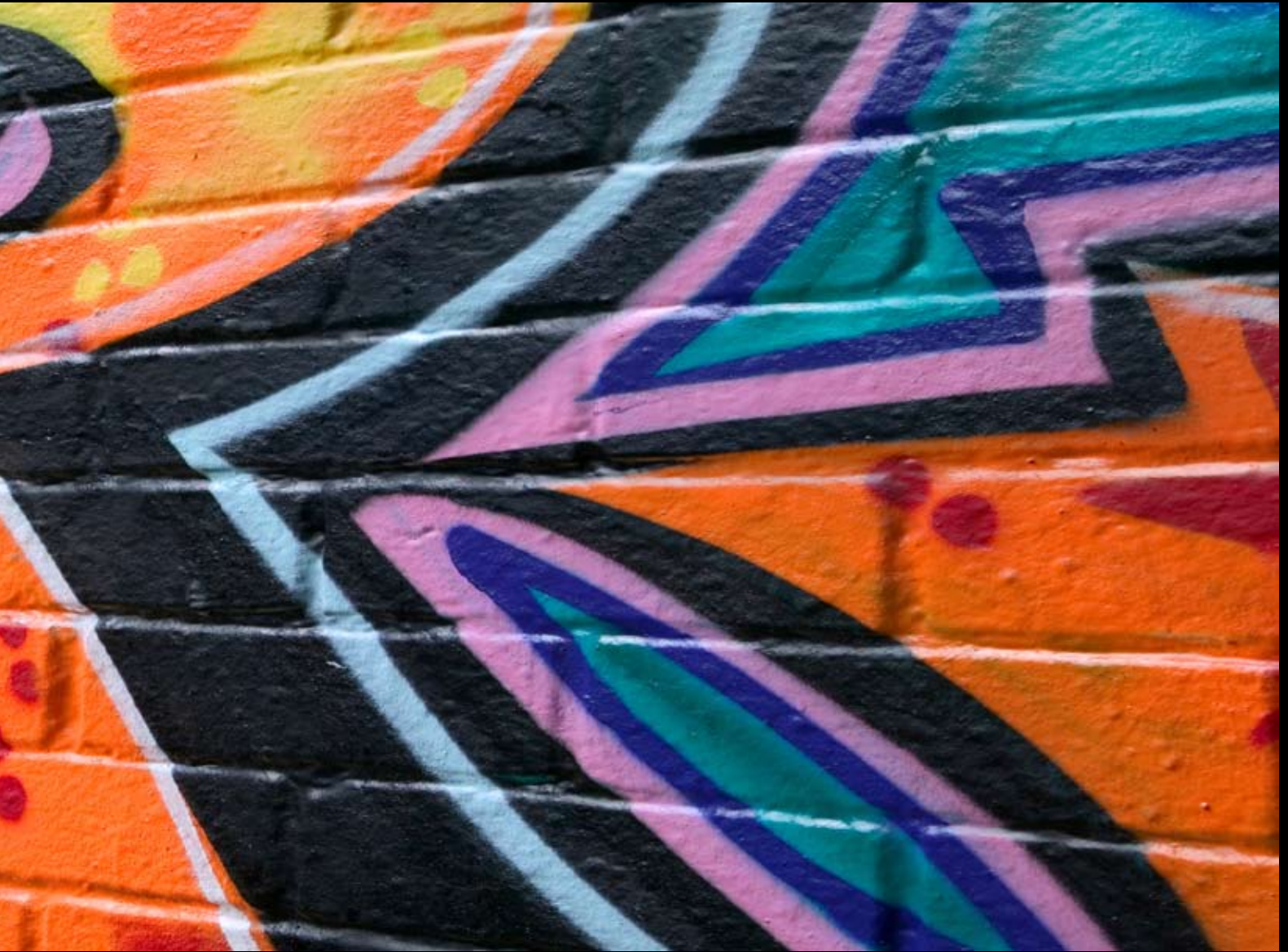# Comprehensive Gang Assessment:
A Report to Caswell County

December 2010

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ACKNOWLEDGEMENTS

We are grateful for the entire Caswell County Juvenile Crime Prevention Council, especially the leadership of David Carter with the North Carolina Department of Juvenile Justice and Delinquency Prevention. We gratefully acknowledge the school system, law enforcement, and various organizations that provided access to compile much needed data for analysis. We also express our appreciation to the Caswell County Gang Task Force for their efforts in facilitating assessment activities. Without the dedicated efforts of passionate individuals, this assessment would have proved challenging.

EXECUTIVE SUMMARY

In August 2009, concerned and proactive citizens of Caswell County decided to engage in an assessment process to gain a greater understanding of the dynamics of youth street gangs. This contingent of passionate individuals had the following goals in mind: 1) To understand the proliferation of gangs in the county and 2) To positively impact the lives of youth in Caswell County.

The Caswell County Juvenile Crime Prevention Council (CC/JCPC) facilitated the assessment process to understand the prevalence and nature of gangs and gang-related activities in Caswell County. This assessment led to the development of recommendations that will guide county-wide efforts in implementing strategies to prevent, intervene, and suppress local gang activity.

The CC/JCPC and research team utilized the Office of Juvenile Justice and Delinquency Prevention's Guide to Assessing Your Community's Youth Gang Problem and followed a plan that included a comprehensive data collection process and extensive data analyses. Students, educators, law enforcement, community members, and others were surveyed to gain various perspectives surrounding gangs. A community resource inventory was also conducted to determine strengths and gaps in current programs and practices offered to the youth of Caswell County.

Findings from surveys and analyses indicated that there is indeed a gang presence, which validates intuitions of many youth-serving professionals in Caswell County. The assessment provided a more in depth look at dynamics, such as the motivators of gang involvement for many youth. Responses from youth ranged from "boredom" to "need to be a part of a family." These insights, along with offerings from a cross-section of community members, assisted with the development of targeted recommendations. It is the hopes that these recommendations will assist policymakers, schools, law enforcement, and key stakeholders in taking action.

The presented recommendations included strategies from prevention, intervention, and suppression strata's. Within these categories, community mobilization, opportunity provision, social intervention, and suppression were the focus. The recommendations included:

Community Mobilization
- Recommendation One: Parks and Recreation Expansion
- Recommendation Two: Normative Culture Promotion
- Recommendation Three: Street Gang Outreach Workers Utilization
- Recommendation Four: Caswell County Gang Prevention Partnership Creation

Opportunities Provision
- Recommendation Five: Gang Awareness Seminars
- Recommendation Six: Expanded Assessment

Social Intervention
- Recommendation Seven: Strengthening School Engagement
- Recommendation Eight: Grassroots organizations, Non-Profit, & Faith-Based Engagement

Gang Suppression
- Recommendation Nine: Institute Agency Gang Specialists
- Recommendation Ten: Promoting Gang Desistance
- Recommendation Eleven: Aggressive Gang Prosecution

The assessment's purpose is to provide guidance to addressing youth street gangs in Caswell County. This report should be published and disseminated to increase awareness and efforts of the CC/JCPC. More importantly, this assessment will provide a baseline of information and a "snapshot" of the present youth street gang in Caswell County. To ensure the implementation of successful strategies, this document and efforts must be consistently updated.

Introduction

Youth gang involvement is a problem that is concerning North Carolina communities in both urban and rural settings. The proliferation of gangs was traditionally thought to plague only dense, urban cities with long-standing histories of crime. No longer the case, residents of Caswell County have intuitively and informally observed a rise in the adult and youth gang population since the early 1990's. The community-at-large has been exposed to the youth street gang culture in different capacities and in turn their awareness has been heightened. This has caused county leaders and key stakeholders to take more of a proactive approach to understand the risk factors that potentially could lead to youth gang involvement, while having the tough task of intervening and suppressing the current gang-related activities. Along with the beginning conversations about "why youth join gangs," it became apparent that the county needed to actualize the degree and dynamics of the youth gang population. Caswell County Gang Task Force, which served as a sub-committee of the Caswell County Juvenile Crime Prevention Council. The task force facilitated and directed efforts to address youth street gangs and secure funds to engage in a county-wide gang assessment. Since its inception, the task force was renamed to Caswell Gang Prevention and Support (CGPS).

The purpose of this report is to provide a comprehensive assessment and detail findings regarding youth street gangs in Caswell County. It will highlight opportunities to improve practices, policies, and programs based on nationally recognized promising strategies. This assessment will assist in the county's decision-making process in establishing or enhancing efforts to effectively address the growing prevalence of gangs. An outcome of this assessment is to provide CGPS with recommendations as it endeavors to develop local strategies to prevent and intervene.

To conduct such an assessment, the research team followed the *Guide to Assessing Your Community's Youth Gang Problem* developed by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, and its National Youth Gang Center. The assessment consisted of a comprehensive data collection process, extensive data analysis of findings, an examination of risk factors for youth gang involvement, and existing county-wide strategies used to prevent and intervene. The data for this assessment was collected from various sources, which included students, educators, law enforcement, juvenile justice providers, other youth-serving organizations, and the general community.

This gang assessment is the first of its kind in Caswell County and provides a benchmark to guide responses to address gangs. It is important to note that this assessment should not preclude any additional efforts to examine the youth-gang problem in the county. Like other assessments, this report will provide a snapshot of the current youth-gang dynamics. This being so, gangs are ever evolving and assessments such as this are needed to provide decision-makers with up-to-date information.

State Perspective On Youth Gang Problem

In a 2008 report by the North Carolina Governor's Crime Commission (GCC), and its Criminal Justice Analysis Center, the gang problem was researched statewide and provided some much needed insight. In order to begin to assess the problem, it is critical to define gangs and who counts as a gang member. In North Carolina, gangs are defined as "a group or association of three or more persons who may have a name and who individually or collectively engage in, or have engaged in, criminal activity which creates an atmosphere of fear and intimidation." It is important to have a common definition that will properly target and address the gang population. It also allows for more consistent data collection and better longitudinal program comparisons, as well as cross-implementation of effective programs. That being stated, since 1998, GCC has endeavored upon a comprehensive statewide gang assessment and provided findings that assisted in shaping recommendations on strategies to prevent and intervene. In North Carolina, the aforementioned report found that there are 1,446 gangs that were reported across the state, with an average of 11 different gangs per county. The report also identifies a total of 19,000 members with the average gang consisting of 26 members.

> ### Definition of Youth Gangs
>
> "A group or association of three or more persons who may have a name and who individually or collectively engage in, or have engaged in, criminal activity which creates an atmosphere of fear and intimidation."

To continue, this report provided additional insight into the dynamics of gangs in North Carolina. The age of gang members ranged from 6 to 70 years old, with the average age being 15. Interestingly enough, the research asserted that the grade-level for gang member onset is in the middle school.

Regarding crime, the most commonly reported was drug possession (65%) followed by vandalism (62%), assaults (58%), and weapons related offenses (53%). Of the reported crime, only a few gangs were involved with sexual assault and motor vehicle theft. However, other criminal activities which were perpetrated by a low number of gangs included financial crime, trespassing, intimidation, arson, armed robbery, and kidnapping.

Many researchers across the state indicated that the gang situation in North Carolina appears to be at a crossroads with a greater awareness and increased reporting of gang activity. Research indicates that there could be more than 41,300 gang members in North Carolina by 2012. Although the state's recognized gangs do not appear to be as problematic as gangs that are in Los Angeles, Chicago, or other major cities, North Carolina is attempting to be proactive rather than reactive.

From the school's perspective, youth are engaging in destructive activities that increase the potential of their involvement in the juvenile justice system. As indicated in the *2008-2009 Annual Report on School Crime and Violence* from the North Carolina Department of Public Instruction (NCDPI), overall incidents of school violence have slightly decreased from the previous school/fiscal year. Of the identified 17 "reportable acts," controlled substances (4,826 incidents), assaults on school personnel (913 incidents), and sexual offenses (36 incidents) have significantly increased.

The 2008-2009 NCDPI report also showed an increase in overall suspensions and expulsions. On average, one of ten North Carolina students receives an out-of-school short-term suspension each year. What's more alarming is the number of students who receive multiple short-term suspensions. There were 292,625 students who were short-term suspended, while 3,592 students received long-term suspensions. African-American males receive a disproportionate number of suspensions and expulsions. The number of expulsions remained at 116, the same as 2007-2008. **The overall rate for long-term suspensions is 228 per 100,000 students, while for African-American males it is 513 per 100,000.** It is important to note that school disciplinary problems that result in the utilization of suspensions/expulsions increase the likelihood of youth engaging in delinquent behaviors once they have been released from the school.

There is a correlation between youth who are suspended or expelled and increased involvement in delinquent behaviors resulting in being committed to the juvenile justice system. To that end, the North Carolina Department of Juvenile Justice and Delinquency Prevention (NCDJJDP) reported in 2009 that the total juvenile crime has decreased for the fourth straight year with a total of 40,432 of delinquent complaints received. There is also a similar decrease, 365 youth were committed to training schools when compared to 469 in 2008. In 2009, 75 percent of all complaints were committed by males. It is also important to note that NCDJJDP reports that the peak time for juvenile crime is during the weekday, between the times of 11:00am and 4:00pm. This speaks to the suspension and expulsion practices that lead to unsupervised and out-of-school time that could lead to potential juvenile delinquency and gangs. The highest categories of juvenile crimes include the following: Simple assault (10%); Larceny (8%); Simple Affrays (5%), Breaking and Entering (4%), Disorderly Conduct at School (4%) and Injury to Real Property (4%).

Caswell County Statistics

Caswell County is located in the Piedmont region of the north-central part of North Carolina bordering Alamance, Guilford, Orange, Person, and Rockingham counties. Caswell County is primarily a working-class community of nearly 23,000. Table-1 provides a profile description of Caswell County. This profile creates a better understanding of the socio-economic conditions and risk factors that face some youth in Caswell County. Recent statistics that are highlighted include: current population demographics, education attainment, risky behaviors by youth, and economic status.

"I like being a part of a gang because it's something I can be a part of and I can't fail at."
–Student

CASWELL COUNTY CHARACTERISTICS	
Population	
Persons Under 5	5.0%
Persons Under 18	21.1%
Persons 19-64	58%
Persons 65 & Over	15.9%
Total Population	23,004
Gender	
Females	49.4%
Males	50.6%
Ethnicity	
White	65%
African-American	33.6%
Asian	.2%
American Indian	.2%
Hispanic / Latino	2.7%
Foreign Born Persons	1.6%
Language other than English spoken at home	3.8%
Educational Attainment	
Drop Out Rate (2008-09)	92 youth with a rate of 5.4%
High School Graduation Rate (2008-09)	66.3%
Population over 25 years with high school degree	77.2%
Population over 25 with bachelors or higher	9.4%
Unemployment Rate (2009-10)	11.4%
At-Risk Behaviors	
Delinquent Rate (per 1,000 ages 6-15)	20.01%
Short Term Suspensions (2008-09)	323 youth
Teen Pregnancy Rate (2010) 64th in state	52.4%
DJJDP SRO Data/NCJOIN # of youth indicated as a gang member	14 youth
Governor's Crime Commission (2009-10)	None reported
Family & Poverty	
Child Abuse & Neglect Cases - 0-17 years per 1,000 (2008-09)	32.2%
Median Household Income	39,693$
Persons Below Poverty Level	18.9%
Persons receiving Food Stamps (2009-10)	Not served by Food Bank but according to May 2010 Board of Commissioners Meeting Minutes DSS has seen a 34% increase in # of applications.
Unemployment Rate (2009-10)	11.4%

Action for Children of North Carolina
NC Food & Nutrition Services, on Food Bank of Central and Eastern Carolina
NC Employment Security Commission
NC Department of Public Instruction
NC Department of Juvenile Justice and Delinquency Prevention
National Association of Counties

Juvenile Crime Prevention Council Overview

The purpose of Caswell County Juvenile Crime Prevention Council (JCPC) is to mobilize community leaders, locally and statewide, to reduce and prevent juvenile crime. Board members from the JCPC are appointed by the county Board of Commissioners and meet monthly. According to the North Carolina Department of Juvenile Justice and Delinquency Prevention, JCPCs have the responsibility to:

- Review the needs of juveniles in the county who are at risk of delinquency or who have been adjudicated undisciplined or delinquent
- Review the resources available to address those needs
- Prioritize community risk factors
- Determine the services needed to address those problems areas
- Develop a request for proposal for services in need
- Submit a written funding plan to the county commissioners for approval
- Evaluate program performance
- Increase public awareness of the causes of delinquency and strategies to reduce the problem
- Develop strategies to intervene, respond to and treat the needs of juveniles at risk of delinquency
- Provide funds for treatment, counseling, or rehabilitation services

JCPC Powers and Duties
- To ensure that appropriate intermediate dispositional options are available
- To provide funds for treatment of juveniles
- To increase public awareness of the causes of delinquency and strategies to reduce the problem
- To assess needs of juveniles in the local community
- To develop strategies for delinquency prevention through risk assessment
- To assess resources to meet the identified needs
- To develop or propose ways to meet those needs
- To plan for a permanent funding stream for delinquency prevention programs
- To evaluate program performance

DATA COLLECTION & ASSESSMENT PROCESS / RESEARCH METHODOLOGY

CGPS began its efforts by convening key stakeholders to discuss the need and importance of evaluating and assessing the youth gang problem in Caswell County. The research team utilized the Office of Juvenile Justice and Delinquency Prevention's (OJJDP) Comprehensive Gang Model *Guide to Assessing Your Community's Youth Gang Problem* as a guide to determine the dynamics of youth gangs in Caswell County. Prior to developing a strategy to address youth gangs, CGPS endeavored upon the assessment process in three phases (Figure-1). The phases included**:**

- **Phase I:** The scanning phase included educating and making community stakeholders aware of the problem of youth gangs. This phase allowed for CGPS to gain valuable community input on the priority problem of youth gang involvement and to communicate the vision and mission of the Partnership.

- **Phase II:** This phase initially is the analyzing and data collection phases. This phase focuses on collecting and analyzing data from the following domains:
    - Students perceptions
    - School staff perceptions
    - Community perceptions
    - Law enforcement perceptions
    - Youth serving professionals perceptions
    - Gang-involved youth perceptions
    - Utilized resources in the community

- **Phase III:** The response phase begins once all the data has been collected and analyzed. With results in hand, a well-informed decision can be made regarding a response to the youth gang problem. The strategy development process starts with communicating promising strategies in research, presenting county findings, and gaining input from stakeholders. The key strategies were honed into the following categories:
    - Community Mobilization
    - Opportunity Provision
    - Social Intervention
    - Gang Suppression
    - Organizational Change and Development

DATA COLLECTION PROCESS

- Gathering community demographics information
- Surveying law enforcement
- Surveying middle and high school students and staff
- Surveying community members
- Facilitating county-wide town hall meetings
- Compiling a list of resources and community programs that address risk factors related to gang involvement
- Researching promising strategies to develop effective gang prevention, intervention, and suppression programs

CASWELL COUNTY GANG TASK FORCE

The Caswell County Gang Task Force was formed to address the growing problem of youth street gangs in Caswell County. In 2009, the task force received funding to facilitate a county-wide gang assessment that would assist in understanding the local gang dynamics and shaping recommendations to address the problem. This task force is a sub-committee of the Caswell County Juvenile Crime Prevention Council and is now known as the Caswell Gang Prevention and Support (CGPS).

The CGPS provided valuable direction and input in all activities associated with the assessment. Most importantly, CGPS led the education, awareness and evaluation process with the intent of developing a countywide comprehensive plan to prevent youth gang involvement and develop interventions for youth who are currently engaged in gang activity.

CASWELL GANG PREVENTION AND SUPPORT

David Carter (Chairperson)
Chief Court Counselor for District 9A
NC Department of Juvenile Justice & Delinquency Prevention

Nelson Showalter
Caswell County Schools

Gwendolyn Vaughn
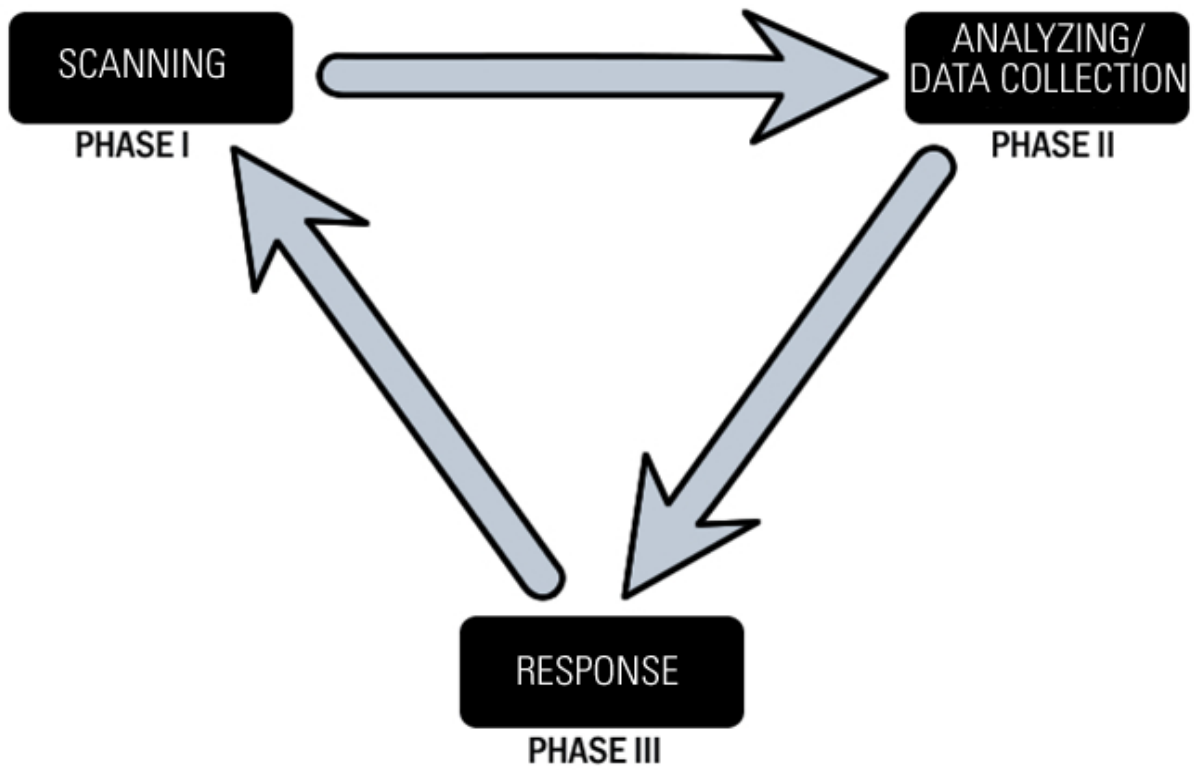Caswell County Finance Director

Lt. Michael Adkins
Caswell County Sheriff's Office

Judge Mark Galloway
Chief District Court Judge

Melanie Tudor
Juvenile Court Counselor
NC Department of Juvenile Justice & Delinquency Prevention

Tonya Pegg
Caswell County Parks & Recreation

Figure 1:

SCANNING
PHASE I

ANALYZING/
DATA COLLECTION
PHASE II

RESPONSE
PHASE III

INTRODUCTION TO THE ANALYSIS

The comprehensive gang assessment examined data from four different sets of participants in order to determine the extent of gang migration to Caswell County. The people surveyed were: students in both middle school and high school, teachers at the middle school and high school level, law enforcement and residents of Caswell County. The following findings were derived from those surveys. There were 21 primary variables examined in the youth survey. Six of the variables used in this study were demographic. Demographic variables were used to help the researchers classify the people answering the questions into categories in the hope that an identifiable pattern may be found. Four of the 21 variables were composite measures. Composite measures, or scales, are single variables that are composed of multiple individual questions. The specific scales in this study were designed to measure the students' attitudes and behaviors as they related to gangs. Finally, an additional 11 variables were used to measure specific situations that only applied to gang members.

The data from the survey were analyzed using several statistical techniques including univariate and bivariate tests. The study findings are presented for the entire district (9A) and individually for Caswell County. Prior to presenting the analysis, it is important to discuss the scale construction process.
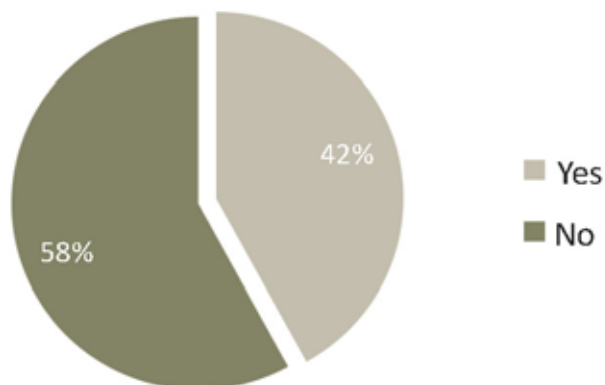
Key Findings: Student Perceptions

Assessment Snapshots

The responses below are "snapshots" from students who participated in the survey

Are you currently a member of a gang?

- 6% Yes
- 94% No

When you joined a gang, did your parents know?

- 42% Yes
- 58% No
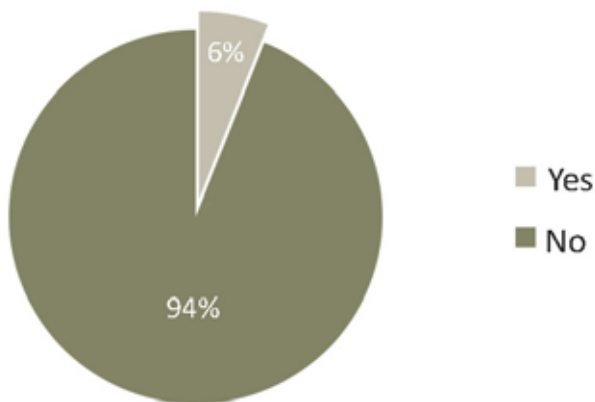
Student Scale Construction

This study used four scales to measure students' attitudes and behaviors as they related to gangs and deviance. As previously stated, composite measures are single variables which are composed of multiple questions. These multiple questions all measured different aspects of the same issue and allowed researchers to more accurately understand how an individual felt about the issues discussed.

For example, if a researcher wanted to know how a person felt about living in North Carolina, one could simply ask whether or not the person liked living in North Carolina. This type of question forces the respondent to give an answer that is not very accurate because it summarizes all of the experiences of living in North Carolina into only one position; like or dislike. If the researcher wanted a more accurate measure of how the person felt about North Carolina, the researcher could ask five questions: if the person liked the weather in North Carolina, if the person liked the cost of living in North Carolina, if the person liked the crime rate in North Carolina, if the person liked the employment rate in North Carolina and if the person liked the schools in North Carolina. By looking at these five questions together, the researcher can build a more accurate understanding of the person's views on North Carolina.

There are very specific ways in which researchers construct composite measures. All composite measures must be tested for both validity and reliability prior to being constructed. A set of questions designed to measure something must have been answered consistently (Reliability) by the people taking the survey. Additionally, the same set of questions must make sense together (Validity) before they can be composed into a single measure. Researchers used Cronbach's Alpha to test the reliability of the scales and Factor Analysis to test the validity of the scales. The questions in a scale are considered to have been answered reliably if the Cronbach's Alpha is at least .700 or higher.

Table-1: Scale Construction - Personal Attributes (District 9A)			
Defiant Individualism	**Eigen Value**	**Cronbach's Alpha**	**Range**
1. Being strong enough to take money back if friends won't pay it back	.508		
2. The amount of conflict you can handle shows how strong you are	.556		
3. If someone looks at you too long, you should confront them	.726		
4. A person who stares at you is challenging you	.729	.778	Low= 8-15 Mod= 16-24 High= 25-32
5. You should be willing to help a true friend get back at an enemy	.664		
6. Hanging out with weak people will hurt your reputation	.644		
7. If people think you are weak, you will have more problems	.572		
8. You should not give information about anything to the police	.621		

Although .700 is the general threshold for reliability, it is possible to have a scale with lower scores. Having a scale with a Cronbach's Alpha lower than .700 does not mean the scale is bad, only that the questions were not answered as reliably as they could have been. Researchers used Factor Analysis to determine how valid the questions were in the scales. In running a factor analysis, each question will produce a number called an Eigen Value. The threshold for a question to be considered valid is .400. Unlike Cronbach's Alpha, all Eigen Values must be at .400 or the question must be removed from the scale. Tables 1 and 2 show the Eigen values, alpha coefficients and questions used to build the scales. This study used several scales to measure new and emerging attitudes that may affect the onset of deviance in juveniles.

Defiant Individualism. This study included a measure of Sanchez-Jankowski's (2003) concept of defiant individualism. Defiant individualism is best defined as: A personality type in which the person has a strong sense of subjective morality, a lack of social inhibition toward crime and the willingness to use force as the primary means toward most ends. This variable was measured by a scale displayed in Table-1. Assessing the defiant individualist personality type was important because this personality type has been theoretically linked to gang membership. Theoretically, people who have strong defiant individualistic personalities are at greater risk of becoming gang members than people who do not display this attribute. Defiant individualism could also be loosely referred to as 'Thug Mentality'.
(See Table-1).

School Engagement. This study also used a scale to measure the students' school engagement. Research findings suggest that one of the best predictors of deviant behavior is school failure. Measuring the amount of school engagement helped the researchers better understand the students' behaviors in context of their school environment. Students who become gang members often begin by first becoming disengaged from conventional school activities. This variable was based on Social Bond Theory (See Table-2).

Table-2: Scale Construction - Personal Attributes (District 9A)			
School Engagement	**Eigen Value**	**Cronbach's Alpha**	**Range**
1. Play sports on a school team	.453		
2. Participate in clubs at school	.659		
3. Involved in band at school	.531		
4. Involved in drama at school	.515	.528	Low= 0-3
5. Involved in chorus at school	.480		High= 4-7
6. Attend school dances	.512		
7. Attend school trips	.445		

Deviant Peer Exposure. This variable used a scale to measure the association with deviant peers experienced by the students. It was important to assess how much the students were associating with deviant peers in general because it is possible to develop deviant habits through the social learning process. There were a total of 12 questions that were used in this scale. This variable was based on Differential Association Theory (See Table-3)

Table-3: Scale Construction (Deviance Measures)			
Exposure to Deviant Peers	**Eigen Value**	**Cronbach's Alpha**	**Range**
1. Have friends who have stolen from a store	.650		
2. Have friends who have stolen from school	.611		
3. Have friends who have been in a fight at school	.488		
4. Have friends who have broken into a home	.638		
5. Have friends who have been suspended from school	.527	.895	Low= 0-4
6. Have friends who have bought illegal drugs	.805		Mod= 5-8
7. Have friends who have used illegal drugs	.785		High= 9-12
8. Have friends who have sold drugs	.783		
9. Have friends who have stolen or tried to steal a car	.662		
10. Have friends who carry guns	.706		
11. Have friends who have shot at someone	.697		
12. have friends who have been arrested	.778		

Gang Exposure. This variable was designed to measure how often students were exposed to gang members in their daily activities. This variable was an extension of the deviant peer exposure variable and was designed to assess how much the students were associating with gang members, specifically, due to the same social learning process considered in measuring deviant peer exposure. This scale also used 12 questions. This variable was also based on Differential Association Theory (See Table-4).

Table-4: Scale Construction (Deviance Measures)			
Exposure to Gangs	**Eigen Value**	**Cronbach's Alpha**	**Range**
1. Ever been a member of a gang in the past?	.754		
2. Ever been a member of a group that was mistaken for a gang?	.578		
3. Ever thought of joining a gang?	.750		
4. Ever been pressured to join a gang or group?	.534		
5. Ever hung out with gang members?	.646		
6. Ever gotten drunk or gotten high with gang members?	.716	.864	Low= 0-4 Mod= 5-8 High= 9-12
7. Ever vandalized something with gang members?	.748		
8. Ever stolen something with a gang member?	.728		
9. Ever been attacked in a gang related incident?	.692		
10. Ever attacked someone in a gang related incident?	.745		
11. Ever had any friends that were gang members?	.606		
12. Ever had any classes with gang members?	.432		

Student Univariate Analysis

Table 5 displays the basic descriptive analysis of the primary variables examined in this gang evaluation. The table displays the measures of central tendency and dispersion for defiant individualism, exposure to deviant peers, exposure to gangs, school engagement and age. In addition to these primary study variables, table 5 also displays the respondents' grade point average (GPA) and age at which the respondent joined a gang, if they were gang members. Due to the study using proprietary assessment scales, the ranges for the study scales are listed below the table.

Table-5: Descriptive Means Analysis				
	Mean	Median	SD	N
Age	14	14	2.04	1274
Grade Point Average	3.1	3.2	0.70	524
Defiant Individualism	19.4	19.0	4.60	1238
Exposure to Deviant Peers	4.9	4.0	3.38	1258
Exposure to Gangs	2.3	1.0	2.84	1223
School Engagement	2.2	2.0	1.42	1244
Age at gang membership	10	12	4.44	65

*Note: Table does not include missing values

Defiant Individualism: 8–15= Low, 16–24= Moderate, 25–32= High
Exposure to deviant peers 0–4= Low, 5–8= Moderate, 9–12= High
Exposure to gangs 0–4= Low, 5–8= Moderate, 9–12= High
School Engagement 0–3= Low, 4–7= High

Table 6 displays the analysis of the demographic variables used in this study. The respondents' sex, ethnicity, grade and school were examined in order to better understand the context for any possible gang exposure. The results are presented below.

Table-6: Demographic Analysis		Caswell	
		N	%
Sex	Male	647	50.7
	Female	630	49.3
Ethnicity	Asian*	-	-
	Black	20	1.7
	Hispanic	444	37.7
	White	45	3.8
	Other	669	56.8
Grade	6th	184	14.9
	7th	189	30.3
	8th	186	15.1
	9th	191	15.5
	10th	185	15.0
	11th	158	12.8
	12th	140	11.4
School	Bartlett-Yancey	706	54.1
	Dillard	599	45.9

* Note: Asian respondents did not identify a county of residence. Table does not include missing values.

Assessment Snapshots

The responses below are "snapshots" from students who participated in the survey.

Did you join the gang for belonging or friendship?

51% No
49% Yes
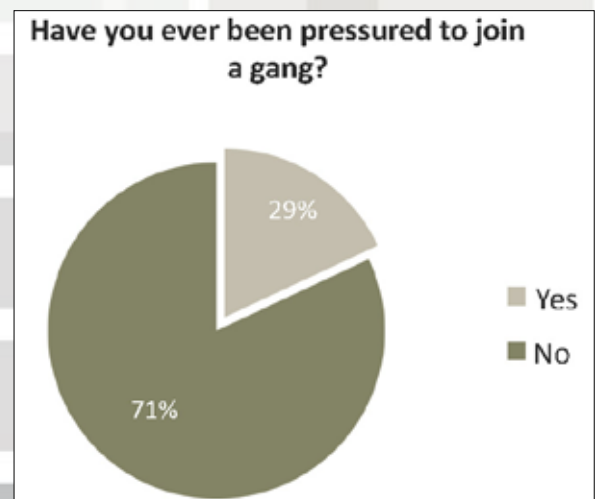
Have you ever been pressured to join a gang?
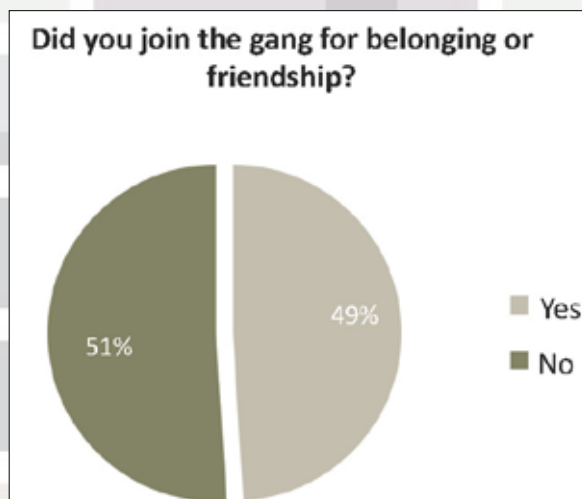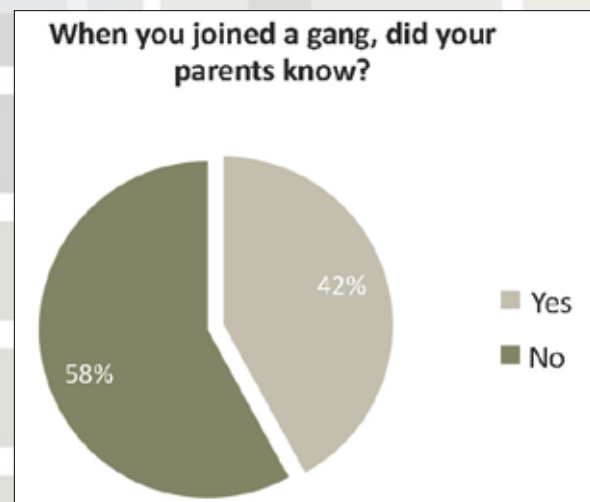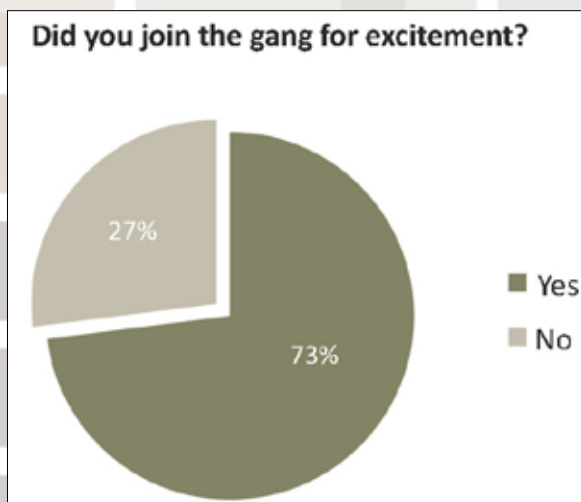

29% Yes
71% No

Table 7 displays the basic descriptive analysis of the variables in this study that directly related to gang members. The table presents an analysis of the gang members' responses to questions about the circumstances under which they joined the gang. In addition to these gang-related variables, Table 5 also displays the respondents' grade point average (GPA) and age at which the respondent joined a gang, if they were gang members.

Table-7: Descriptive Gang Analysis		Caswell N	Caswell %
Gang Member	No	1080	93.5
	Yes	75	6.5
Did parents know when you joined gang?	No	47	65.3
	Yes	25	34.7
Did other family members know when you joined gang?	No	22	30.1
	Yes	51	69.9
Did friends know when you joined gang?	No	6	8.3
	Yes	66	91.7
Did you join a gang for protection?	No	51	69.9
	Yes	22	30.1
Did you join a gang for money?	No	57	78.1
	Yes	16	21.9
Did you join a gang to belong?	No	37	50.7
	Yes	36	49.3
Did you join a gang for excitement?	No	20	27.4
	Yes	53	72.6
Did you join a gang for other reasons?	No	25	34.7
	Yes	47	65.3
Would you ever consider leaving the gang?	No	50	69.4
	Yes	9	12.5

*Note: Table does not include missing values

Assessment Snapshots

The responses below are "snapshots" from students who participated in the survey.

Did you join the gang for excitement? 27% No, 73% Yes

When you joined a gang, did your parents know? 42% Yes, 58% No

Student Bivariate Analysis

This study used a bivariate analysis in order to identify any possible relationships between the attitudes and behaviors of the students in the study. The bivariate correlation also tells the researchers if the relationships are statistically significant or not. Statistical significance means that the relationships were so consistent that they could not have mathematically occurred by chance. In examining the bivariate correlations among the students' data, 18 relationships were found to be statistically significant.

The degree of defiant individualism was statistically related to several different variables in the study. There were direct relationships between defiant individualism and the association with deviant peers (r= .339, p= .000), exposure to gang members (r= .455, p=.000) and gang membership (r= .344, p= .000). This means that as the amount of defiant individualism increases so does the person's association with deviant peers, exposure to gang members and actual gang membership. In addition to these direct correlations, defiant individualism was inversely correlated to two other variables in the study.

The student data revealed several interesting findings. There were inverse correlations between defiant individualism and school engagement (r= −.055, p= .003) and grade point average (r= −.269, p= .000). This tells us that as the level of defiant individualism increases, the student's school engagement and grade point averages decrease. Therefore, not only did the defiant individualist personality promote deviant behavior but it harms positive behavior. In any juvenile study, it is important to examine school engagement as an indicator of the students' bond to normal society. School engagement and grade point average were directly related (r= .238, p= .000). This suggests that as a student's school engagement increases so does his or her grade point average. It is this same relationship that carries over into adult life. Adults who are engaged in mainstream society tend to be more successful and less deviant than those who are not. When examining the exposure to deviant peers there were similar affects as those seen when examining the affects of defiant individualism.

Exposure to deviant peers in general was significantly related to exposure to gang members specifically (r=. 590, p= .000) and gang membership (r=. 263, p= .000). This suggests that as a student's exposure to deviant peers increases, so does his or her exposure to gang members and actual gang membership. The exposure to deviant peers had an affect on positive school behaviors that was similar to that of defiant individualism. There were inverse correlations between exposure to deviant peers and both school engagement (r= -.063, p= .001) and grade point average (r= -.221, p= .000). Therefore, as a student increases his or her exposure to deviant peers, his or her school engagement and grade point average will decrease. An analysis of the attitudes and behaviors of gang members also revealed several statistically significant relationships.

In addition to the relationships between gang membership, elevated levels of defiant individualism and increased exposure to deviant peers; gang membership was inversely related to both school engagement (r= -.270, p= .000) and grade point average (r= -.135, p= .000). These statistics suggest that gang members had higher levels of defiant individualism, more frequent association with deviant peers, lower school engagement and lower grade point averages.

When studying juvenile populations, age is always a consideration because juveniles often drift into and out of patterns of deviance at different times of their lives. The bivariate correlations showed that age was significantly related to five variables in the study. There were direct correlations between age and defiant individualism (r= .040, p= .031), exposure to deviant peers (r=. 316, p= .000), exposure to gangs (r=. 189, p= .000) and gang membership (r=.087, p=.000). This suggests that as the students grew older they experienced greater levels of defiant individualism, greater exposure to both deviant peers and gang members (See Table-8).

		DDI	PEER	GANG	SENG	RAGE	RGPA	GMEM
	Table-8: Bivariate Correlation (Student)							
DDI		1	.339**	.455*	-.055**	.040*	-.269**	.344**
PEER			1	.590**	-.063**	.316**	-.221**	.263**
GANG				1	-.013	.189**	-.270**	.570**
SENG					1	-.137**	.238**	.022
RAGE						1	-.008	.087**
RGPA							1	-.135**
GMEM								1

DDI= Degree of Defiant Individualism   RAGE= Respondent's Age
PEER= Exposure to Deviant Peers   RGPA= Respondent's Grade Point Average
GANG= Exposure to gangs   GMEM= Gang Membership
SENG= Degree of School Engagement   **P< .01 *P≤.05

Students who identified themselves as gang involved were also asked open-ended questions regarding the dynamics of their involvement. When asked about other reasons they decided to join, students responded varyingly. Some of the responses included:

- "Because our boyfriends are in it."
- "To have a family cause my mom was never around."
- "Because my homeboys / homegirls are in it."
- "To help my family."
- "To get a name for myself."
- "My brother is a leader of a gang."
- "I joined a gang just for fun."
- "To make friends and have fun."

When asked about what the gang involved youth liked most about the gang, students responded:

- "Getting money and respect."
- "Hanging out with friends, and knowing that they have your back no matter what."
- "I fit in."
- "It gives me power."
- "It's like a family."
- "Because some of my friends are in."
- "We get to hang out all of the time."
- "They get respect – nobody messes with them and they show power and pride."

When asked about what they did not like about the gang, students responded:

- "Anything can and will happen at anytime."
- "Getting in trouble."
- "Hurting people."
- "I get forced to do things."
- "Getting shot at."
- "The violence of the gang."
- "You can't get out."
- "The missions and cruelty."

When asked about what might make you leave the gang, students responded:

- "Being arrested."
- "If I get jumped and they don't help me."
- "My family."
- "They might get too violent."
- "If someone asks me to kill somebody."
- "If I get shot."
- "If another one of my homeboys die."
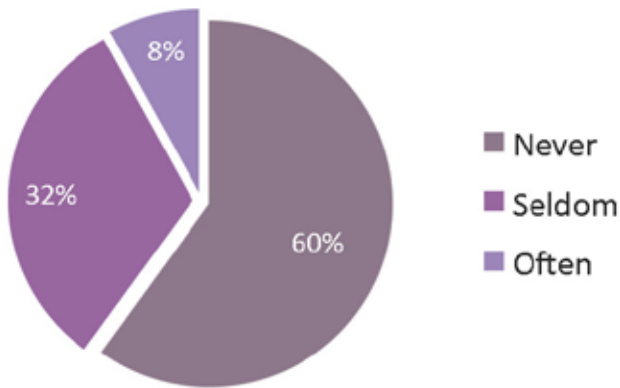- "If they kill my family."
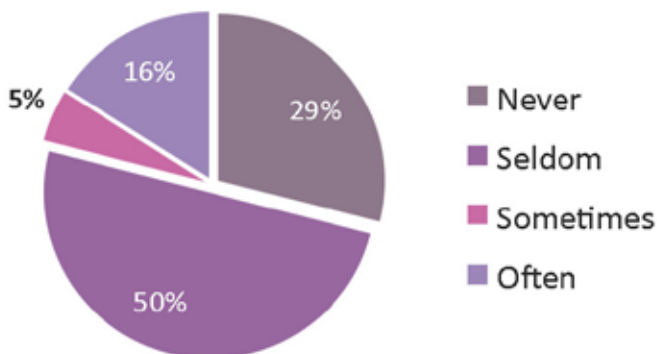
Key Findings:
School Staff Perceptions

Assessment Snapshots

The responses below are "snapshots" from school staff who participated in the survey.

How often are threats involving gang members reported?

- 8% Often
- 32% Seldom
- 60% Never

How often are drug use, sales, or possession involving gang members reported?

- 29% Never
- 50% Seldom
- 5% Sometimes
- 16% Often

Staff Scale Construction

The researchers used several scales in the staff assessment. Scales allowed the researchers to effectively measure the staff's perception of parental involvement and frequency of gang incidents and the credibility of those gang reports. Table-9 displays the reliability and validity measures for the staff indices.

Table-9: Scale Construction (Staff)			
	Eigen Value	**Cronbach's Alpha**	**Range**
Parental Involvement			
1. Parents attend parent-teacher conferences	.576		
2. Parents attend PTA meetings	.660		
3. Parents check their children's homework	.741		
4. Contact teachers about children's homework	.747	.807	Low= 7-13 Mod= 14-20
5. Visit school to inquire about their children's progress	.724		High= 21-28
6. Attend extracurricular activities- On campus (sporting events, dances)	.635		
7. Attend extracurricular activities- Off campus (away sporting events, trips)	.691		
Frequency of Gang Incidents			
1. Gang Graffiti (walls, notebooks etc.)	.740		
2. Vandalism (non-graffiti) by gang members	.722		
3. Gang Hand Signs	.862		
4. Wearing of Gang Colors (clothing, brands or bandanas)	.811	.925	Low= 10-19 Mod= 20-29
5. Gang Property crime (i.e. theft)	.807		High= 30-40
6. Sexual incidents involving gang members	.671		
7. Threats involving gang members	.713		
8. Harassment involving gang members	.881		
9. Drug use, sales or possession involving gang members	.751		
10. Fights involving gang members	.876		
Credibility of Gang Incidents			
1. Gang Graffiti (walls, notebooks etc.)	.866		
2. Vandalism (non-graffiti) by gang members	.830		
3. Gang Hand Signs	.864		
4. Wearing of Gang Colors (clothing, brands or bandanas)	.857	.965	Low= 10-16 Mod= 17-23
5. Gang Property crime (i.e. theft)	.894		High= 24-30
6. Sexual incidents involving gang members	.812		
7. Threats involving gang members	.923		
8. Harassment involving gang members	.924		
9. Drug use, sales or possession involving gang members	.877		
10. Fights involving gang members	.920		

Staff Univariate Analysis

Table 10 displays the basic descriptive analysis of the primary variables collected from staff members in the selected school. The table displays the measures of central tendency and dispersion for staff age, total years in education, suspected age of gang involvement, level of gang incident credibility, gang incident frequency and degree of parental involvement. Due to the study using proprietary assessment scales, the ranges for the study scales are listed below the table.

Table-10: Descriptive Means Analysis (Staff)				
	Mean	**Median**	**SD**	**N**
Staff Age	36	35	9.02	51
Total Years in Education	11	9	8.77	60
Suspected Age of Gang Involvement	13	13	1.88	37
Level of Gang Credibility	23.0	23.0	5.00	51
Gang Incident Frequency	24.7	25.0	6.25	58
Degree of Parental Involvement	17.9	19.0	3.13	59

*Note: Table does not include missing values

Level of Gang Credibility 10-16= Low, 17-23= Moderate, 24-30= High.
Gang Incident Frequency 10-19= Low, 20-29= Moderate, 30-40= High.
Parental Involvement 7-13= Low, 14-20= Moderate, 21-28= High.

Assessment Snapshots

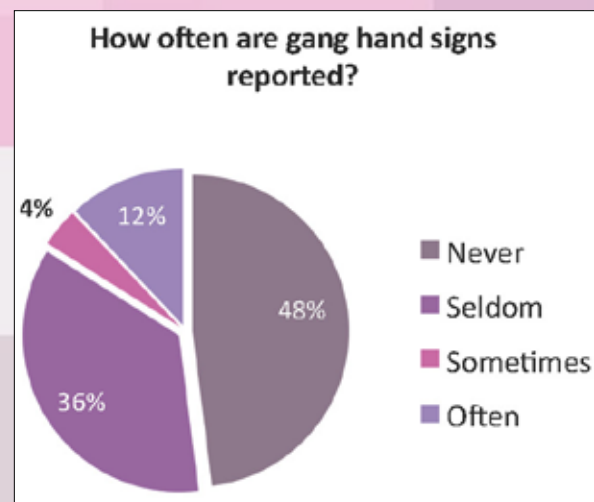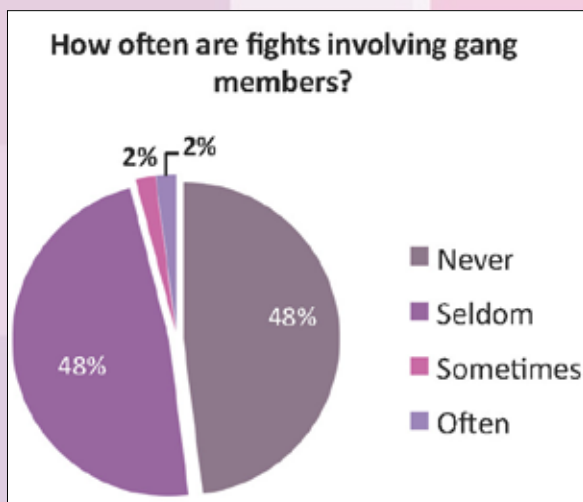The responses below are "snapshots" from school staff who participated in the study.

How often are fights involving gang members?

- Never
- Seldom
- Sometimes
- Often

2% 2% 48% 48%

How often are gang hand signs reported?

- Never
- Seldom
- Sometimes
- Often

4% 12% 48% 36%

Table-11: Demographic Analysis (Staff)			
		Caswell	
		N	**%**
Graduate Degree	No	49	59.0
	Yes	34	41.0
School	Bartlett-Yancey	26	100.0
	Dillard	-	-
Gang incident frequency	None	18	21.7
	Decreasing	23	27.7
	Constant	20	24.1
	Increasing	22	26.5
Sex	Female	59	72.0
	Male	23	28.0
Ethnicity	Asian	3	3.7
	Black	14	17.3
	Hispanic	-	-
	White	61	75.3
	Other	3	3.7
Marital Status	Married	57	72.2
	Single (NM)	11	13.9
	Divorced	8	10.1
	Other	3	3.8

*Note: Table does not include missing values

Table 11 displays the analysis of the demographic variables collected from the school staff. The respondents' sex, ethnicity, graduate degree, marital status and school were examined in order to better understand the staff perspective from which the data were generated. Additionally, Table 11 also displays an analysis of the respondents' perceptions on whether the gang situation is escalating.

Staff Bivariate Analysis
A bivariate correlation was also computed for the staff data. The purpose of the staff bivariate correlation was to determine if the staff's perception about the frequency of gang incidents and gang credibility were related to any other factors in the study. In examining the staff data, there were only two significant relationships found. There was a statistically significant relationship between the degree of parental involvement and the staff member's total years in education ($r = .229$, $p = .010$). This suggests that staff members who had longer tenures in the field of education believed that parents had higher amounts of involvement. There were two additional study-related relationships that involved the staff member's age.

Both variables, degree of parental involvement and frequency of gang incidents, were correlated with staff member's age. There was a direct correlation between age and the degree of parental involvement ($r = .220$, $p = .020$). This suggests that older members had a greater perception of parental involvement. Age was, however, inversely correlated with frequency of gang incidents ($r = -.221$, $p = .016$). This suggests that younger staff members had a greater perception of the frequency with which gang incidents occurred. The bivariate correlation suggested that these variables were not very helpful in better understanding the staff's perceptions of the gang situation in the school (See Table-12).

Table-12: Bivariate Correlation (Staff)							
	GAGE	DPI	FREQ	CRED	TYED	GRAD	RAGE
GAGE	1	.045	-.135	-.138	-.121	.196	.008
DPI		1	-.128	-.014	.229**	-.080	.220*
FREQ			1	.182	-.101	-.169	-.221*
CRED				1	-.158	-.080	-.015
TYED					1	.193*	.807**
GRAD						1	.214*
RAGE							1

GAGE= Age at gang membership
DPI= Degree of Parental Involvement
FREQ= Frequency of Gang Incident
CRED= Level of gang incident credibility

TYED= Total years working in education
GRAD= Respondent has a graduate degree
RAGE= Respondent's age
**P< .01 *P ≤ .05

Key Findings:
Law Enforcement Data

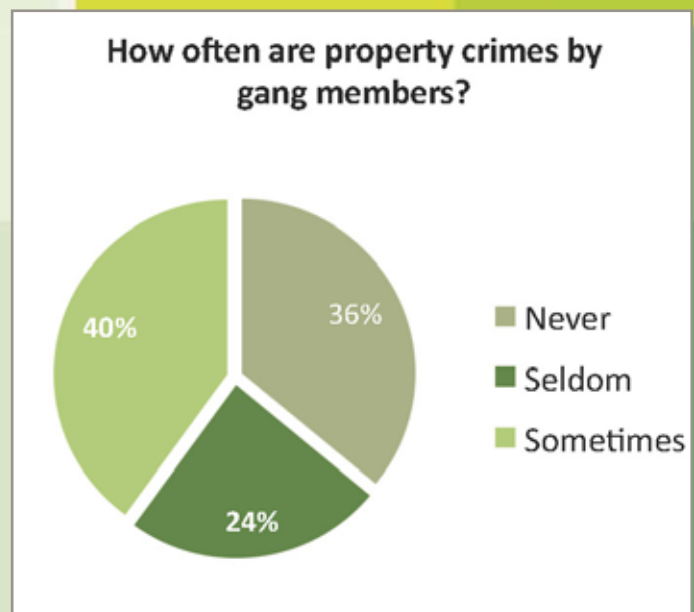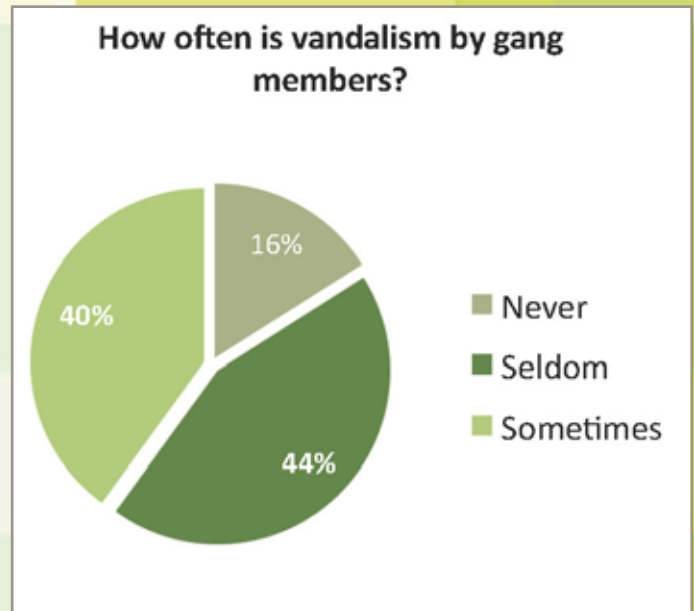**Introduction to the Police Analysis**

The law enforcement officers surveyed for the comprehensive gang assessment consisted of all law enforcement agencies from Caswell County. The following findings were derived from those surveys. In addition to the study variables, demographic variables were used to help the researchers classify the officers answering the questions into categories in the hope that an identifiable pattern may be found. The primary study variables were composite measures.

Composite measures, or scales, are single variables that are composed of multiple individual questions. The specific scales in the law enforcement component of the assessment were designed to assess the frequency of gang incidents and the level of credibility given to those gang-related incidents. Additionally, a bivariate correlation was computed to determine if there were any relationships between the variables that might help explain the officers' perceptions of the gang problem.

This analysis did not, however, include a statistical count of the number of gang-related crime in the jurisdiction. This measure appears to be somewhat premature for this type of assessment. Developing an accurate count of gang-related offenses is a function of proper training in gang identification, gang validation and gang classification. In addition to the training, departments must have well-written standards, policies and procedures for collecting those types of data in order for those data to be considered valid.

Assessment Snapshots

The responses below are "snapshots" from law enforcement who participated in the survey.

How often is vandalism by gang members?

- Never: 16%
- Seldom: 44%
- Sometimes: 40%

How often are property crimes by gang members?

- Never: 36%
- Seldom: 24%
- Sometimes: 40%

Scale Construction

This study used two scales to assess the frequency of gang incidents and credibility of the gang incidents reported. The questions all measured different aspects of incident frequency and credibility. The scales allowed researchers to more accurately understand how the officers felt about gangs in their jurisdiction. Table 13 shows the Eigen values, alpha coefficients and questions used to build the law enforcement assessment scales.

Table-13: Scale Construction (Law Enforcement)			
	Eigen Value	Cronbach's Alpha	Range
Gang Incident Frequency			
1. How often does gang graffiti occur?	.792		
2. How often does vandalism (non-graffiti) by gang members occur?	.552		
3. How often are gang hand signs used?	.712		
4. How often do people wear gang colors?	.858		
5. How often does gang property crime occur?	.745	.952	Low= 11-21
6. How often do threats involving gang members occur?	.907		Mod= 22-33
7. How often does harassment involving gang members occur?	.899		High= 34-44
8. How often does drug use, sales or possession involving gang members occur?	.812		
9. How often do fights involving gang members occur?	.912		
10. How often do assaults involving gang members occur?	.935		
11. How often do shootings involving gang members occur?	.859		
Incident Credibility			
1. How credible is gang graffiti?	.828		
3. How credible is gang hand signs?	.729		
4. How credible is the wearing of gang colors?	.788		
5. How credible is gang property crime?	.745		
6. How credible is gang sexual incidents?	.594		
7. How credible are threats involving gang members?	.842	.939	Low= 11-17
8. How credible is harassment involving gang members?	.827		Mod= 18-26
9. How credible is drug use, sales or possession involving gang members?	.815		High= 27-33
10. How credible are fights involving gang members?	.842		
10. How credible are assaults involving gang members?	.873		
11. How credible are shootings involving gang members?	.795		

Gang Incident Frequency: 11-21= Low frequency, 22-33= Moderate frequency, 34-44= High frequency
Incident Credibility 11-17= Low Credibility, 18-26= Moderate Credibility, 27-33= High Credibility

Law Enforcement Univariate Analysis

Table 14 displays the basic descriptive analysis of the primary variables collected from the Caswell County Sheriff's Department (SD). The table displays the measures of central tendency and dispersion for age, gang incident frequency, level of gang incident credibility, total years in law enforcement, and years of education.

Table-14: Descriptive Means Analysis (Law Enforcement)				
	Mean	**Median**	**SD**	**N**
Age Caswell SD	41.2	40.0	10.92	23
Incident Frequency Caswell SD	23.5	22.5	6.75	22
Incident Credibility Caswell SD	20.6	22.0	4.06	13
Years in Law Enforcement Caswell SD	9.2	6.0	9.41	25
Years of Education Caswell SD	13.0	12.0	1.76	24

Table 15 displays the analysis of the demographic variables collected from law enforcement. The respondents' sex, ethnicity, marital status, training, and identified protocols were examined in order to better understand law enforcement perspective from which the data were generated. Additionally, table 15 also displays an analysis of the respondents' perceptions on the gang situation over the last two years.

Table-15: Demographic Analysis (Law Enforcement)		Caswell SD	
		n	%
Sex	Male	23	92.0
	Female	2	8.0
Ethnicity	Asian	-	-
	Black	6	25.0
	Hispanic	1	4.2
	White	17	70.8
	Other	-	-
Marital Status	Married	20	82.3
	Single	2	8.3
	Divorced	2	8.3
	Other	-	-
Received training on gangs	Yes	11	47.8
	No	12	52.2
Has protocols for addressing gang incidents	Yes	9	39.1
	No	14	60.9
Describe gang situation over the past two years			
	Nonexistent	6	26.1
	Decreasing	3	13.0
	Remaining constant	9	39.1
	Becoming more frequent	5	21.7

*Note: Table does not include missing values

Active Gangs in Caswell County

Bloods
Crips
MS–13
M.O.E (Money Over Everything)
S.O. Club
OFA Crew
Latin Kings
Folk Nation

Law Enforcement Bivariate Analysis

The purpose of the law enforcement bivariate analysis was to determine if the frequency of gang incidents or incident credibility correlated with any identifiable variables in the study. Table-16 shows that there were only two statistically significant relationships among the law enforcement study variables.

There was a statistically significant, direct relationship between the frequency of reported gang incidents and the degree of credibility given to those incidents (r= .751, p= .000). The relationship was very strong. This relationship suggested that as the officers' perception of frequency of gang incidents increased so did the level of credibility they gave those incidents.

The second statistically significant relationship found among the law enforcement study variables occurred between the number of non-sworn personnel and the frequency of gang incidents (r= -.526, p= .001). This direct relationship was moderately strong. This correlation suggests that agencies with lower numbers of non-sworn personnel reported higher frequency of gang-related incidents (See Table-16).

Table-16: Bivariate Correlation (Law Enforcement)

	GFRQ	CRED	NSWR	SWOR	EDUC	TYLE	RAGE	TYAC
GFRQ	1	.751**	-.526**	-.265	-.029	-.117	-.313*	.034
CRED		1	-.154	-.165	-.010	-.090	-.284	.077
NSWR			1	.781**	.067	-.042	.260	-.086
SWOR				1	.142	.192	.316*	.157
EDUC					1	.081	.020	.062
TYLE						1	.561**	.739**
RAGE							1	.405*
TYAC								1

GFRQ= Frequency of gang incidents
CRED= Level of gang credibility
NSWR= # of non-sworn personnel
SWOR= # of sworn personnel
**P< .01 *P ≤ .05

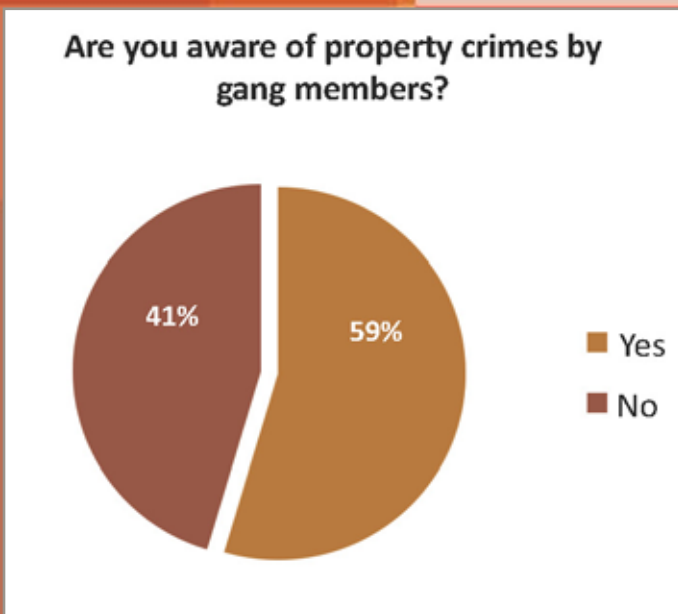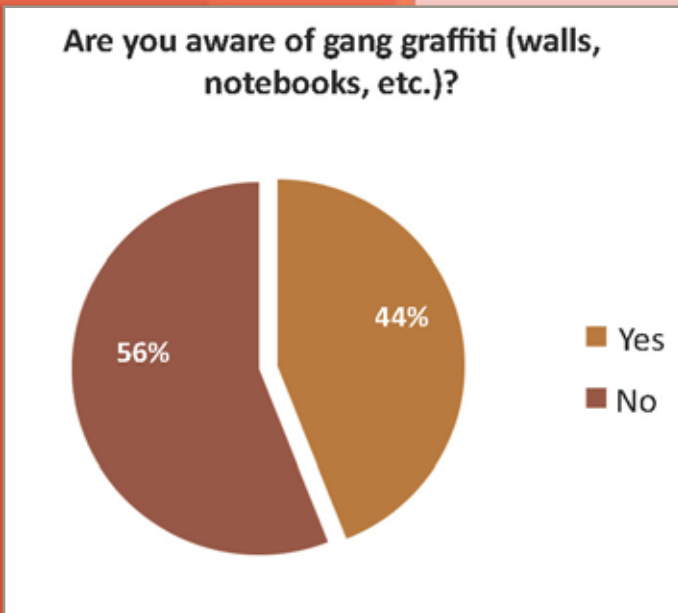EDCU= Years of education
TYLE= Total years in law enforcement
RAGE= Respondent's Age
TYAC= Total years at current agency

Key Findings: Community Perceptions

Assessment Snapshots

The responses below are "snapshots" from community members who participated in the study.

Are you aware of gang graffiti (walls, notebooks, etc.)?

56% No
44% Yes

■ Yes
■ No

Are you aware of property crimes by gang members?

41% No
59% Yes

■ Yes
■ No

Introduction to the Community Analysis

The people surveyed in the community component of the comprehensive gang assessment were residents of Caswell County. The following findings were derived from those surveys. In addition to the study variables, demographic variables were used to help the researchers classify the people answering the questions into categories in the hope that an identifiable pattern may be found. The primary study variables were composite measures.

Composite measures, or scales, are single variables that are composed of multiple individual questions. The specific scales in this study were designed to measure community residents' awareness of gang-related incidents and the level of credibility given to gang-related incidents. Additionally, a bivariate correlation was computed to determine if there were any relationships between the variables that might help explain the respondent's perceptions of the gang problem.

Scale Construction

This study used two scales to assess the community residents' awareness and credibility as they related to gang-related incidents. As previously stated, composite measures are single variables which are composed of multiple questions. These multiple questions all measured different aspects of the same issue and allowed researchers to more accurately understand how an individual felt about the issues discussed.

Tables 17 shows the Eigen values, alpha coefficients and questions used to build the community analysis scales. This study used two scales to measure the community awareness and incident credibility toward gang-related incidents.

Table-17: Scale Construction (Community)			
	Eigen Value	Cronbach's Alpha	Range
Gang Awareness 1. Are you aware of gang graffiti? 2. Are you aware of vandalism (non-graffiti) by gang members? 3. Are you aware of gang hand signs? 4. Are you aware of people wearing gang colors? 5. Are you aware of gang property crime? 6. Are you aware of gang sexual incidents? 7. Are you aware of threats involving gang members? 8. Are you aware of harassment involving gang members? 9. Are you aware of drug use, sales or possession involving gang members? 10. Are you aware of fights involving gang members?	.756 .782 .754 .766 .774 .614 .800 .805 .788 .850	.923	Low= 0-3 Mod= 4-7 High= 8-10
Incident Credibility 1. How credible is gang graffiti? 2. How credible is vandalism (non-graffiti) by gang members? 3. How credible is gang hand signs? 4. How credible is the wearing of gang colors? 5. How credible is gang property crime? 6. How credible is gang sexual incidents? 7. How credible are threats involving gang members? 8. How credible is harassment involving gang members? 9. How credible is drug use, sales or possession involving gang members? 10. How credible are fights involving gang members?	.855 .867 .867 .859 .805 .734 .838 .886 .873 .813	.952	Low= 10-16 Mod= 17-24 High= 25-30

Gang Awareness: 0-3= Low Awareness, 4-7= Moderate Awareness, 8-10= High Awareness
Incident Credibility 10-16= Low Credibility, 17-24= Moderate Credibility, 25-30= High Credibility

Community Univariate Analysis

Table 18 displays the basic descriptive analysis of the primary variables collected from the community-at-large. The table displays the measures of central tendency and dispersion for age, awareness of gang activity, level of gang incident credibility, and suspected age of gang membership.

Table-18: Descriptive Means Analysis (Community)				
	Mean	Median	SD	N
Age	43.3	42.0	14.99	289
Gang Awareness	5.5	6.0	3.72	196
Incident Credibility	19.2	22.0	10.01	175
Age of suspected gang membership	14.4	15.0	2.53	229

Table 19 displays the analysis of the demographic variables collected from the community-at-large. The respondents' sex, ethnicity, an marital status were examined in order to better understand the community's perspective from which the data were generated. Additionally, table 19 also displays an analysis of the respondents' perceptions on gang incidents over the past two years.

Table-19: Demographic Analysis (Community)		Caswell	
		n	%
Sex	Male	131	43.5
	Female	168	55.8
Ethnicity	Asian	2	.7
	Black	70	23.3
	Hispanic	3	1.0
	White	223	74.1
	Other	3	1.0
Marital Status	Married	190	64.2
	Single	59	19.9
	Divorced	25	8.4
	Other	21	7.1
Gang incidents over the past two years			
	Non-existent	30	10.8
	Decreasing	40	14.4
	Remaining constant	90	32.5
	Becoming more frequent	117	42.2

* Note: Tables do not include missing values.

Community Bivariate Analysis

The purpose of the community bivariate analysis was to determine if the community gang awareness or incident credibility correlated with any identifiable variables in the study. Table-20 shows that there was only one statistically significant relationship among the community variables.
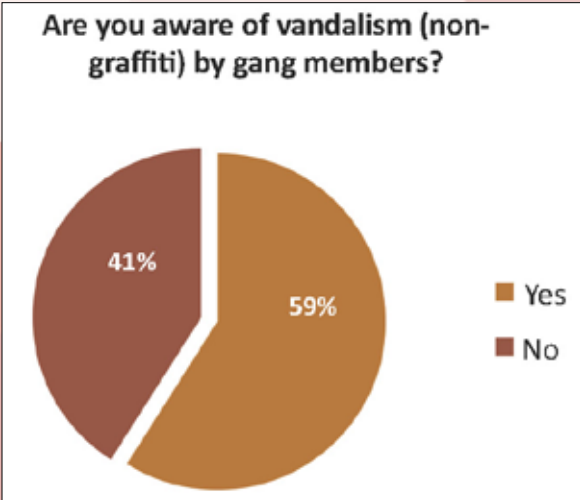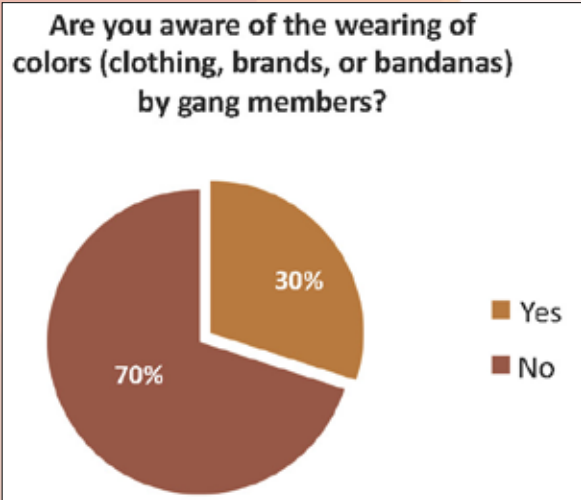
There was a statistically significant, direct relationship between gang awareness and incident credibility (r= .881, p= .000). The relationship was very strong; almost to the point of approaching colinearity. This relationship suggested that as the respondent's awareness of gang incidents increased so did the level of credibility they gave the incidents.

Table-20: Bivariate Correlation (Community)					
	AWAR	CRED	MALE	MARR	RAGE
AWAR	1	.881**	.074	.008	-.040
CRED		1	.003	.050	-.035
MALE			1	-.013	-.170**
MARR				1	.244**
RAGE					1

AWAR= Level of Awareness   CRED= Level of Credibility
MALE= Respondent was male   MARR= Respondent was married
RAGE= Respondent's Age   **P< .01 *P ≤ .05

Assessment Snapshots

The responses below are "snapshots" from community members who participated in the study.

Are you aware of the wearing of colors (clothing, brands, or bandanas) by gang members?

30% Yes
70% No

Are you aware of vandalism (non-graffiti) by gang members?

41% No
59% Yes

"I joined a gang because of the protection"

–Student

Key Findings:
Youth Service Provider Inventory

In addition to assessing the youth gang dynamics in Caswell County, it is equally important to understand the capacity of the community to provide prevention and intervention services, along with suppression strategies to both youth who are at-risk of gang involvement or who are currently involved.   The OJJDP Community Resource Inventory tool was utilized to assess and collect a sampling of the various types of youth-service providers across the county. The number of respondents were representative of the diverse scope and type of programming in Caswell County. Approximately seventeen agencies responded to the survey and provided valuable information on strategies currently in place. Regarding the type of program, 37% are through local government, another 43% are through nonprofits, 12% are state government, and 8% are for profit (figure-2).

 In figure-3, 85% of respondents indicated that their program serves as a prevention mechanism for gang involvement, while   60% has a focus on intervention services for youth who are currently involved in gang activities. Eight-percent of respondents included that the suppression of gang activity was a central component of their strategy to address the issue. For the aforementioned services, 94% of respondents indicate that there were no eligibility-criteria that is income-based. It is also important to note that the participation in these programs vary. All (100%) of respondents indicate that participation in programs is voluntary, while some of the program referrals are court-ordered (94%). Figure-4 details the target populations as it relates to age.

Assessment Snapshots

The responses below are "snapshots" from youth service providers who participated in the survey.
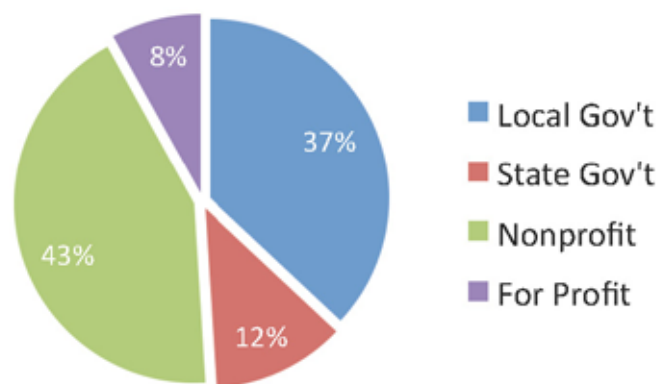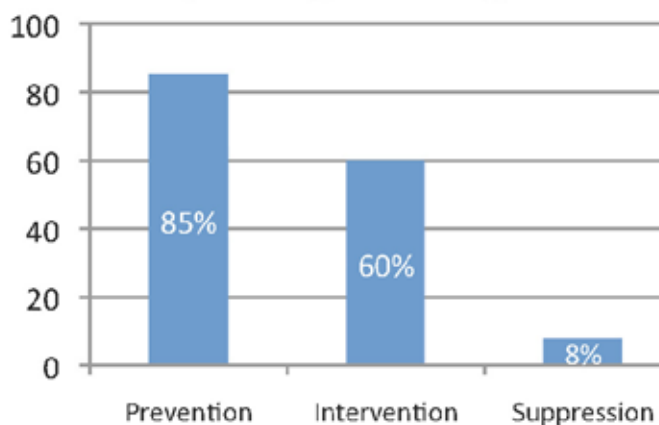
Figure 2: Type of Program

- Local Gov't — 37%
- State Gov't — 12%
- Nonprofit — 43%
- For Profit — 8%

Figure 3: Type of Strategy

- Prevention — 85%
- Intervention — 60%
- Suppression — 8%

Eighty-percent of respondents indicated that their programs targets youth ranging from 13 to 17 years old and 85% indicate a focus ranging from 6 to 11. To continue, respondents were asked to specify the domains of risk that their programs addressed in regards to factors that perpetuate gang involvement. In figure-5, 100% of respondents indicate that their programs address family and peer domains. The remainder of domains (individual, school, and community) are addressed by 90% of programs. Some of the strategies utilized in the programs include: mentoring, tutoring, conflict management, social competencies building, and parenting training.

Respondents also included challenges to serving the youth population effectively. The most frequent response spoke to the need for more volunteers and mentors to work with youth. Respondents indicated that recruiting volunteers and retaining their consistent involvement was problematic. Funding was also considered a challenge for most respondents. Expansion of programs was the number one priority in regards to funding needs. This expansion would increase the capacity of programs to hire more staff to serve more youth and their families. Respondents also indicated that with increased funding, programs could become more innovative and meet the changing needs of the population.

Figure 4: Target Population

Figure 5: Risk Domains
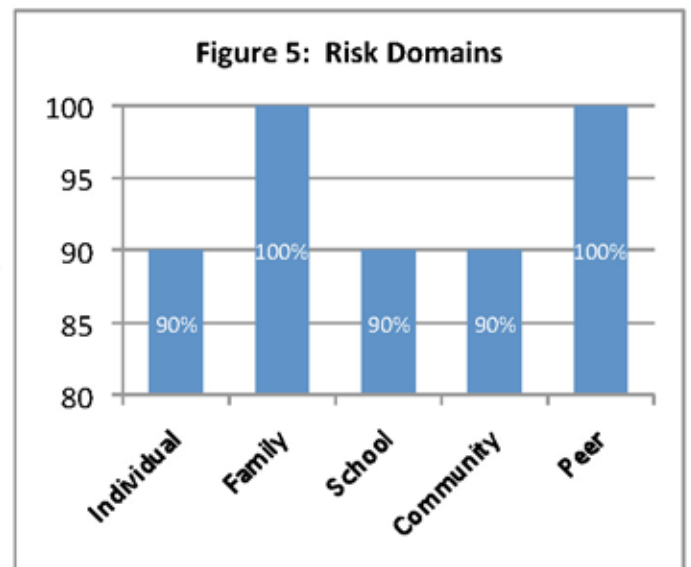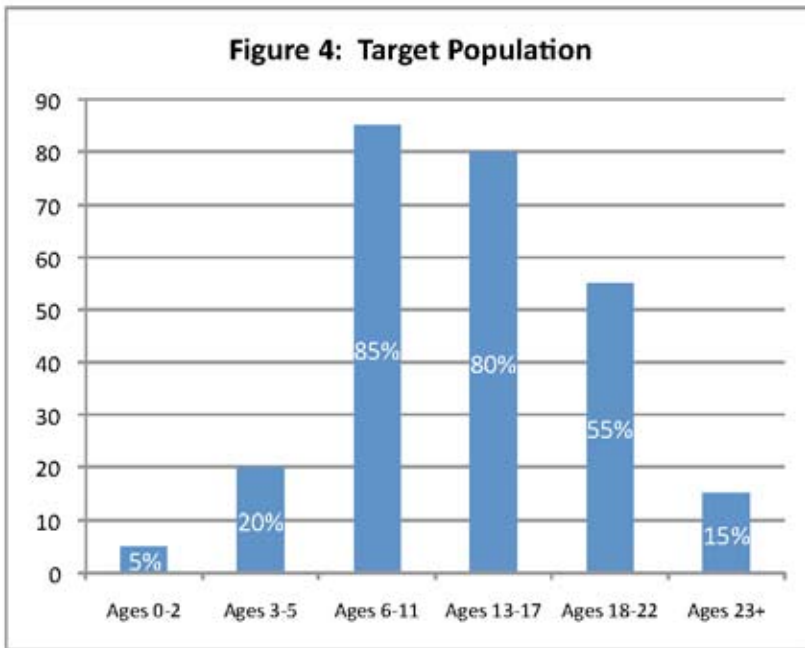
Plan To Prevent Youth Gang Involvement

Office Of Juvenile Justice And Delinquency Prevention
Comprehensive Gang Model

STRATEGIES

Community Mobilization
Community Mobilization is the involvement of local citizens, community groups and agencies, and the coordination of programs and staff functions within and across agencies.

Opportunities Provision
Opportunities Provision involves the development of a variety of specific education, training, and employment programs for targeted youth.

Social Intervention
Social intervention involves youth-serving agencies, schools, grass-roots groups, faith-based organizations, police, and other juvenile and criminal justice organizations reaching out and acting as links among gang-involved youth, their families and the community and needed services.

Gang Suppression
Gang suppression is the formal and informal social control procedures of the justice systems and community agencies and groups. Community-based agencies and local groups must collaborate with juvenile and criminal justice agencies in surveillance and sharing of information under conditions that protect the community and the civil liberties of youth. Suppression activities tend to target a particular youth gang member who is already involved in criminal activity or is identified as a hard-core gang member. Suppression activities also use the full force of the law generally through a combination of police, prosecution, and incarceration to deter the criminal activities of entire gangs, dissolve them and remove individual gang members from them by means of prosecution and incarceration.

Organizational Development
Organizational change and development involves the development and implementation of policies and procedures that result in the most effective use of available and potential resources, within and across agencies, to better address the gang problem.

RECOMMENDATIONS

Information and findings that were gathered and compiled has been instrumental in developing practical strategies that can guide policymakers, schools, law enforcement, and key stakeholders in taking action. Based on the findings from the assessment, this section will interpret and report recommendations based on the aforementioned information, research-based and promising strategies from across the country. The recommendations are categorized utilizing the Office of Juvenile Justice and Delinquency Prevention (OJJDP) recommendation model.

Community Mobilization

Recommendation One: Parks and Recreation Expansion
There needs to be expanded Parks and Recreation programs designed to provide multi-seasonal opportunities for youth. This study found that a large majority of gang members reported joining a gang for excitement (68.3%, n= 168). By having Parks and Recreation expand their program rubric to include sports and activities in all four seasons, it may be possible to lure some juveniles away from the excitement of gang membership. This expanded seasonal coverage could include non-traditional sports and activities such as youth bowling leagues, badminton leagues, skateboard and BMX bicycle tournaments, indoor volleyball and soccer leagues as well as angling and marksmanship programs. The goal is to provide a variety of sports and activities year-round to give juveniles prosocial outlets.

Recommendation Two: Normative Culture Promotion
Due to all deviant behaviors in the study being significantly linked to high levels of defiant individualism (See Table-6), there needs to be a deliberate strengthening of normative culture within the school system and community at-large. To create such a culture that fosters positive character traits, schools should enhance and expand efforts to engage students in the school. Successful strategies include mentoring, peer mediation, study circles (discussion groups), integrating character education in school curricula, and implementing programs that focus on positive decision-making and resisting destructive decisions.

Recommendation Three: Street Gang Outreach Workers Utilization
The role of the street gang outreach worker is to reach out to gang-involved youth and recruit / retain them by providing access to resources, prosocial activities, mentoring, and encouragement. They are also linking youth and their families to available services within the community. These outreach workers will provide schools and organizations with an individual who can reach out to youth in their environment, at community events, on street corners, in parks, in homes of youth, and in other places where youth hang out. Street gang outreach workers can be "housed" in a number of organizations and are highly effective if they are within the auspice of the school system, non-profit, or other grass-root organizations that have strong community partnerships.

Recommendation Four: Caswell County Gang Prevention Partnership Creation
Gang prevention partnerships are critical in steering and guiding the county's efforts in addressing gangs. It is critical to establish a gang prevention partnership to provide leadership and facilitate actions to address youth street gangs. The partnership should consist of a cross-section of youth-serving professionals and should continue to expand. In its expansion, it may also be critical to secure financial support to allow for the partnership to facilitate the implementation of new strategies and resources. The funding could support hiring a full-time position to facilitate partnership activities and ensure that efforts are sustained.

Opportunities Provision

Recommendation Five: Gang Awareness Seminars
Due to the finding that most parents were not aware of their child joining a gang (62.3%, n=154), there should be an increased effort to provide parents with awareness seminars about gang-related topics. These awareness seminars would provide parents with the tools to identify gang-related behavior in their children at the onset of the child's association or interest in the gang culture.

Recommendation Six: Expanded Assessment
Due to the finding that students who joined gangs, did so a young age (mean age= 10, n= 212), there should be an assessment of the elementary schools to determine if there is a gang presence there. If the defiant individualism and gang exposure is present at the elementary level, that would suggest that middle school and high school administrators may be faced with a problem that are the result of a much longer incubation period than previously thought.

Social Intervention

Recommendation Seven: Strengthening School Engagement
Due to the direct relationship between school engagement and student grade point average (r= .238, p= .000), there needs to be additional school programs designed to engage more juveniles in the school system. (The finding that a large majority of gang members reported joining a gang for excitement (68.3%, n= 168) also supports this recommendation.) The preexisting categories of engagement (sports, music, arts, technology and civics) could be broadened to include non-traditional activities (fencing team, lacrosse teams, a school television and mass media club, school jazz and rock bands, chess teams and debate teams) that may peak the interest of students who may become marginalized under the current system of school engagement.

Recommendation Eight: Grassroots organizations, Non-Profit, & Faith-Based Engagement
These entities should be effectively and strategically engaged to assist and provide schools with support within and outside the school walls. Providing activities for out-of-school times appears to be a critical need and the aforementioned entities could prove to be necessary in providing additional services. Tutoring, remedial education, job development / training, and parenting skill development are a few strategies that would yield positive results.

Gang Suppression

Recommendation Nine: Institute Agency Gang Specialists

Approximately 8% of the school-age juveniles in the county reported being involved in gang activity. This statistic represents a definite gang presence. The local law enforcement agencies should establish a dedicated gang specialist position within their respective agencies. Having dedicated a gang specialist within the agency provides agencies with officers who are primarily responsible for monitoring the gang situation. The agency is better prepared to respond to emerging gang threats.

Recommendation Ten: Promoting Gang Desistance

It is important to understanding the need for a program designed to assist gang members in leaving the gang culture. Individuals, who wish to leave the gang culture, often find it difficult to do so because of a lack of normative support. There needs to be a program in judicial district 9a that assists a motivated individual in leaving the gang. This program would conceptually offer services such as debriefing or counseling, job placement and relocation assistance.

Recommendation Eleven: Aggressive Gang Prosecution

Due to the finding that the majority of student's who claim gang membership stated that they would never consider leaving the gang (66.0%, n=155) there should be a zero-tolerance policy on gang-rel ated crimes. This type of full enforcement would also require a gang member validation procedure in order to ensure that non-gang members were not being incorrectly identified.

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Appendix 1:   Resources

A Comprehensive Response to America's Youth Gang Problem
Office of Juvenile Justice and Delinquency Prevention
www.ojjdp.org

Addressing Community Gang Problems: A Model for Problem Solving
Bureau of Justice Assistance
www.ojp.usdoj.gov/BJA

Blueprints for Violence Prevention
http://www.colorado.edu/cspv/index.html

Exemplary and Promising Safe, Disciplined and Drug-Free Schools Programs
http://www.ed.gov/

Find Youth Info
www.findyouthinfo.org

National Criminal Justice Reference Service
www.ncjrs.gov

National Institute of Justice
www.ojp.usdoj.gov/nij

National Gang Crime Research Center
www.ngcrc.com

National Youth Gang Center
www.iir.com/nygc