

94 - IS - CX - 0013

DRAFT

NATIONAL INSTITUTE OF JUSTICE
RESEARCH IN BRIEF

G.R.E.A.T. (Gang Resistance, Education and Training)
Pre/Post Testing in Select U.S. Cities

by Alan R. Brown, Ph.D., Dennis R. Palumbo, Ph.D., Cathryn Lore, ACSW, Eric Snider, ABD
Arizona State University, Arizona Prevention Resource Center

Background

Public concern is growing with regard to gang-related violence. More emphasis is being placed on prevention as opposed to intervention. Gang Resistance Education and Training (G.R.E.A.T.) is one of these prevention programs. G.R.E.A.T. originated in Phoenix in 1991 under a grant from the U. S.

Department of the Treasury, Bureau of Alcohol, Tobacco & Firearms (ATF) to the Phoenix Police Department. G.R.E.A.T. is a partnership between participating schools and local law enforcement agencies. The G.R.E.A.T. curriculum is taught by uniformed police officers who receive training prior to entering the classroom. Each officer uses the same curriculum, teaching one class per week for a period of eight weeks.

The goals of the G.R.E.A.T. program are:

- reduce gang activity and violence;
- provide youth with life skills and strategies to resist gang involvement or pressure;
- familiarize youth with the means by which to resolve conflicts non-violently;
- provide alternative activities for G.R.E.A.T. graduates during the summer months;
- educate teachers, parents and the community about

Dr. Alan Brown is the Director of the Office of Research and Strategic Development, College of Education, Arizona State University and is the Principal Investigator of the Arizona Prevention Resource Center at ASU. Dr. Dennis Palumbo is Regents Professor at the School of Justice Studies, College of Public Programs at ASU. Cathryn Lore is a consultant specializing in grant writing, training, planning, program development and community development and was most recently the Administrator of Juvenile Justice Programs at the Governor's Office for Children where she oversaw the implementation of five federally funded grant programs in the area of delinquency prevention. Eric Snider is a doctoral candidate at Arizona State University in Communications with a specialty in the field of Persuasion.

pre-crisis indicators showing that gang involvement or activity is in their geographical area. The curriculum is designed to be taught at the elementary and middle school level.

For the past two years, the Arizona Prevention Resource Center (APRC) at Arizona State University has received funding from ATF to develop and conduct a process evaluation in order to determine that G.R.E.A.T. is both functioning efficiently and achieving its goals. A report of each year was produced and is available. This report presents the findings of the 1994 pre-post tests and focus groups in selected sites in the United States for ATF.

Study Methods

A pre/post test design was utilized for this study. Control groups were not utilized because of the short amount of lead time available to the evaluation team. As a result, it is not possible to control for threats to internal validity or reach firm causal conclusions. It is, however, possible to look at patterns of responses and relationships.

The pretest was a paper and pencil measure of self reported behavior, attitudes, and knowledge which took approximately 45-50 minutes to complete. The tests were administered by evaluators sent to each site by the Arizona Prevention Resource Center. Student's permission was obtained at the beginning of the sessions and their anonymity was guaranteed. Their responses were not identified in any way. Spanish and English versions of the questionnaires were used. Measures consisted of Attitude, Behaviors and Knowledge items:

Attitudes. Attitudes towards school, gangs, police, drugs, gang fighting, revenge, and weapons were measured using the "Feeling Thermometer." This is the same instrument that was used to conduct the post test for the G.R.E.A.T. evaluation in May and June, 1993 in Phoenix, Arizona and Albuquerque, New Mexico by the APRC. It is a valid and reliable instrument that has been used in a number of ways, including national opinion surveys by the Survey Research Center at the University of Michigan.

The 9-item scale measuring attitudes towards risky and delinquent behavior is part of a questionnaire called Knowledge, Attitudes, Behavior Instrument that is administered by the school system in Arizona. A factor analysis of the attitude items on this questionnaire has shown that the 9-item risk scale is a good predictor of self-reported drug use among elementary school children.

The third attitude measure is the Rosenberg Self Esteem Scale, a measure validated in previous research. This is one of the most widely used measures in the psychological literature. The scale consists of 10 Likert-type (agree-disagree scale) items which were pilot tested in the 1993 G.R.E.A.T. evaluation.

Knowledge. A 15-item test to assess knowledge of the G.R.E.A.T. curriculum was used to determine how much the students learned. This test consisted of true-false type questions and was constructed from the G.R.E.A.T. curriculum specified for 1993-94.

The Post-Test design consisted of the items administered during the Pre-Test and included Focus Groups along with completion of questionnaires by classroom teachers and G.R.E.A.T. officers. There were eight to twelve children in each focus group. The purpose of the focus groups was to obtain relatively unstructured, qualitative impressions of the program and the problem of gangs in general. The discussions allowed participants to express themselves in their own words with little or no guidance from the discussion leader. Focus groups are particularly useful for understanding how

people perceive something and, in this design, helped explain the quantitative results. The focus groups were led by an evaluator who posed general, open-ended questions with prepared follow-up probes which were used as necessary.

A Judgement Sample was utilized to determine which students participated in the focus groups so that they would reflect the make-up of the students in the G.R.E.A.T. Program. The students were asked for their permission to have the interviews tape recorded in order to assure accuracy in transcribing their responses. They gave their permission in all cases.

Thematic content analysis was used to analyze the interview data. Thematic content analysis is a technique used for analyzing responses to open-ended interviews. Semantic, processual, and structural similarities were grouped together to create response typologies. In this manner a system was developed which summarized the responses.

SITE	SAMPLE SIZE
Kauai, HI	979
Philadelphia	840
Orlando, FL	67
Tucson, AZ	43
Foster City, CA (San Francisco)	466
Boston, MA	923
Houston, TX	84
Plattsmouth and Bellevue, NE	229
Milwaukee, WI	273
Staten Island, NY	124
TOTAL	4028

Sites:

The table to the left shows the sites which were selected by the Bureau of Alcohol, Tobacco and Firearms for participation in this project. The timing of the project occurred toward the end of the spring semesters around the country. The evaluators needed to be on site no later than two weeks into the curriculum for the pre testing and had to be finished with post testing and focus groups prior to the end of the school year. The sites selected met these criteria.

Characteristics of the Sample:

There were 2,207 students in the pre-test and 1,821 in the post-test. The 17.4% difference is attributable to the end of the school year. At several sites, classes were not available because of field trips and, within classes, we found that students had left on family vacations. The percentage of boys and girls was about 50% each in the pre-test, and it remained the same in the post-test. However, the ethnic composition changed, particularly for Anglos and African-Americans from the pre- to the post-test, indicating that there may be some selection bias in the results, further qualifying the results. Of the total sample, there were 1128 girls participating in the pre-test and 1079 boys. For the post-test, there were 910 girls and 911 boys. The overwhelming majority of the students were in the seventh grade.

For the California site, the difference in ethnic composition was not very great but the results for the resistance scale and the desire to be a gang member remained. These results add some validity

to the findings since selection bias did not occur in the California site. Family structure as measured by who the child lived with (see Table 2) was a demographic variable which remained consistent between pre and post testing. Over half of the students (59.1% pre and 58.4% post) lived with both their mother and father. A little more than 10% live with step parent & parent families, and more than 20% lived in single parent homes (most with mother). The category of "other" accounted for approximately 10% of youth. This category was intended to capture children in out of home placements (foster care, for example) or other relative placements, such as grandparent. For the post test, attrition occurred with the Anglo population and, less considerably, for the Hispanic population (Table 2). All other ethnic groups were more highly represented in the post test, with the exception of the Asian students who remained most consistently represented between pre and post testing. The differences in ethnic composition between the pre- and post-tests adds another qualification to the findings. Some of the results may be due to attrition, or selection bias rather than to the G.R.E.A.T. program.

Table 2 Demographics for Total Sample			
		Pre-test	Post-test
Ethnicity	Anglo	41.6	31.9
	African American	23.8	34.7
	Hispanic	11.9	8.7
	Native American	2.0	4.3
	Asian	20.7	20.3
Gender	Male	995	863
	Female	1034	860
Grade in School:	7th Grade	84.8	89.0
	8th Grade	8.0	7.4
Who the student lives with (Family Structure):	Mother & Father	59.1	58.4
	Stepparent and Parent	10.6	10.5
	Mother Only	18.1	18.0
	Father Only	2.2	3.1
	Other	10.2	10.0

Results:

The responses obtained from the pre/post survey were subjected to Analysis of Variance, T-Tests, Chi-Square Analysis, and simple frequency counts. Other analyses, such as Analysis of Covariance, Repeated Measures, and Regression Analysis were unable to be used because the subjects could not be identified. In order to protect the rights of the students, no identifiable indicators (e.g., name, social security number) were obtained and as a result there were no assurances that students filling out the survey in the pre-test were the same students responding to the post-test survey. Therefore, analysis that required subjects to be identified were unable to be calculated.

The following narrative and tables show the pre and post test results on participant's:

- resistance - ability to resist drugs, alcohol and joining gangs.
- getting into trouble - student's responses to questions about fighting with peers, parents, stealing, property damage, police contact.
- gang membership - student's responses to questions on whether they know gang members, recognize gang dress, colors, graffiti, gang membership of self, family or friends and whether youth want to belong to a gang.
- knowledge - responses to a series of true/false questions designed to measure information gained from the G.R.E.A.T. curriculum.

Resistance Skills

Resistance skills of the students are fairly high both before and after their exposure to G.R.E.A.T. (Table 3). The average percent of students who said that they could resist various kinds of peer pressure on the 6-item scale before G.R.E.A.T. is 62.4% and after it is 65.6%. Thus, there was some overall increase in resistance skills, although this difference is not statistically significant at the .05 level. Yet, the largest increase was in being able to resist if a friend wanted the student to join a gang. This difference is statistically significant at the .05 level. It went from 59.2% to 67% saying they definitely could resist if a friend asked them to join a gang. This is noteworthy in as much as the percent who said they could resist if their friend wanted to give them marijuana or cocaine declined rather than increased. Note also that the percent who said they could go up to someone their age and start talking to that person increased from 21.4% on the pre-test to 25.9% on the post-test. Thus, it appears that their self confidence increased during this period of time. Given that the goal of the program is to get children to resist joining a gang, the increase in the percent who said they could resist if their friend tried to persuade them to join a gang is a positive finding.

Table 3
RESISTANCE SKILLS

	Pre-test	Post-test
	%Saying they definitely could	%Saying they definitely could
I could go up to someone my age and start talking to that person.	21.4 (N = 467)	25.9* (N = 467)
If a friend wants me to do something that I don't want to do, I could tell my friend that I don't want to do it.	65.7 (N = 1403)	69.9 (N = 1230)
If a friend wanted to give me alcohol, I could tell my friend that I don't want any.	71.2 (N = 1524)	73.0 (N = 1284)
If a friend wanted to give me marijuana, I could tell my friend that I didn't want any.	77.6 (N = 1667)	76.7 (N = 1348)
If a friend wanted to give me cocaine, I could tell my friend that I didn't want any.	81.3 (N = 1737)	80.7 (N = 1421)
If a friend wanted me to join a gang, I could tell my friend that I didn't want to.	59.2 (N = 1264)	67.1* (N = 1163)
	62.4 (N = 2138)	64.3 (N = 1762)

* Statistically significant difference pre- and post- test at the .05 level.

Getting Into Trouble

The percent of students who reported getting into various kinds of trouble decreased after participating in G.R.E.A.T. (Table 4). The average percent of students who got into trouble before G.R.E.A.T. is 22.25%, and it dropped to 21.55% after G.R.E.A.T. The overall drop is not statistically significant at the .05 level. However, the drop in the percent of students who damaged school property, fought with parents and were involved in fighting with other groups is statistically significant at the .05 level.

The statement that had the largest percent of students responding yes is "argued or had a fight with either of my parents;" 48.1% said yes to this statement before G.R.E.A.T. and 43.3% said yes after G.R.E.A.T. The statement that had the least percent of students agreeing is "stayed away from school because I was threatened;" only 3.5% agreed prior to G.R.E.A.T. and 4.1% agreed after G.R.E.A.T.

Table 4 Getting Into Trouble			
Statement		Pre-test	Post-test
		% Agreeing	% Agreeing
7	Got into a fight at school or home.	45.8 (N = 878)	42.5 (N = 758)
8	Stayed away from school because I was threatened.	3.5 (N = 74)	4.3 (N = 72)
9	Took something not belonging to me from another person.	24.8 (N = 529)	26.9 (N = 474)
10	Took something from a store without paying for it.	14.6 (N = 313)	15.1 (N = 283)
11	Damaged school property on purpose.	11.4 (N = 244)	13.4 (N = 242)
12	Argued or had a fight with either of my parents.	48.1 (N = 1028)	43.3 (N = 780)
13	Took part in a fight where a group of my friends were against another group.	22.3 (N = 477)	19.3 (N = 338)
14	Went into a house or building when I was not supposed to be there.	17.7 (N = 378)	17.7 (N = 311)
15	Got into trouble with police because of something I did.	12.1 (N = 258)	11.5 (N = 208)
Overall		22.25 (N = 2207)	21.55 (N = 1821)

Gang Membership

The percentage of students who know gang members, and who want to be gang members, decreased slightly after students participated in G.R.E.A.T. (see Table 5). The largest decrease was in the percent who said they wanted to be gang members. This declined from 9.9% before participating in G.R.E.A.T. to 8.2% after G.R.E.A.T. It is likely that students belonging to gangs would not admit they are members of gangs, because it is not socially approved. The real figure is probably closer to the percent who say their friends are gang members. In other words, prior to the program 33.4% of students stated that their friends were in gangs whereas 33.9% had friends in gangs following the program. Thus, there was no change in the figure. Also, there was a fairly large increase in the percent who say fellow students wear gang clothes (from 41% prior to 46.9% after G.R.E.A.T.). Moreover, there was no change in the percent who said they belonged to a gang (7.6% pre and 8% post). However, a drop in the percent who belong to a gang should not be expected in the short period of time between pre- and post-tests.

There seems to be a slight pattern in these responses: a smaller percent of students want to be gang members, but the percent who recognized other classmates wearing gang colors increased and the percent who say they belong to gangs remained about the same. Thus, there may not have been a drop in gang membership in the time between the pre- & post-tests, however a smaller percent say they wanted to be gang members, there could be a drop in the percent who say their friends belong to gangs if the survey were to be repeated in the Fall of 1994. As an aside, it should be noted that while students recognized more classmates wearing gang colors, this does not necessarily mean that there is an increase in gang colors in schools. Rather, the curriculum of the G.R.E.A.T. program may be educating students in what is considered gang colors and, thus, they are able to recognize more easily and more frequently the display of gang colors by other classmates. The same argument could explain the increase of students reporting their friends dressing like gang members.

Finally, overall there was little change in the average percent who said yes to the 9 gang items (Table 5)(31.1% pre- and 31.9% post-test), but there was a 1.7% drop in the percent who said they wanted to be a gang member. This indicates that the message about not joining gangs seems to be getting through to some students.

TABLE 5
GANG MEMBERSHIP

	Pre-test	Post-test
	% Yes	% Yes
Do you know any gang members?	54.2 (N = 1,158)	53.2 (N = 836)
Do any of your classmates wear colors, jewelry, flash hand sign or display other things which may be gang related?	41.0 (N = 874)	46.9 (N = 824)
Is there more graffiti in your school or community than last school year?	50.6 (N = 1068)	51.0 (N = 882)
Are there more weapons in your school than last year?	25.3 (N = 528)	25.0 (N = 438)
Do any of your friends dress like gang members?	43.4 (N = 926)	45.8 (N = 801)
Do any of your friends belong to gangs?	33.4 (N = 711)	33.9 (N = 587)
Do any of your family members belong to a gang?	14.1 (N = 300)	15.0 (N = 263)
Do you belong to a gang?	7.6 (N = 161)	8.0 (N = 141)
Do you want to become a gang member?	9.9 (N = 210)	8.2 (N = 142)

Knowledge

One of the interests of this study was to examine whether students knowledge about the program and about gang related issues changes as a result of the program. There was a slight overall improvement in knowledge about the G.R.E.A.T. curriculum after students participated in G.R.E.A.T. As Table 6 shows, the largest increase was in the first 3 items which were concerned with the definitions of G.R.E.A.T., victims, and values. The largest decrease was in the statement that a gang is a group of people who only engage in criminal activities.

**Table 6
Knowledge Overview**

Question	Pre-test % correct	Post-test % correct
G.R.E.A.T. stands for "Gangs Reduce Everyone's Ability Totally."	68.3 <small>(N = 1487)</small>	83.9 <small>(N = 1510)</small>
A victim is someone who suffers a loss, especially from a criminal act.	79.0 <small>(N = 1712)</small>	89.3 <small>(N = 1623)</small>
Culture is made up of beliefs and values.	77.6 <small>(N = 1673)</small>	84.9 <small>(N = 1534)</small>
Values only tell us what is wrong to do.	80.5 <small>(N = 1730)</small>	80.5 <small>(N = 1445)</small>
Discrimination is a way to treat people all the same.	83.4 <small>(N = 1788)</small>	80.3 <small>(N = 1451)</small>
Solving problems without fighting (called conflict resolution) is a way of solving problems without creating new problems.	79.9 <small>(N = 1722)</small>	81.7 <small>(N = 1483)</small>
A gang is a group of people who only engage in criminal activities.	44.3 <small>(N = 955)</small>	34.5 <small>(N = 825)</small>
Gangs are mostly made up of minority people (such as African Americans, Hispanics or Asians).	70.9 <small>(N = 1525)</small>	65.9 <small>(N = 1194)</small>
All drugs are natural substances which change the way the human body works.	30.8 <small>(N = 680)</small>	27.8 <small>(N = 504)</small>
There is a relationship between gangs and drugs.	76.3 <small>(N = 1633)</small>	80.8 <small>(N = 1460)</small>
Getting in trouble with the law will not keep me from reaching goals I have set for myself.	50.6 <small>(N = 1080)</small>	49.8 <small>(N = 804)</small>
A strong support system (people I trust, who care about me) will help me reach my goals.	87.1 <small>(N = 1866)</small>	86.2 <small>(N = 1560)</small>
Once you join a gang it is easy to get out.	88.4 <small>(N = 1888)</small>	84.7 <small>(N = 1527)</small>
When you join a gang you often inherit a lot of enemies.	84.8 <small>(N = 1811)</small>	86.1 <small>(N = 1558)</small>
It is possible to make a fresh start by getting out of a gang.	71.7 <small>(N = 1528)</small>	71.7 <small>(N = 1287)</small>

Gender and Resistance Skills

Girls have better resistance skills than boys at both the pre- and post-test. But boys & girls both increased in resistance skills after G.R.E.A.T. in almost the same amount (about 3.3%) Significantly, for both boys & girls, the greatest increase is in the percent who said they could tell their friend they didn't want to if the friend wanted them to join a gang. This increased by 10.1% for boys and 7.7% for girls. This is especially noteworthy in as much as the percent of males who said they could resist either marijuana or cocaine went down in the post-test and for girls it remained about the same.

The overall resistance skills of the students are high. About two thirds said they definitely could resist peer pressure on the six items. And, while the percent who said they could resist marijuana & cocaine went down slightly from pre- to post-test, the percent who could say no to these drugs is high as well -- almost 80%.

Gender and Getting Into Trouble

With the sole exception of arguing or fighting with parents, boys are much more likely to get into trouble than girls. For the pre-test, there is a statistically significant relationship between gender and:

- getting into a fight at school or at home.
(47.3% of boys & 44.5% of girls)
- taking something not belonging to the respondent from another person.
(29.6% of boys & 20.1% of girls)
- taking something from a store without paying for it.
(17.4% of boys & 12% of girls)
- damaging school property.
(13% of boys & 9.4% of girls)
- taking part in a fight where a group of the respondent's friends were against another group.
(24.4% of boys & 19.9% of girls)
- going into a house or building when the respondent was not supposed to be there.
(20.5% of boys & 15.1% of girls)
- getting into trouble with the police because of something the respondent did.
(17.3% of boys & 6.4% of girls)

Only in regard to arguing or fighting with parents are girls more likely to be involved. (43.5%

of boys & 53.9% of girls) The same relationships existed in the post-test.

These differences did not change much in the post-test. Moreover, the correlations are fairly high in regard to gender and the various trouble items. For example the correlation between gender and getting into trouble with police is .47; for taking something from another person it is .24; for taking something from a store it is .18; for damaging school property it is .15; for getting into a fight with another group it is .12; and for entering a house or building it is .16. Overall, boys are more likely to get into trouble than girls.

Gender and Gang Membership

Boys are more likely to know gang members or have friends that are gang members (Table 9 in the appendix). Girls and boys are similar, however, in their recognition of gang colors or weapons in school and both are similar in having gang members within their families.

Gender & Knowledge

There was an overall slight improvement in knowledge about the G.R.E.A.T. curriculum after students participated in G.R.E.A.T. Girls improved more than boys and girls also had higher scores before and after G.R.E.A.T. (see Table 10 in the appendix).

The question for which both boys and girls got the highest score on the pre-test is "Once you join a gang it is easy to get out." Eighty-six percent of the boys & 89.9% of the girls chose the correct answer. However, this was not the item that received the highest score in the post-test; boys as well as girls scored highest on question 36 on the post-test, which is "a victim is someone who suffers a loss, especially from a criminal act."

Boys as well as girls got the lowest score on both the pre- & post-tests on "all drugs are natural substances which change the way the human body works." Only 27.6% boys and 24.9% of girls chose the right answer to this question on the pre-test, and both decreased in the percent who chose the correct answer on the post-test.

Overall, student knowledge about items on the G.R.E.A.T. curriculum was fairly high before G.R.E.A.T. and remained about the same after G.R.E.A.T.; there was a .6% increase for boys and a .8% increase for girls in the percent who chose the correct answers. While this seems like a small increase, the differences between boys & girls in the average number of questions answered correctly (10.7% for boys and 11.3% for girls) is statistically significant on questions, 35, 36, 37, 39, 41, 42, 43, 44 & 47; this is 9 of the 15 questions (for questions 41, 42, 43, & 47, there was a decrease rather than an increase in the percent who chose the right answer).

Tab. 0
Gender & Knowledge

% who chose the correct answer		Male	Female
G.R.E.A.T. stands for "Gangs Reduce Everyone's Ability Totally."	pre-test	66.7 (N = 656)	71.3 (N = 727)
	post-test	84.3 (N = 723)	83.5 (N = 708)
A victim is someone who suffers a loss, especially from a criminal act.	pre-test	76.4 (N = 756)	81.1 (N = 833)
	post-test	88.2 (N = 759)	91.3 (N = 784)
Culture is made up of beliefs and values.	pre-test	75.7 (N = 743)	80.7 (N = 824)
	post-test	82.2 (N = 766)	88.1 (N = 761)
Values only tell us what is wrong to do.	pre-test	78.1 (N = 782)	82.3 (N = 838)
	post-test	77.4 (N = 661)	84.2 (N = 721)
Discrimination is a way to treat people all the same.	pre-test	79.5 (N = 775)	87.1 (N = 682)
	post-test	80.6 (N = 681)	82.4 (N = 703)
Solving problems without fighting (called conflict resolution) is a way of solving problems without creating new problems.	pre-test	75.6 (N = 741)	83.3 (N = 850)
	post-test	80.7 (N = 683)	83.9 (N = 721)
A gang is a group of people who only engage in criminal activities.	pre-test	44.0 (N = 430)	44.2 (N = 453)
	post-test	33.3 (N = 287)	34.7 (N = 288)
Gangs are mostly made up of minority people (such as African Americans, Hispanics or Asians).	pre-test	67.3 (N = 658)	72.6 (N = 744)
	post-test	62.0 (N = 531)	68.9 (N = 582)
All drugs are natural substances which change the way the human body works.	pre-test	32.8 (N = 320)	29.5 (N = 301)

Tal, O
Gender & Knowledge

% who chose the correct answer

		Male	Female
There is a relationship between gangs and drugs.	post-test	27.6 (N = 238)	24.9 (N = 213)
	pre-test	75.9 (N = 742)	77.4 (N = 787)
Getting in trouble with the law will not keep me from with reaching goals I have set for myself.	post-test	80.8 (N = 693)	81.7 (N = 698)
	pre-test	47.5 (N = 461)	53.3 (N = 545)
A strong support system (people I trust, who care about me) will help me reach my goals.	post-test	49.0 (N = 422)	50.1 (N = 429)
	pre-test	84.4 (N = 824)	89.8 (N = 820)
Once you join a gang it is easy to get out.	post-test	85.2 (N = 730)	88.1 (N = 765)
	pre-test	86.0 (N = 838)	89.9 (N = 820)
When you join a gang you often inherit a lot of enemies.	post-test	81.7 (N = 698)	89.2 (N = 760)
	pre-test	83.4 (N = 811)	85.6 (N = 878)
It is possible to make a fresh start by getting out of a gang.	post-test	84.8 (N = 728)	88.7 (N = 758)
	pre-test	68.0 (N = 660)	74.8 (N = 783)
Averages	post-test	68.2 (N = 580)	74.5 (N = 634)
	pre-test	64.9	73.5
Improvement in knowledge after G.R.E.A.T.	post-test	71.0	74.3
	pre-test	69.4	73.5
average increase	post-test	71.0	74.3
	pre-test	69.4	73.5

Ethnicity & Resistance Skills

The increase in resistance skills among all ethnic groups was statistically significant after G.R.E.A.T. Resistance skills increased most among Native Americans, followed by Asians, then African Americans, Hispanics, & finally, Anglos (see Table 11 in the appendix). However, Anglos had slightly higher resistance skills at the pre-test, but Asians rose to the top at the post-test. The group with the lowest resistance skills are Hispanic students.

As with gender, the largest increase in resistance skills for all the ethnic groups was in telling a friend they didn't want to join a gang if the friend asked. These data indicate that the message is getting through to these students. The greatest increase in the percent of those who said they could tell a friend they don't want to join a gang is among Native American students. However, note that the number of respondents here is fairly small which might account for the fact that the increase went from 19% at the pre-test to 49% at the post-test for them.

Table 1.
Ethnicity and Resistance

% who say they definitely could		White	African American	Hispanic	Native American	Asian
I could go up to someone my age and start talking to that person.	pre-test	22.5 (N=186)	17.9 (N=84)	23.4 (N=56)	18.4 (N=7)	22.2* (N=81)
	post-test	25.5 (N=137)	25.1 (N=147)	26.5 (N=39)	27.8 (N=29)	26.3 (N=80)
If a friend wants me to do something that I don't want to do, I could tell my friend that I don't want to do it.	pre-test	64.1 (N=528)	71.4 (N=334)	58.5 (N=137)	69.2 (N=27)	63.0 (N=257)
	post-test	67.5 (N=363)	75.4 (N=441)	57.8 (N=85)	67.1 (N=47)	69.0 (N=236)
If a friend wanted to give me alcohol, I could tell my friend that I don't want any.	pre-test	70.9 (N=582)	75.5 (N=354)	56.6 (N=133)	66.7 (N=28)	72.9 (N=288)
	post-test	71.3 (N=381)	77.4 (N=456)	58.5 (N=86)	68.1 (N=48)	83.6 (N=342)
If a friend wanted to give me marijuana, I could tell my friend that I didn't want any.	pre-test	80.5 (N=662)	77.1 (N=361)	36.0 (N=148)	66.7 (N=28)	79.2 (N=323)
	post-test	79.7 (N=428)	75.9 (N=444)	61.9 (N=91)	73.2 (N=52)	80.5 (N=273)
If a friend wanted to give me cocaine, I could tell my friend that I didn't want any.	pre-test	84.3 (N=692)	79.5 (N=373)	67.9 (N=159)	71.8 (N=28)	83.6 (N=342)
	post-test	82.3 (N=441)	80.0 (N=488)	70.1 (N=103)	76.4 (N=55)	85.1 (N=281)
If a friend wanted me to join a gang, I could tell my friend that I didn't want to.	pre-test	60.1 (N=493)	60.1 (N=282)	50.4 (N=118)	48.7 (N=19)	59.3 (N=242)
	post-test	66.4 (N=357)	67.7 (N=388)	58.5 (N=86)	68.1 (N=48)	68.9 (N=236)
Averages	pre-test	63.7	63.5	53.3	56.9	36.4
post-test	65.5	66.9	55.6	63.7	67.4	
Average Increases		1.8	3.3	2.3	6.8	4.0

the differences in resistance skills among ethnic groups are statistically significant at .001 for each question & for all the questions combined at both the pre- and post-tests.
Trouble & Ethnicity

There does not seem to be a consistent pattern between the pre- and post-tests for the various ethnic groups in regards to getting into trouble. For example, there were slight decreases between the percent who reported getting into trouble on six items and slight increases on three items for the White students (see Table 12 in the appendix). The same is true for African American students. For Hispanic students, there were slight decreases in the percent who got into trouble for two items but slight increases on the other seven items. Overall, there was a slight decrease in the percent of White students who got into trouble on the 9 items (.9%), a fairly large decrease in the percent of African American students who got into trouble on the 9 items (2.7%), but very small increases or no change for Hispanic, Native American & Asian students. Thus, we can conclude that there really wasn't any change in the student's behavior between the pre- & post-tests. This is perhaps to be expected because it will take a longer period of time for behavioral changes to manifest themselves.

In contrast to the difference between the pre- and post-tests for each ethnic groups, there is a statistically significant difference among the ethnic groups in the percent who say they got into various kinds of trouble. In general a higher percent of African American, Hispanic, & Native American students reported getting into trouble than Anglos or Asians. For example, on the pre-test, the average percent of Anglos who got into trouble on the 9 items is 22.7%, 25% for African American, 23.4% for Hispanic, 24% for Native American & 17.8% for Asian students. On the post-test, the equivalent figures are: for Anglos 21.8%; African American 22.3%; Hispanic 24.8%; Native American 24.7%; and Asian 17.8%. Thus, the relative differences among ethnic groups remained about the same between the pre- & post-tests. Note also that while differences among the ethnic groups are statistically significant, they are fairly small.

Table 2
Trouble and Ethnicity

% who:		White	African American	Hispanic	Native American	Asian	N
Got into a fight at school or home	pre-test	45.9	50.2	49.6	43.6	38.3*	901
	post-test	43.6	43.1	52.4	43.9	35.2*	714
Stayed away from school because I was threatened	pre-test	2.9	3.4	7.2	7.7	2.2*	69
	post-test	3.9	3.6	9.5	4.2	2.6*	68
Took something not belonging to me from another person.	pre-test	24.1	30.3	23.8	38.5	20.6*	495
	post-test	23.6	31.4	25.2	33.3	23.4*	450
Took something from a store without paying for it.	pre-test	13.3	19.0	18.3	23.1	10.3*	292
	post-test	12.3	19.3	17.0	23.6	14.4*	268
Damaged school property on purpose.	pre-test	9.4	15.2	14.0	7.7	9.8*	224
	post-test	13.8	14.4	15.6	16.7	11.1*	231
Argued or had a fight with either of my parents.	pre-test	63.9	33.3	41.9	41.0	41.4*	961
	post-test	56.9	31.4	44.9	40.8	39.9*	719
Took part in a fight where a group of my friends were against another group.	pre-test	19.2	31.6	23.9	20.5	16.1*	436
	post-test	16.2	24.1	24.8	18.3	12.0*	318
Went into a house or building when I was not supposed to be there.	pre-test	15.6	25.8	17.1	17.9	13.2*	349
	post-test	14.3	21.8	19.7	25.0	12.1*	291
Got into trouble with police because of something I did.	pre-test	10.2	15.8	14.9	15.4	8.6*	234
	post-test	11.5	11.8	14.3	16.7	9.4	196
* statistically significant among the ethnic groups at the .05 level	pre-test	22.7	25.0	23.4	23.9	17.8	
	post-test	21.8	22.3	24.8	24.7	17.8	
	amount of difference	-.9	-2.7	.4	.8	0	

Gangs & Ethnicity

There is a statistically significant relationship among ethnic groups regarding whether or not the individual knows a gang member at the pre-test. Forty-eight percent of Anglos and Asians at the pre-test said they knew gang members while 63% of African Americans, 68% of Hispanics, & 64% of Native Americans said they knew gang members. These differences remain only for Hispanics in the post-test while the percent of African American students who said they knew gang members decreased quite a bit.

Overall, African Americans & Hispanics are more likely to:

- Know gang members.
- Have classmates who wear gang colors.
- Have friends who dress like gang members.
- Have friends who belong to a gang.
- Have family members who belong to a gang.
- Belong to a gang themselves.
- Want to become a gang member.

Hispanic students are considerably more likely than African American students to respond "yes" to these questions.

A very noteworthy result is the drop in the percent of all ethnic groups who say they belong to a gang and who want to be gang members from the pre-test to the post-test. The average percent of all ethnic groups who said they belonged to a gang at the pre-test was 9.4%, and this dropped to 7% at the post-test. The average percent who said they wanted to become gang members at the pre-test was 11.8%; this dropped to 9.5% at the post-test.

The same pattern is evident although not quite as strong in the percent who say they have family members who belong to a gang & who have friends who belong to a gang. The pattern is not evident in the percent who say they know gang members, who have classmates who wear gang colors & who said there are more weapons in school this year.

Overall, the percent who responded yes to the 8 items in the gang involvement scale did not decrease except for Native Americans. Most of the increase for the other ethnic groups were for the items other than whether they belonged to a gang or wanted to become a gang member.

Ethnicity and Knowledge

Each of the ethnic groups improved in their knowledge of the G.R.E.A.T. curriculum. Anglos

and Native Americans improved the most (2.4%), Asians the next (2.3%) and African American & Hispanics improved the least (.7% and .4% respectively)(see Table 14). Also, Anglos had the highest score on both the pre- & post-tests, followed by Asians, then African Americans, Hispanics, & Native Americans last, on the pre-test. The differences among ethnic groups were statistically significant at the .001 level. On the post test the ranking changed slightly: Native Americans moved into third place, while the African American & Hispanic students dropped to 4th and 5th respectively.

Anglos improved on 9 of the 15 knowledge items; Hispanic on 9 of the 15; Native Americans on 9 of the 15; & Asian on 11 of the 15 questions. All ethnic groups had a drop in the percent who chose the correct answer on questions 41, 42, 43, & 47. Three of these questions dealt with gangs. It is possible that on question 11, which is: "a gang is a group of people who engage in criminal activities" (correct answer is false) the students may accept the stereotype of gangs. Fewer than half of all ethnic groups chose the correct answer to this statement both on the pre- as well as on the post-test. The same may be the case regarding question 42: "Gangs are mostly made up of minority people (such as African American, Hispanic or Asians)."

Table 14
Ethnicity and Knowledge

% who chose the correct answer	Ethnicity and Knowledge						
	White	African American	Hispanic	Native American	Asian		
G.R.E.A.T. stands for "Gangs Reduce Everyone's Ability Totally."	pre-test 69.8 (N=670)	71.7 (N=332)	64.7 (N=150)	63.2 (N=24)	66.8* (N=266)		
	post-test 86.6 (N=485)	81.7 (N=468)	78.6 (N=114)	48.7 (N=61)	87.0 (N=307)		
A victim is someone who suffers a loss, especially from a criminal act.	pre-test 80.7 (N=658)	76.5 (N=358)	78.0 (N=181)	80.6 (N=28)	89.2 (N=318)		
	post-test 93.5 (N=502)	87.2 (N=510)	85.6 (N=125)	88.9 (N=64)	89.8 (N=307)		
Culture is made up of beliefs and values.	pre-test 81.1 (N=864)	74.7 (N=345)	72.5 (N=168)	65.8 (N=25)	79.8 (N=317)		
	post-test 90.1 (N=480)	83.4 (N=483)	74.7 (N=108)	79.2 (N=57)	85.6 (N=282)		
Values only tell us what is wrong to do.	pre-test 87.8 (N=717)	79.5 (N=368)	67.4 (N=153)	68.4 (N=26)	74.2 (N=293)		
	post-test 88.7 (N=477)	76.6 (N=441)	69.7 (N=101)	69.0 (N=48)	81.0 (N=277)		
Discrimination is a way to treat people all the same.	pre-test 85.5 (N=715)	79.0 (N=364)	86.3 (N=186)	73.0 (N=27)	79.6 (N=312)		
	post-test 88.3 (N=474)	77.6 (N=447)	77.9 (N=113)	77.8 (N=56)	80.1 (N=273)		
Solving problems without fighting (called conflict resolution) is a way of solving problems without creating new problems.	pre-test 81.5 (N=866)	77.7 (N=362)	80.0 (N=184)	63.2 (N=24)	79.8 (N=318)		
	post-test 85.3 (N=457)	78.5 (N=458)	74.5 (N=108)	75.0 (N=54)	85.1 (N=281)		
A gang is a group of people who only engage in criminal activities.	pre-test 50.6 (N=412)	41.4 (N=183)	40.0 (N=82)	39.5 (N=15)	35.9 (N=144)		
	post-test 37.2 (N=200)	38.1 (N=222)	27.4 (N=40)	26.4 (N=18)	26.9 (N=92)		
Gangs are mostly made up of minority people (such as African Americans, Hispanics or Asians).	pre-test 75.0 (N=612)	65.2 (N=303)	58.3 (N=133)	73.7 (N=28)	71.3 (N=288)		
	post-test 70.0 (N=375)	59.8 (N=348)	55.5 (N=81)	70.8 (N=51)	68.8 (N=231)		

Table 14
Ethnicity and Knowledge

% who chose the correct answer		White	African American	Hispanic	Native American	Asian
All drugs are natural substances which change the way the human body works.	pre-test	32.6 (N = 266)	31.7 (N = 146)	28.2 (N = 64)	34.2 (N = 13)	28.2 (N = 114)
	post-test	31.3 (N = 188)	19.5 (N = 114)	29.5 (N = 43)	29.2 (N = 21)	27.1 (N = 82)
There is a relationship between gangs and drugs.	pre-test	78.0 (N = 638)	68.4 (N = 312)	81.9 (N = 188)	78.4 (N = 28)	82.6 (N = 333)
	post-test	83.6 (N = 448)	75.1 (N = 436)	85.6 (N = 126)	86.1 (N = 62)	84.5 (N = 288)
Getting in trouble with the law will not keep me from with reaching goals I have set for myself.	pre-test	56.8 (N = 463)	48.9 (N = 224)	43.0 (N = 88)	44.7 (N = 17)	44.9 (N = 178)
	post-test	56.1 (N = 302)	45.4 (N = 264)	48.6 (N = 71)	45.8 (N = 33)	46.9 (N = 160)
A strong support system (people I trust, who care about me) will help me reach my goals.	pre-test	88.7 (N = 726)	85.0 (N = 392)	86.4 (N = 187)	84.2 (N = 32)	87.8 (N = 353)
	post-test	89.2 (N = 478)	83.9 (N = 468)	81.5 (N = 118)	83.3 (N = 60)	89.2 (N = 305)
Once you join a gang it is easy to get out.	pre-test	89.9 (N = 731)	84.2 (N = 385)	87.7 (N = 189)	81.6 (N = 31)	91.3 (N = 365)
	post-test	87.5 (N = 467)	83.9 (N = 483)	21.57 (N = 118)	80.6 (N = 58)	88.5 (N = 301)
When you join a gang you often inherit a lot of enemies.	pre-test	86.5 (N = 702)	80.1 (N = 370)	86.3 (N = 188)	94.7 (N = 36)	86.3 (N = 346)
	post-test	88.2 (N = 472)	81.0 (N = 747)	91.0 (N = 132)	88.9 (N = 64)	89.4 (N = 305)

Table 14
Ethnicity and Knowledge

% who chose the correct answer		White	African American	Hispanic	Native American	Asian
It is possible to make a fresh start by getting out of a gang.	pre-test	73.5 (N = 587)	71.7 (N = 330)	62.1 (N = 141)	73.7 (N = 28)	70.4 (N = 280)
	post-test	67.2 (N = 358)	74.3 (N = 420)	66.9 (N = 87)	69.4 (N = 50)	73.2 (N = 248)
Amount of improvement	pre-test	74.5	69.0	68.2	68.0	71.2
	post-test	76.9	69.7	68.6	70.4	73.5
	increase	2.4	.7	.4	2.4	2.3

* the differences in resistance skills among ethnic groups are statistically significant at .001 for each question & for all the questions combined at both the pre- and post-tests.

Family Structure and Resistance Skills

There was an increase from the pre-test to the post-test in the resistance skills on all family structures except for those who lived with their father only; the latter's resistance skills decreased by 2.7%. The differences among the various family structures are relatively small. Thus, resistance skills do not appear to be related very strongly to family structure. At the pre-test children living with their father only had the highest resistance skills, but this dropped to the lowest at the post-test. The small number of students living with their father only accounts for this drop. Children living with other (grandparent, foster care) had the highest resistance skills at the post-test, followed by children living with their mother & father. However, the differences were not very great.

Gangs & Family Structure

One finding stands out clearly in regard to whether a student knows someone who is a gang member, has classmates who wears gang colors, has friends who are in a gang, has friends who dress in gang colors, who has a family member who belongs to a gang, who belong to a gang themselves, and who want to be a gang member. Students who live with their mother & father are much less likely to say yes to these items than students who are in any of the other categories. The most striking differences are in the categories of whether their friends, a family member, they themselves are in a gang and whether they want to be a member of a gang. Twice as many students who live with a step parent & parent answered yes to these 4 questions. The same pattern is evident if a student lived with a mother only, but not quite as great as when a student lived with a stepparent & parent. The pattern of knowing, having friends who know, belonging to, and wanting to be a member of a gang was not as great for students living with a father only.

In general, the 5 family structures can be ranked on the pre-test for the type of family structures for which a person was least likely to be involved in gangs to the type for which they were most likely as follows:

Average percent for gang involvement for students who live with:

	Pre-test	Post-test
	%	%
• Mother & Father	27.0	29.0
• Father Only	31.7	33.7
• Mother Only	32.9	35.5
• Step Parent & Parent	37.7	33.5

The ranking changes in the post test such that step parent & parent and other move ahead of mother only. This is because it is only for these two types that gang involvement decreased after G.R.E.A.T.

From these data it is clear that students living with their mother & father are least at risk.

Family Structure and Getting into Trouble

The same pattern that exists in regard to family structure and gang involvement exists with getting into trouble. That is, students who live with their mother & father are less likely to get into various forms of trouble than students who fall into any of the other categories. However, in regard to getting into trouble, the differences are not as great as they are in regard to gang involvement.

The type of living arrangements with regard to getting into trouble, ranked from least to most likely to get into trouble is:

Average percent who got into trouble for students who live with:

	Pre-test	Post-test
	%	%
• Mother & Father	20.5	20.3
• Father Only	15.0	21.2
• Mother Only	24.6	21.9
• Step Parent & Parent	24.9	23.0
• Other	25.8	26.0

(i.e. foster care, group care, other relative placement)

The ranking changes from the pre-to the post-test; children living with only their father had the lowest percent who, on average, got into trouble on the 9 items on the pre-test but dropped to second on the post-test because they had the largest percent increase of children who got into trouble between the pre- and post-tests. However, this may be due to the relatively small number of children

in this category.

Knowledge & Family Structure

Students who live with their mother and father tended to do better on the knowledge test for the pre-test than those in other family structures, but only very slightly better, and this slight amount disappears in the post-test (see Table 18 in the appendix). This is because this does not improve as much as students who live with parent & step parent, and those who live with mother only.

There was an increase in the percent of students who chose the correct response for 4 of the 5 family structures and a large decline in the scores of the children who lived with father only. However, since the number of children who live with father only is small (an average of 35) this large drop could be due to size.

In contrast to items related to gang involvement and getting into trouble, family structure is only mildly related to knowledge and to improvements in scores. However, the improvement in knowledge that exists is not statistically significant.

FEELING THERMOMETER

The feelings of the students were fairly negative towards drugs, gang fighting, and weapons and were moderately low for revenge and fighting. On the other hand students had positive feelings toward police and school. It appears that the G.R.E.A.T. program had the greatest influence on students feelings about revenge and fighting. In both cases, there were decreases in positive feelings toward these acts. In the pre-test, the average rating on revenge was 47.4 whereas in the post-test, it was 42.4. In the pre-test 38.2 was the average rating for fighting, whereas in the post-test the average was 34.1.

STUDENT FOCUS GROUP RESULTS

Focus groups were conducted in order to further our understanding of how students perceived G.R.E.A.T., in this evaluation design, to help further illuminate the quantitative results. Thirty-seven focus groups were conducted with between 8 and twenty-five youth in each group. The purpose of the focus groups was to obtain relatively unstructured, qualitative impressions of the program and the problem of gangs in general. The discussions allowed participants to express themselves in their own words with little or no guidance from the discussion leader. The focus groups were lead by a discussion leader who posed general, open-ended questions with prepared follow-up probes which were used when necessary.

The students were selected for participation by the teacher, who selected students at random

so that they were reflective of the school's make-up. No one other than the discussion leader(s) were present during the sessions. The leaders introduced themselves and told the students that they were not affiliated with the school nor the police department, and that all responses would be completely confidential and anonymous. The students were asked for their permission to have the interview tape recorded in order to assure accuracy in transcribing their responses. Thematic content analysis was used to analyze the interview data. The following questions were asked in the focus groups:

- ▶ What did you learn in the G.R.E.A.T. program?
- ▶ What did you like best about the G.R.E.A.T. program?
- ▶ What did you like the least about the G.R.E.A.T. program?
- ▶ How do you feel about the officer who taught the program?
- ▶ Did you learn anything new about police officers?
- ▶ What are your feelings about gangs?
- ▶ Did you change your attitude about gangs because of G.R.E.A.T.?
- ▶ How many of you feel gangs are ok or not ok?
- ▶ Is violence a problem in your neighborhood?
- ▶ Do you feel you will handle your own anger any differently because of what you learned in G.R.E.A.T.?
- ▶ Would you recommend the G.R.E.A.T. program to your friends?
- ▶ Is there anything you would change about the G.R.E.A.T. program?

Most of the students reported that they learned specific information about gangs and how they didn't have to belong to a gang to be "cool." Other things learned in the program according to the students were the differences in the legal system and laws that affect children and adults concerning drugs, violence, and other criminal acts. Students also stated that they learned how "police are not always against you, they can be good." Finally, students noted that they learned how to identify colors, clothing, and symbols that were affiliated with gangs. This finding from the focus groups was of particular interest given the pre and post testing results regarding the fairly large increase in the percent who reported fellow students wearing gang clothes (from 41% prior to 46.9% after G.R.E.A.T.). This focus group finding appears to strengthen the possibility that the curriculum of the G.R.E.A.T. program may be educating students in what is considered gang colors. Thus, they are able to recognize more easily and more frequently the display of gang colors by other classmates.

Students reported that the best part of the program was the role playing exercises. They said that these exercises gave them a chance to not only share their feelings, but practice appropriate responses to situations that might involve strong peer pressure to engage in delinquent behavior. They further reported that the role playing provided a better understanding of gangs. Students also stated that they enjoyed learning about the culture and the daily life of police officers. Students also noted that they enjoyed the program because they didn't have to do regular school work. Finally, students

said they enjoyed getting to know the police officers on a personal level.

The one thing that students seemed to like the least were the workbooks used in the program. A number of students claimed that the inclusion of colored pictures and more exciting exercises would have made the workbooks more interesting. Students also complained that the program was not long enough (8 weeks) and that they would enjoy the program and learn more if it met more than just once a week.

There was almost a unanimous positive feeling towards the officers who taught the programs. Students said that they thought the officers were "nice, fun, cool, and were very funny". Students expressed a great deal of affection for the specific officers who had taught their classes. Students also indicated that they saw the officer as a person rather than a police officer.

Students stated that they learned what it was like to be a police officer. Moreover, several students said that they now realize that the police don't just want to arrest people but rather that they want to help people stay out of trouble. Students also expressed that they learned that there is a friendly side to police officers. A number of students mentioned that the officer who led their group was entertaining and was not "mean." Finally, students said that they understood why police had to behave "mean" sometimes for the safety of themselves and the safety of other people.

When asked about their feelings about gangs, students stated that people in gangs get in trouble frequently, they are not your real friends, they are bad for your family, and in general students expressed that they do not like gangs. As this suggests, students expressed a negative feeling toward gangs.

A number of students said that participating in G.R.E.A.T. changed their attitudes toward gangs. Specifically, students noted that they learned that gangs can have a negative impact on their personal lives, that people in gangs are not your true friends, and that it is very difficult to leave a gang once you become a member. About a third of the students participating in the focus group discussions said that they did not change their attitudes about gangs as a result of G.R.E.A.T. These students said they already knew the information that they had learned in the program.

The majority of the students participating in the focus groups thought that gangs were not a good thing and that they would be better off not participating in gangs. Students mentioned how being in gangs caused nothing but trouble and they would be better off avoiding gangs.

Several students thought that violence was a problem in their neighborhood. Students reported seeing a number of events that included fighting, shootings, killings. This finding is particularly interesting when compared to the responses from the officers and teachers on this subject.

Students were very strong in their beliefs that because of the program they would handle their anger differently, which speaks to the effectiveness of the lessons on conflict resolution. Students stated that they would talk more, use conflict resolution strategies, take a time out, and think more when facing situations in which they were angry. Students also said that they learned valuable communication skills that will enable them to deal with problems more effectively in the future.

Students were fairly unanimous in recommending the program to their friends. Students said they really enjoyed the experience and hoped that they could continue the program in the following semester. Students also stated that they would strongly recommend the program if the same officer were to teach the program.

INTERVIEWS WITH POLICE OFFICERS

Most of the officers teaching G.R.E.A.T. had training or prior experience in DARE. The officers participating in teaching the program reported that they found the experience to be very enjoyable and rewarding. All interviewed officers felt that the attitude of the teachers and administrators toward the program was very positive.

Officers noted that they typically had time to prepare their lessons and on average spent about 2 hours preparing for each class.

On average, police officers felt that gang problems in the school and surrounding neighborhoods of the schools in which they were teaching had a moderate problem with gangs. The officers' estimate of how many children belonged to gangs was somewhat low (about 5%). They also did not think that the gang problem had worsened over the past year.

The officers expressed that they thought that the G.R.E.A.T. program had only a moderate influence on the children's attitudes, yet they unanimously believed that the program should be continued. They believed that the program provides a positive solution to a number of problems and educates students about gangs. They, too, felt that the most effective part of the program were the role playing exercises.

INTERVIEWS WITH TEACHERS AND PRINCIPALS

Most of the teachers and principals were either moderately or very familiar with the G.R.E.A.T. program. However, only about half of those interviewed stated that they spoke with other teachers about the program. In general, most teachers and principals reported that most within the school system were very supportive of the program and thought that G.R.E.A.T. was having a positive influence on the students. Specifically, participants reported that the program was very effective in changing students attitudes about gangs and law enforcement. Teachers and principals believe that the most effective component of the program is the relationship that is developed between the students and the police officers.

Teachers and principals felt that gang problems in the school were either a moderate concern (48%) or not a concern at all (48%). However, they thought that in the surrounding neighborhood that gangs were a very serious (25%) or moderate (50%) problem. In school the most common gang activity, according to teachers and principals, is the display of gang colors by students. In the surrounding community, in addition to the display of gang colors, there were reports of fighting, graffiti, vandalism, shootings, and killings. Interestingly, when teachers and principals were asked

about the percent of students in their school that they thought belonged to a gang most had no idea or reported that to the best of their knowledge there were no children in gangs in their school. This seems to contradict the previous reports by the teachers and principals that there is a moderate problem of gang activity in their school.

When asked what suggestions they would make to improve the program teachers and principals consistently proposed an increase in the frequency of contact students had with the police officers and an increase in the length of the program from 8 weeks to the entire school year if not at least the duration of the school semester.

Program Implications:

While the impact on students' resistance skills and gang involvement was relatively small, there still was an impact. A greater impact might occur if the program involved parents, was coordinated with other programs in the community, was extended over a longer period of time and was more integrated into the regular curriculum.

Additionally, the data shows that Hispanic students are most likely to be involved in gangs. This may be due to a cultural influence. It might be useful to recruit Hispanic G.R.E.A.T. officers where the student population is strongly representative of this ethnic and cultural group, such as found in the southwest. It might also be useful to engage youth as peer mentors who reflect the ethnic composition of the classrooms. In the last several years, a growing body of research studies have shown that peer interaction is conducive, perhaps even essential, to a host of important early achievements (Johnson and Johnson, 1983; Damon and Phelps, 1989; Taylor, 1989; Dishion, 1990; Bukowski and Hoza, 1989; Derosenroll, 1989; Attili, 1990; ; Ladd, 1990).

Many programs for adolescents, including G.R.E.A.T., tend to focus on one aspect of their behavior. Far too many programs assume that if adolescents are provided with information about a behavior (e.g., gangs, drugs, premature sex, dropout, they will change. Information is an important aspect in changing behaviors, but behaviors are complex and the result of multiple needs and desires. Across the country, communities are implementing multiple interventions to deal with the range of adolescent needs. Components of successful programs and interventions include:

INFORMATION

Information or more extensive education programs remain a critical centerpiece of any program to reduce gang membership and gang antisocial activities. This can be provided within the schools as part of the curriculum or as a co-curricular activity.

Social Skills Training

Many youth become involved in the variety of antisocial behaviors because they do not have the skills of saying no and risking the rejection of peers. Several models of social skills training have

been developed and they have been evaluated to be effective.

Affective Support Groups

Perhaps one of the major changes for today's adolescents has been their limited relationship with adults and their lack of involvement in meaningful activity. Approaches which have been used to meet the needs for dealing with emotions and feelings include peer counseling, guided group interaction, improvisational theatre, support groups, etc.

These groups or activities take a variety of forms, but they all focus on helping students learn to deal with emotions and problems and helping them work through their problems.

Recreational Groups

One of the more interesting but obvious deterrents to gang behavior is the provision of a variety of alternative activities. These community activities vary widely but they include athletic activities (night basketball, intramural or intercity sports), special interest clubs (computer centers, chess clubs, drama, music groups, etc), community service groups, or community centers or hangouts. These activities provide positive ways of meeting the individual and social needs of adolescents.

Adult Role Models

The isolation experienced by adolescents in nearly every community is highlighted by their lack of meaningful relationships and contacts with adults. Communities using youth workers or gang workers can support the benefits of positive adults who are available to youth on a regular basis. This intervention is valuable but it needs to be expanded to include broader contacts with interested adults. These contacts could be on both a formal and informal basis. Volunteers or other professionals who tutor, mentor, provide programs or who are simply available to youth are needed. Many of our common sense judgements indicate that solving youth problems requires multiple approaches; the involvement of community systems and community-wide approaches; collaborative, flexible and youth oriented interventions; and continuity designed to weave the interventions into the activities of many groups and people in the community.

DO NOT PUT YOUR NAME ON THIS SURVEY OR ANSWER SHEET!!

This survey is totally confidential and completely anonymous.
 This means you will not be identified in anyway.
NO ONE except the evaluators will see your responses.
 All the answers will be statistically tabulated only.

POST-TEST SURVEY QUESTIONS
G.R.E.A.T.
 (Gang Resistance Education and Training)

Directions: On the separate answer sheet, please find the question number which corresponds to the item you are working on and shade (with a #2 pencil) the letter of the answer that comes closest to your feelings for each of the following statements. (Only one response per question.)

- | | | | | | |
|----|--|---------------------------|-------------------------|---------------------|-----------------------|
| 1. | I could go up to someone my age and start talking to that person. | A
definitely could not | B
probably could not | C
probably could | D
definitely could |
| 2. | If a friend wants me to do something that I don't want to do, I could tell my friend that I don't want to do it. . . . | A
definitely could not | B
probably could not | C
probably could | D
definitely could |
| 3. | If a friend wanted to give me alcohol, I could tell my friend that I don't want any. | A
definitely could not | B
probably could not | C
probably could | D
definitely could |
| 4. | If a friend wanted to give me marijuana, I could tell my friend that I didn't want any. | A
definitely could not | B
probably could not | C
probably could | D
definitely could |
| 5. | If a friend wanted to give me cocaine, I could tell my friend that I didn't want any. | A
definitely could not | B
probably could not | C
probably could | D
definitely could |
| 6. | If a friend wanted me to join a gang, I could tell my friend that I didn't want to. | A
definitely could not | B
probably could not | C
probably could | D
definitely could |

*During the past 30 days, have you done any of the following things?
 Indicate your answer by shading A (yes) or B (no).*

- | | | | |
|----|---|----------|---------|
| 7. | Got into a fight at school or home. | A
yes | B
no |
| 8. | Stayed away from school because I was threatened. | A
yes | B
no |
| 9. | Took something not belonging to me from another person. | A
yes | B
no |

- | | | | |
|-----|---|----------|---------|
| 10. | Took something from a store without paying for it. | A
yes | B
no |
| 11. | Damaged school property on purpose. | A
yes | B
no |
| 12. | Argued or had a fight with either of my parents. | A
yes | B
no |
| 13. | Took part in a fight where a group of my friends were against another group. | A
yes | B
no |
| 14. | Went into a house or building when I was not supposed to be there. | A
yes | B
no |
| 15. | Got into trouble with police because of something I did. | A
yes | B
no |

Please answer the following questions by shading A (yes) or B (no).

- | | | | |
|-----|--|----------|---------|
| 16. | Do you know any gang members? | A
yes | B
no |
| 17. | Do any of your classmates wear colors, jewelry, flash hand sign or display other things which may be gang related? | A
yes | B
no |
| 18. | Is there more graffiti in your school or community than last school year? .. | A
yes | B
no |
| 19. | Are there more weapons in your school than last year? | A
yes | B
no |
| 20. | Do any of your friends dress like gang members? | A
yes | B
no |
| 21. | Do any of your friends belong to gangs? | A
yes | B
no |
| 22. | Do any of your family members belong to a gang? | A
yes | B
no |
| 23. | Do you belong to a gang? | A
yes | B
no |
| 24. | Do you want to become a gang member? | A
yes | B
no |

*Now we would like to ask you how you feel about yourself.
Please answer the following questions by shading A, B, C, D or E.*

- | | | | | | | |
|-----|---|---------------|------------------------|---------------------|------------|---------------|
| 25. | I feel that I am at least on an equal basis with others. | A
disagree | B
somewhat disagree | C
somewhat agree | D
agree | E
not sure |
| 26. | I feel that I have a number of good qualities. | A
disagree | B
somewhat disagree | C
somewhat agree | D
agree | E
not sure |
| 27. | All in all, I sort of feel that I am a failure. | A
disagree | B
somewhat disagree | C
somewhat agree | D
agree | E
not sure |
| 28. | I am able to do things as well as most other people. | A
disagree | B
somewhat disagree | C
somewhat agree | D
agree | E
not sure |

29.	I feel I do not have much to be proud of.	A disagree	B somewhat disagree	C somewhat agree	D agree	E not sure
30.	I take a positive attitude toward myself.	A disagree	B somewhat disagree	C somewhat agree	D agree	E not sure
31.	On the whole, I am satisfied with myself.	A disagree	B somewhat disagree	C somewhat agree	D agree	E not sure
32.	I wish I could have more respect for myself.	A disagree	B somewhat disagree	C somewhat agree	D agree	E not sure
33.	I certainly feel useless at times.	A disagree	B somewhat disagree	C somewhat agree	D agree	E not sure
34.	At times I think I am no good at all.	A disagree	B somewhat disagree	C somewhat agree	D agree	E not sure

Please answer the following questions by shading A (true) or B (false).

35.	G.R.E.A.T. stands for "Gangs Reduce Everyone's Ability Totally."	A true	B false
36.	A victim is someone who suffers a loss, especially from a criminal act.	A true	B false
37.	Culture is made up of beliefs and values.	A true	B false
38.	Values only tell us what is wrong to do.	A true	B false
39.	Discrimination is a way to treat people all the same.	A true	B false
40.	Solving problems without fighting (called conflict resolution) is a way of solving problems without creating new problems.	A true	B false
41.	A gang is a group of people who only engage in criminal activities.	A true	B false
42.	Gangs are mostly made up of minority people (such as African Americans, Hispanics or Asians).	A true	B false
43.	All drugs are natural substances which change the way the human body works.	A true	B false
44.	There is a relationship between gangs and drugs.	A true	B false
45.	Getting in trouble with the law will not keep me from with reaching goals I have set for myself.	A true	B false
46.	A strong support system (people I trust, who care about me) will help me reach my goals.	A true	B false
47.	Once you join a gang it is easy to get out.	A true	B false
48.	When you join a gang you often inherit a lot of enemies.	A true	B false
49.	It is possible to make a fresh start by getting out of a gang.	A true	B false

Now we would like to know about you.

Please indicate about yourself by shading the appropriate responses.

50. I am:

- A male.
- B female.

51. I am:

- A White.
- B Black.
- C Hispanic.
- D Native American.
- E Asian/Pacific Islander.

52. I am in:

- A 7th grade.
- B 8th grade.

53. I live with:

- A my mother and father.
- B my step-mother and father or step-father and mother.
- C my mother only.
- D my father only.
- E other.

Thank you for taking the time to complete this survey!