a useful person to have around.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

2. I feel that I am a person of worth, at least as much as others.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

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3. As a person, I do a good job these days.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

4. I am able to do things as well as most other people.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

5. I feel good about myself.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

6. When I do a job, I do it well.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

**Next, please answer the following questions about school and your friends.**

**J. How much do you agree or disagree with these statements?**

1. Homework is a waste of time.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I try hard in school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Education is so important that it's worth it to put up with things about school that I don't like.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. In general, I like school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Grades are very important to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I usually finish my homework.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
   1. Definitely Go with Friends 2. Probably Go with Friends 3. Uncertain 4. Probably Study 5. Definitely Study

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**The following questions are about your involvement in prevention programs, that is programs that teach students how to resolve conflict, resist drug use, or to stay out of gangs.**

8. Have any of the following told you about the dangers of drugs, violence, or gangs?

| | | |
|---|---|---|
| a. Friends | 1. No | 2. Yes |
| b. Family members | 1. No | 2. Yes |
| c. School teachers | 1. No | 2. Yes |
| d. Other adults in your neighborhood | 1. No | 2. Yes |
| e. People who run prevention programs | 1. No | 2. Yes |
| f. Police officers | 1. No | 2. Yes |
| g. The media (TV, movies, music) | 1. No | 2. Yes |

9. Have any of the following encouraged you to be involved in drugs, violence, or gangs?

| | | |
|---|---|---|
| a. Friends | 1. No | 2. Yes |
| b. Family members | 1. No | 2. Yes |
| c. School teachers | 1. No | 2. Yes |
| d. Other adults in your neighborhood | 1. No | 2. Yes |
| e. People who run prevention programs | 1. No | 2. Yes |
| f. Police officers | 1. No | 2. Yes |
| g. The media (TV, movies, music) | 1. No | 2. Yes |

10. How much have each of the following influenced your attitudes about drugs, violence, and gangs?

| | | | |
|---|---|---|---|
| a. Friends | 1. Not at all | 2. A little | 3. A lot |
| b. Family members | 1. Not at all | 2. A little | 3. A lot |
| c. School teachers | 1. Not at all | 2. A little | 3. A lot |
| d. Other adults in your neighborhood | 1. Not at all | 2. A little | 3. A lot |
| e. People who run prevention programs | 1. Not at all | 2. A little | 3. A lot |
| f. Police officers | 1. Not at all | 2. A little | 3. A lot |
| g. The media (TV, movies, music) | 1. Not at all | 2. A little | 3. A lot |

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11. Thinking about prevention programs in which you have been involved at school or elsewhere, have they covered the following topics?

| | | |
|---|---|---|
| a. conflict resolution | 1. No | 2. Yes |
| b. goal setting | 1. No | 2. Yes |
| c. resistance to peer pressure | 1. No | 2. Yes |
| d. responsibility | 1. No | 2. Yes |
| e. cultural sensitivity | 1. No | 2. Yes |

12. In how many different prevention programs have you been involved? _____ number

**How much do you agree or disagree with the following statements?**

13. Part of a school's responsibility is to prevent children from getting involved with drugs, delinquency, and gangs.

1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. Schools should focus on teaching the basics, like reading, writing, and arithmetic.

1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. Prevention programs taught in school can be very effective.

1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. I would like to see more prevention programs taught in school.

1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**K. During the last year, how many of your current friends have done the following?**

1. Have been involved in school activities or school athletics?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Got along well with teachers and adults at school?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

3. Have been thought of as good students?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

4. Have been involved in community activities such as scouts, athletic league, or others?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

5. Have been regularly involved in religious activities?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Regularly took part in their own family activities?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Have been generally honest and told the truth?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

8. Almost always obeyed school rules?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

**L. During the last year, how many of your current friends have done the following?**

1. Skipped school without an excuse?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Lied, disobeyed, or talked back to adults such as parents, teachers, or others?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

3. Purposely damaged or destroyed property that did not belong to them?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

4. Stolen something worth less than $50?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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5. Stolen something worth more than $50?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Gone into or tried to go into a building to steal something?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Stolen or tried to steal a motor vehicle?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

8. Hit someone with the idea of hurting them?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

9. Attacked someone with a weapon?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

10. Used a weapon or force to get money or things from people?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

11. Sold marijuana?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

12. Sold illegal drugs such as heroin, cocaine, crack or LSD?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

13. Used tobacco products?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

14. Used alcohol?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

15. Used marijuana?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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**M. Studies have found that everyone breaks the rules and laws some times. Indicate how many times in the past 6 months you have done each thing. If you have not done these things, enter "0".**

**How many times in the last 6 months have you . . . .**

| | | |
|---|---|---|
| 1. | Skipped classes without an excuse? | _____ Times |
| 2. | Lied about your age to get into some place or to buy something? | _____ Times |
| 3. | Avoided paying for things such as movies, bus or subway rides? | _____ Times |
| 4. | Purposely damaged or destroyed property that did not belong to you? | _____ Times |
| 5. | Carried a hidden weapon for protection? | _____ Times |
| 6. | Illegally spray painted a wall or a building? | _____ Times |
| 7. | Stolen or tried to steal something worth less than $50? | _____ Times |
| 8. | Stolen or tried to steal something worth more than $50? | _____ Times |
| 9. | Gone into or tried to go into a building to steal something? | _____ Times |
| 10. | Stolen or tried to steal a motor vehicle? | _____ Times |
| 11. | Hit someone with the idea of hurting them? | _____ Times |
| 12. | Attacked someone with a weapon? | _____ Times |
| 13. | Used a weapon or force to get money or things from people? | _____ Times |
| 14. | Been involved in gang fights? | _____ Times |
| 15. | Shot at someone because you were told to by someone else? | _____ Times |
| 16. | Sold marijuana? | _____ Times |
| 17. | Sold other illegal drugs such as heroin, cocaine, crack or LSD? | _____ Times |

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**N. For the following list of drugs, please indicate how many times you've used each drug in the p 6 months. If you haven't used the drug, enter"0".**

**How many times in the past 6 months have you used . . .**

| | | |
|---|---|---|
| 1. | Tobacco products? | _____ Times |
| 2. | Alcohol? | _____ Times |
| 3. | Marijuana? | _____ Times |
| 5. | Paint, glue or other things you inhale to get high? | _____ Times |
| 6. | Other illegal drugs? | _____ Times |

**O. Have any of the following things happened to you in the last 6 months? If these things have n happened to you, enter "0".**

**How many times in the last 6 months have you . . .**

| | | |
|---|---|---|
| 1. | been hit by someone trying to hurt you? | _____ Times |
| 2. | had someone use a weapon or force to get money or things from you? | _____ Times |
| 3. | been attacked by someone with a weapon or by someone trying to seriously hurt or kill you? | _____ Times |
| 4. | had some of your things stolen from you? | _____ Times |
| 5. | Have you ever been arrested? | 1. No 2. Yes |
| 6. | If YES, how many times in the past 6 months? | _____ Times |
| 7. | Have you ever had to go to court? | 1. No 2. Yes |
| 8. | Have you ever been committed to a juvenile correctional facility? | 1. No 2. Yes |

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**P. The following questions ask about your attitudes about gangs and things that gangs do.**

1. Whether or not you are a member of a gang, what GOOD things do you think would happen to you as a gang member?
(CIRCLE ALL THAT APPLY)
0. I would be part of a family.
1. I would fit into a group better.
2. I would have excitement.
3. I would be "cool".
4. I would be protected.
5. I would feel successful.
6. I would get money.
7. There are no good things.
8. Other (SPECIFY)_____

2. Whether or not you are a gang member, what BAD things do you think would happen to you as a gang member?
(CIRCLE ALL THAT APPLY)
1. I would feel guilty.
2. I would get into trouble with police.
3. I would get into trouble with parents.
4. I would get into trouble with teachers.
5. I would lose my nongang friends.
6. I would get hurt.
7. I would get killed.
8. There are no bad things.
9. other (SPECIFY)_____

**Whether or not you are in a gang, how do you feel about . . . .**

3. having friends in gangs?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

4. being in a gang yourself?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

5. taking part in illegal gang activities?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

6. doing whatever the gang leader tells you to do?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

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7. Have you ever been a gang member? 1. No 2. Yes

8. Are you now in a gang? 1. No 2. Yes

**(IF YOU ARE NOT IN A GANG, CIRCLE THE "Not in gang" RESPONSE IN QUESTIONS 8a - 20)**

8a. Imagine a "bull's eye" target represents your gang with a 1 in the middle circle and a 5 in the outsi ring. How far from the center of the gang are you? Circle the number that best describes your pla in your gang.

1 2 3 4 5 0. Not in Gang

9. How old were you when you joined this gang?
About _____ years old. 0. Not in gang

10. Do the following describe your gang?

a. You can join before age 13. 1. No 2. Yes 0. Not in gang

b. There are initiation rites. 1. No 2. Yes 0. Not in gang

c. The gang has established leaders. 1. No 2. Yes 0. Not in gang

d. The gang has regular meetings. 1. No 2. Yes 0. Not in gang

e. The gang has specific rules or codes. 1. No 2. Yes 0. Not in gang

f. Gang members have specific roles. 1. No 2. Yes 0. Not in gang

g. There are roles for each age group. 1. No 2. Yes 0. Not in gang

h. The gang has symbols or colors. 1. No 2. Yes 0. Not in gang

i. There are specific roles for girls. 1. No 2. Yes 0. Not in gang

j. There are specific roles for boys. 1. No 2. Yes 0. Not in gang

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11. How many members are there in your gang?

0. Not in gang
a. Total number _____
b. How many boys?_____ number
c. How many girls?_____ number

12. Why did you join the gang? (CIRCLE ALL THAT APPLY)

0. Not in gang
1. For fun
2. For protection
3. A friend was in the gang
4. A brother or sister was in the gang
5. I was forced to join
6. To get respect
7. For money
8. To fit in better
9. Other (SPECIFY)_____

13. Does your gang do the following things?

| | | | |
|---|---|---|---|
| a. Help out in the community | 1. No | 2. Yes | 0. Not in gang |
| b. Get in fights with other gangs | 1. No | 2. Yes | 0. Not in gang |
| c. Provide protection for each other | 1. No | 2. Yes | 0. Not in gang |
| d. Steal things | 1. No | 2. Yes | 0. Not in gang |
| e. Rob other people | 1. No | 2. Yes | 0. Not in gang |
| f. Steal cars | 1. No | 2. Yes | 0. Not in gang |
| g. Sell marijuana | 1. No | 2. Yes | 0. Not in gang |
| h. Sell other illegal drugs | 1. No | 2. Yes | 0. Not in gang |
| i. Damage or destroy property | 1. No | 2. Yes | 0. Not in gang |

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**How much do you agree or disagree with the following statements?**

14. Being in my gang makes me feel important.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

15. My gang members provide a good deal of support and loyalty for one another.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

16. Being a gang member makes me feel respected.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

17. Being a gang member makes me feel like I'm a useful person to have around.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

18. Being a gang member makes me feel like I really belong somewhere.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

19. I really enjoy being a member of my gang.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

20. My gang is like a family to me.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

**Whether or not you are in a gang, please answer the following questions.**

21. People sometimes commit crimes because they are prejudiced against others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

22. Learning sensitivity to cultures different from my own will help me avoid conflict with others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

23. If my family could not meet my basic needs such as food, clothing and protection, I would turn to gang for help.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

24. Persons my age use drugs because they have low self-esteem.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

25. Persons my age use drugs because of peer pressure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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26. Gangs sell drugs just to make money.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

27. Gangs sell drugs because it gives them a sense of power in the community.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

28. Gangs interfere with the peace and safety of a neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

29. Violence interferes with a person's basic right to feel safe and secure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

30. Getting involved with gangs will interfere with reaching your goals.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

31. Gangs are a problem in my community.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

32. Gang activity has increased in my neighborhood over the last few years.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

33. I often see gang members in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

34. I have limited my activities as a result of gangs in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**Thank you very much for answering these questions. We really appreciate your help.**

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**Please provide the following information. Once you have completed this page, tear it out and hand it to one of the researchers. This information is to verify that you have received $5.00 for completing the 1999 student questionnaire for the National Evaluation of the Gang Resistance Education and Training Program (G.R.E.A.T.). When you turn in your questionnaire, you will receive $5.00 and be asked to sign this form.**

**PLEASE PRINT**

Your Name:_____

Address:_____

_____

City State Zip

Telephone #:_____

**I have received $5.00 for completing the student questionnaire.**

_____

**Signature**

_____

**Social Security Number**

_____

**Date**

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# NATIONAL EVALUATION OF G.R.E.A.T.

## STUDENT QUESTIONNAIRE

*Fall 1998*

University of Nebraska at Omaha
Department of Criminal Justice
1100 Neihardt
Lincoln, NE 68588-0630

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# INSTRUCTIONS

1. Please answer the questions in the order they appear.
2. Circle the number that shows your best answer to each question.
3. There are no right or wrong answers. Your opinion is what counts.
4. Do **NOT** write your name on the questionnaire.
5. Your answers are CONFIDENTIAL - - no one will ever connect your name with the answers you give.
6. You have the right to skip any question that you do not want to answer.
7. You can stop filling out the questionnaire any time you wish.

## WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS

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**A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.**

1. I am
   1. Male
   2. Female

2. I am
   1. White/Anglo, not Hispanic
   2. Black/African-American
   3. Hispanic/Latino
   4. American Indian/Native American
   5. Asian/Pacific Islander/Oriental
   6. Other (SPECIFY)_____

4. I am _____ years old.

5. I live with
   1. my mother and my father
   2. my mother only
   3. my father only
   4. my mother and stepfather
   5. my father and stepmother
   6. my mother and other adult (SPECIFY)_____
   7. my father and other adult (SPECIFY)_____
   8. other relatives (SPECIFY)_____
   9. other (SPECIFY)_____

10. How many times have you moved this year (since January 1, 1998)? _____ Times

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**B. The following questions are about your school. Circle the response that best describes your school.**

1. There is a lot of gang activity at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Students get along well with each other at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. There are a lot of fights between different groups at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Students beat up teachers.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. There is a lot of racial conflict between students at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I feel safe at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I feel safe in the neighborhood around my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. There is a lot of pressure to join gangs at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. There are gang fights at my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**C. The following questions are about your family. First think about your mother or mother-figure and circle the number that best represents your attitude. The closer the number is to the phrase, the more you think that is the case. If you don't have a mother or mother-figure, leave these questions blank.**

**Think about your mother or mother-figure .**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 2. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 3. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 4. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 5. | always ask her advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask her advice |
| 6. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

When answering these questions, who were you thinking about?

1. My mother
2. My stepmother
3. Other female relative (SPECIFY) _____
4. My father's girlfriend
5. Other (SPECIFY) _____

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**Next, think about your father or father-figure. If you don't have a father or father-figure, leave these questions blank.**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 7. | can talk about anything | 7 | 6 | 5 | 4 | 3 | 2 | 1 | can't talk about anything |
| 8. | always trusts me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never trusts me |
| 9. | knows all my friends | 7 | 6 | 5 | 4 | 3 | 2 | 1 | does not know any of my friends |
| 10. | always understands me | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never understands me |
| 11. | always ask his advice | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never ask his advice |
| 12. | always praises me when I do well | 7 | 6 | 5 | 4 | 3 | 2 | 1 | never praises me when I do well |

When answering these questions, who were you thinking about?

1. My father
2. My stepfather
3. Other male relative (SPECIFY) _____
4. My mother's boyfriend
5. Other (SPECIFY) _____

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**How much do you agree or disagree with these statements?**

13. When I go someplace, I leave a note for my parents or call them to tell them where I am.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. My parents know where I am when I am not at home or at school.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. I know how to get in touch with my parents if they are not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. My parents know who I am with if I am not at home.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**D. Remember, there are no right or wrong answers. It is your opinion that is important.**

1. I often act on the spur of the moment without stopping to think.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I don't devote much thought and effort to preparing for the future.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. I often do whatever brings me pleasure here and now, even at the cost of some distant goal.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I'm more concerned with what happens to me in the short run than in the long run.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. I like to test myself every now and then by doing something a little risky.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Sometimes I will take a risk just for the fun of it.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I sometimes find it exciting to do things for which I might get in trouble.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. Excitement and adventure are more important to me than security.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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9. I have a strong sense of belonging to my own ethnic group.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. If I were to be born all over again, I would want to be born into a different ethnic group from the one I belong to.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. I sometimes feel that I don't belong with any ethnic group.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

12. I feel good about my cultural or ethnic background.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

13. My neighborhood has a diversity of racial/ethnic backgrounds.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. Most of the residents in my neighborhood have lived there for more than three years.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. I know a lot of people who live in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**E. The next few questions are about your attitudes toward the police.**

1. Police officers are honest.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Most police officers are usually rude.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Police officers are hardworking.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Most police officers are usually friendly.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Police officers are usually courteous.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. Police officers are respectful toward people like me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. Police officers are prejudiced against minority persons.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. I feel safer when police officers are in my school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. Police officers make good teachers.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. Police officers don't know much about gangs.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**F. For the next set of questions, think about your current group of friends.**

1. How many close friends do you have? _____ number

2. How many of your close friends are in a gang? _____ number

3. Do you ever spend time hanging around with your current friends not doing anything in particular where no adults are present? 1. No 2. Yes

4. IF YES, how many hours do you spend doing this during an average week? _____ hours

5. Do you ever spend time getting together with your current friends where drugs and alcohol are available? 1. No 2. Yes

6. IF YES, how many hours do you spend doing this during an average week? _____ hours

Are you involved in the following activities?

a. school activities or athletics? 1. No 2. Yes

b. If YES, how many hours do you spend doing this during an average week? _____ hours

c. community activities such as scouts, or athletic leagues? 1. No 2. Yes

d. If YES, how many hours do you spend doing this during an average week? _____ hours

e. religious activities? 1. No 2. Yes

f. If YES, how many hours do you spend doing this during an average week? _____ hours

g. your own family activities? 1. No 2. Yes

h. If YES, how many hours do you spend doing this during an average week? _____ hours

i. job activities or employment? 1. No 2. Yes

j. If YES, how many hours do you spend doing this during an average week? _____ hours

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**For these next few questions, indicate how likely it is that you would do the following.**

7. If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

8. If your group of friends was getting you into trouble at school, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

9. If your group of friends was getting you into trouble with the police, how likely is it that you would still hang out with them?
   1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

10. If your friends told you not to do something because it was wrong, how likely is it that you would listen to them?
    1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

11. If your friends told you not to do something because it was against the law, how likely is it that you would listen to them?
    1. Not at All Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

**G. These next few questions are about your opinions about a number of different things. How much do you agree or disagree with these statements?**

1. Even though there are lots of students around, I often feel lonely at school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Sometimes I feel lonely when I'm with my friends.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Sometimes I feel lonely when I'm with my family.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. I probably won't be able to do the kind of work that I want to do because I won't have enough education.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. A person like me has a pretty good chance of going to college.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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6. I won't be able to finish high school because my family will want me to get a job.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. I'll never have enough money to go to college.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. It's okay to tell a small lie if it doesn't hurt anyone.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. It's okay to lie to someone if it will keep you out of trouble with them.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

11. It's okay to steal something from someone who is rich and can easily replace it.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

12. It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

13. It's okay to steal something if that's the only way you could ever get it.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. It's okay to get into a physical fight with someone if they hit you first.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. It's okay to get in a physical fight with someone if you have to stand up for or protect your rights.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. It's okay to get in a physical fight with someone if they are threatening to hurt your friends or family.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

17. It's okay to beat up someone if they don't show you enough respect.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

18. It's okay to beat up someone if they threaten you.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**Every now and then we get upset with other people. During the past year when you've gotten upset with someone, how often have you done the following?**

1. talked to the person about why I was upset.
   1. Never 2. Sometimes 3. Often

2. tried to figure out why I was upset.
   1. Never 2. Sometimes 3. Often

3. did nothing and just stayed angry for a while.
   1. Never 2. Sometimes 3. Often

4. told the person off or yelled at them.
   1. Never 2. Sometimes 3. Often

5. hit the person.
   1. Never 2. Sometimes 3. Often

**H. How guilty or how badly would you feel if you . . . .**

1. Skipped school without an excuse?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

2. Lied, disobeyed or talked back to adults such as parents, teachers, or others?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

3. Purposely damaged or destroyed property that did not belong to you?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

4. Stole something worth less than $50?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

5. Stole something worth more than $50?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

6. Went into or tried to go into a building to steal something?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

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7. Stole or tried to steal a motor vehicle?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

8. Hit someone with the idea of hurting them?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

9. Attacked someone with a weapon?
   1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

10. Used a weapon or force to get money or things from people?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

11. Sold marijuana?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

12. Sold other illegal drugs such as heroin, cocaine, crack, or LSD?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

13. Used tobacco products?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

14. Used alcohol?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

15. Used marijuana?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
    1. Not Very Guilty/Badly 2. Somewhat Guilty/Badly 3. Very Guilty/Badly

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**How much do you agree or disagree with the following statements?**

1. The world is usually good to people like me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. Most people are better off than I am.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. I'll never have as much opportunity to succeed as young people from other neighborhoods.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. Most successful people probably used illegal means to become successful.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. I am as well off as most people.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. If a person like me works hard, they can get ahead.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. When things are going badly, I know they won't be bad all the time.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

8. All I see ahead are bad times, not good times.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

9. As I get older, things will get better.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

10. I never get what I want so it's dumb to want anything.
    1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**I. Indicate how often you think these statements describe you.**

1. I am a useful person to have around.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

2. I feel that I am a person of worth, at least as much as others.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

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3. As a person, I do a good job these days.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

4. I am able to do things as well as most other people.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

5. I feel good about myself.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

6. When I do a job, I do it well.
   1. Almost Never 2. Not too Often 3. About Half the Time 4. Often 5. Almost Always

**Next, please answer the following questions about school and your friends.**

**J. How much do you agree or disagree with these statements?**

1. Homework is a waste of time.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

2. I try hard in school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

3. Education is so important that it's worth it to put up with things about school that I don't like.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

4. In general, I like school.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

5. Grades are very important to me.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

6. I usually finish my homework.
   1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

7. If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
   1. Definitely Go with Friends 2. Probably Go with Friends 3. Uncertain 4. Probably Study 5. Definitely Study

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**The following questions are about your involvement in prevention programs, that is programs that teach students how to resolve conflict, resist drug use, or to stay out of gangs.**

8. Have any of the following told you about the dangers of drugs, violence, or gangs?

| | | |
|---|---|---|
| a. Friends | 1. No | 2. Yes |
| b. Family members | 1. No | 2. Yes |
| c. School teachers | 1. No | 2. Yes |
| d. Other adults in your neighborhood | 1. No | 2. Yes |
| e. People who run prevention programs | 1. No | 2. Yes |
| f. Police officers | 1. No | 2. Yes |
| g. The media (TV, movies, music) | 1. No | 2. Yes |

9. Have any of the following encouraged you to be involved in drugs, violence, or gangs?

| | | |
|---|---|---|
| a. Friends | 1. No | 2. Yes |
| b. Family members | 1. No | 2. Yes |
| c. School teachers | 1. No | 2. Yes |
| d. Other adults in your neighborhood | 1. No | 2. Yes |
| e. People who run prevention programs | 1. No | 2. Yes |
| f. Police officers | 1. No | 2. Yes |
| g. The media (TV, movies, music) | 1. No | 2. Yes |

10. How much have each of the following influenced your attitudes about drugs, violence, and gangs?

| | | | |
|---|---|---|---|
| a. Friends | 1. Not at all | 2. A little | 3. A lot |
| b. Family members | 1. Not at all | 2. A little | 3. A lot |
| c. School teachers | 1. Not at all | 2. A little | 3. A lot |
| d. Other adults in your neighborhood | 1. Not at all | 2. A little | 3. A lot |
| e. People who run prevention programs | 1. Not at all | 2. A little | 3. A lot |
| f. Police officers | 1. Not at all | 2. A little | 3. A lot |
| g. The media (TV, movies, music) | 1. Not at all | 2. A little | 3. A lot |

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11. Thinking about prevention programs in which you have been involved at school or elsewhere, have they covered the following topics?

| | | |
|---|---|---|
| a. conflict resolution | 1. No | 2. Yes |
| b. goal setting | 1. No | 2. Yes |
| c. resistance to peer pressure | 1. No | 2. Yes |
| d. responsibility | 1. No | 2. Yes |
| e. cultural sensitivity | 1. No | 2. Yes |

12. In how many different prevention programs have you been involved? _____ number

**How much do you agree or disagree with the following statements?**

13. Part of a school's responsibility is to prevent children from getting involved with drugs, delinquency, and gangs.

1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

14. Schools should focus on teaching the basics, like reading, writing, and arithmetic.

1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

15. Prevention programs taught in school can be very effective.

1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

16. I would like to see more prevention programs taught in school.

1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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**K. During the last year, how many of your current friends have done the following?**

1. Have been involved in school activities or school athletics?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Got along well with teachers and adults at school?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

3. Have been thought of as good students?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

4. Have been involved in community activities such as scouts, athletic league, or others?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

5. Have been regularly involved in religious activities?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Regularly took part in their own family activities?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Have been generally honest and told the truth?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

8. Almost always obeyed school rules?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

**L. During the last year, how many of your current friends have done the following?**

1. Skipped school without an excuse?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

2. Lied, disobeyed, or talked back to adults such as parents, teachers, or others?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

3. Purposely damaged or destroyed property that did not belong to them?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

4. Stolen something worth less than $50?
   1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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5. Stolen something worth more than $50?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

6. Gone into or tried to go into a building to steal something?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

7. Stolen or tried to steal a motor vehicle?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

8. Hit someone with the idea of hurting them?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

9. Attacked someone with a weapon?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

10. Used a weapon or force to get money or things from people?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

11. Sold marijuana?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

12. Sold illegal drugs such as heroin, cocaine, crack or LSD?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

13. Used tobacco products?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

14. Used alcohol?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

15. Used marijuana?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
1. None of them 2. Few of them 3. Half of them 4. Most of them 5. All of them

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**M. Studies have found that everyone breaks the rules and laws some times. Indicate how many times in the past 6 months you have done each thing. If you have not done these things, enter "0".**

**How many times in the last 6 months have you . . . .**

| | | |
|---|---|---|
| 1. | Skipped classes without an excuse? | _____ Times |
| 2. | Lied about your age to get into some place or to buy something? | _____ Times |
| 3. | Avoided paying for things such as movies, bus or subway rides? | _____ Times |
| 4. | Purposely damaged or destroyed property that did not belong to you? | _____ Times |
| 5. | Carried a hidden weapon for protection? | _____ Times |
| 6. | Illegally spray painted a wall or a building? | _____ Times |
| 7. | Stolen or tried to steal something worth less than $50? | _____ Times |
| 8. | Stolen or tried to steal something worth more than $50? | _____ Times |
| 9. | Gone into or tried to go into a building to steal something? | _____ Times |
| 10. | Stolen or tried to steal a motor vehicle? | _____ Times |
| 11. | Hit someone with the idea of hurting them? | _____ Times |
| 12. | Attacked someone with a weapon? | _____ Times |
| 13. | Used a weapon or force to get money or things from people? | _____ Times |
| 14. | Been involved in gang fights? | _____ Times |
| 15. | Shot at someone because you were told to by someone else? | _____ Times |
| 16. | Sold marijuana? | _____ Times |
| 17. | Sold other illegal drugs such as heroin, cocaine, crack or LSD? | _____ Times |

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**N. For the following list of drugs, please indicate how many times you've used each drug in the p: 6 months. If you haven't used the drug, enter"0".**

**How many times in the past 6 months have you used . . .**

| | | |
|---|---|---|
| 1. | Tobacco products? | _____ Times |
| 2. | Alcohol? | _____ Times |
| 3. | Marijuana? | _____ Times |
| 5. | Paint, glue or other things you inhale to get high? | _____ Times |
| 6. | Other illegal drugs? | _____ Times |

**O. Have any of the following things happened to you in the last 6 months? If these things have n happened to you, enter "0".**

**How many times in the last 6 months have you . . .**

| | | |
|---|---|---|
| 1. | been hit by someone trying to hurt you? | _____ Times |
| 2. | had someone use a weapon or force to get money or things from you? | _____ Times |
| 3. | been attacked by someone with a weapon or by someone trying to seriously hurt or kill you? | _____ Times |
| 4. | had some of your things stolen from you? | _____ Times |
| 5. | Have you ever been arrested? | 1. No 2. Yes |
| 6. | If YES, how many times in the past 6 months? | _____ Times |
| 7. | Have you ever had to go to court? | 1. No 2. Yes |
| 8. | Have you ever been committed to a juvenile correctional facility? | 1. No 2. Yes |

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**P. The following questions ask about your attitudes about gangs and things that gangs do.**

1. Whether or not you are a member of a gang, what GOOD things do you think would happen to you as a gang member?
(CIRCLE ALL THAT APPLY)
0. I would be part of a family.
1. I would fit into a group better.
2. I would have excitement.
3. I would be "cool".
4. I would be protected.
5. I would feel successful.
6. I would get money.
7. There are no good things.
8. Other (SPECIFY)_____

2. Whether or not you are a gang member, what BAD things do you think would happen to you as a gang member?
(CIRCLE ALL THAT APPLY)
1. I would feel guilty.
2. I would get into trouble with police.
3. I would get into trouble with parents.
4. I would get into trouble with teachers.
5. I would lose my nongang friends.
6. I would get hurt.
7. I would get killed.
8. There are no bad things.
9. other (SPECIFY)_____

**Whether or not you are in a gang, how do you feel about . . . .**

3. having friends in gangs?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

4. being in a gang yourself?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

5. taking part in illegal gang activities?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

6. doing whatever the gang leader tells you to do?
1. Strongly Disapprove 2. Disapprove 3. Neither Approve nor Disapprove 4. Approve 5. Strongly Approve

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7. Have you ever been a gang member? 1. No 2. Yes

8. Are you now in a gang? 1. No 2. Yes

**(IF YOU ARE NOT IN A GANG, CIRCLE THE "Not in gang" RESPONSE IN QUESTIONS 8a - 20)**

8a. Imagine a "bull's eye" target represents your gang with a 1 in the middle circle and a 5 in the out ring. How far from the center of the gang are you? Circle the number that best describes your p in your gang.

1 2 3 4 5 0. Not in Gang

9. How old were you when you joined this gang?
About _____ years old. 0. Not in gang

10. Do the following describe your gang?

a. You can join before age 13. 1. No 2. Yes 0. Not in gang

b. There are initiation rites. 1. No 2. Yes 0. Not in gang

c. The gang has established leaders. 1. No 2. Yes 0. Not in gang

d. The gang has regular meetings. 1. No 2. Yes 0. Not in gang

e. The gang has specific rules or codes. 1. No 2. Yes 0. Not in gang

f. Gang members have specific roles. 1. No 2. Yes 0. Not in gang

g. There are roles for each age group. 1. No 2. Yes 0. Not in gang

h. The gang has symbols or colors. 1. No 2. Yes 0. Not in gang

i. There are specific roles for girls. 1. No 2. Yes 0. Not in gang

j. There are specific roles for boys. 1. No 2. Yes 0. Not in gang

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11. How many members are there in your gang?

    0. Not in gang
    a. Total number _____
    b. How many boys?_____ number
    c. How many girls?_____ number

12. Why did you join the gang? (CIRCLE ALL THAT APPLY)

    0. Not in gang
    1. For fun
    2. For protection
    3. A friend was in the gang
    4. A brother or sister was in the gang
    5. I was forced to join
    6. To get respect
    7. For money
    8. To fit in better
    9. Other (SPECIFY)_____

13. Does your gang do the following things?

| | | | |
|---|---|---|---|
| a. Help out in the community | 1. No | 2. Yes | 0. Not in gang |
| b. Get in fights with other gangs | 1. No | 2. Yes | 0. Not in gang |
| c. Provide protection for each other | 1. No | 2. Yes | 0. Not in gang |
| d. Steal things | 1. No | 2. Yes | 0. Not in gang |
| e. Rob other people | 1. No | 2. Yes | 0. Not in gang |
| f. Steal cars | 1. No | 2. Yes | 0. Not in gang |
| g. Sell marijuana | 1. No | 2. Yes | 0. Not in gang |
| h. Sell other illegal drugs | 1. No | 2. Yes | 0. Not in gang |
| i. Damage or destroy property | 1. No | 2. Yes | 0. Not in gang |

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**How much do you agree or disagree with the following statements?**

14. Being in my gang makes me feel important.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

15. My gang members provide a good deal of support and loyalty for one another.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

16. Being a gang member makes me feel respected.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

17. Being a gang member makes me feel like I'm a useful person to have around.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

18. Being a gang member makes me feel like I really belong somewhere.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

19. I really enjoy being a member of my gang.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

20. My gang is like a family to me.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree 0. Not in gang

**Whether or not you are in a gang, please answer the following questions.**

21. People sometimes commit crimes because they are prejudiced against others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

22. Learning sensitivity to cultures different from my own will help me avoid conflict with others.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

23. If my family could not meet my basic needs such as food, clothing and protection, I would turn t
gang for help.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

24. Persons my age use drugs because they have low self-esteem.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

25. Persons my age use drugs because of peer pressure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

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26. Gangs sell drugs just to make money.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

27. Gangs sell drugs because it gives them a sense of power in the community.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

28. Gangs interfere with the peace and safety of a neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

29. Violence interferes with a person's basic right to feel safe and secure.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

30. Getting involved with gangs will interfere with reaching your goals.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

31. Gangs are a problem in my community.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

32. Gang activity has increased in my neighborhood over the last few years.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

33. I often see gang members in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

34. I have limited my activities as a result of gangs in my neighborhood.
1. Strongly Disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly Agree

**Thank you very much for answering these questions. We really appreciate your help.**

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