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EVALUATION OF YOUTH GANG DRUG INTERVENTION/PREVENTION PROGRAMS FOR FEMALE ADOLESCENTS

VOLUME I: FINAL REPORT

July 1999

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EXECUTIVE SUMMARY

INTRODUCTION

Project Background

There is no question about the growing national concern over gang-related crime (Huff, 1990; Spergel, 1990; Spergel, Chance, & Curry, 1991; National Institute of Justice, 1992; Cummings & Monti, 1993). Until recently, however, gang-related crime has been viewed as a solely male phenomenon. During the past decade, research and program practice have increasingly focused on the role of females in gangs (Campbell, 1984, 1990a, 1990b; Moore 1991; Cosmos, 1993). Moreover, analysis of law enforcement statistics from major U.S. cities obtained by a National Institute of Justice (NIJ) survey (Curry, Ball & Fox 1994) reveal that there were 9,092 female gang members recorded by police in 61 jurisdictions across the nation in 1991. Other statistics gathered by this survey indicate that patterns of gang-related offending by females as reflected in official records are significantly different from those of male gang offenders.

While female gang involvement is less prevalent than that of males, much remains to be learned about the role of female auxiliary gangs and female members in mixed sex gangs in gang violence and other crimes. Moore (1991) has continually emphasized that gang involvement by females has more long-term effects on their own lives and a more serious impact on the lives of their children (and perhaps consequently for the community and society) than that of males. Evidence of government sensitivity at the Federal-level to the issues of female gang-involvement has been demonstrated by the funding of seven female gang prevention programs by the Family Youth Services Bureau (FYSB) of the Administration for Children, Youth, and Families (ACYF), U.S. Department of Health and Human Services, in 1990. Four more female gang prevention programs were funded in 1992 by the same agency. However, in the past five years, there have been few Federal demonstration programs addressing this underserved population.

This report presents the findings from an evaluation of three gang and drug prevention and intervention projects designed specifically for females. The evaluation of these projects represented a joint commitment of the National Institute of Justice (NIJ) and the Family and Youth Services Bureau (FYSB), each of which contributed funds to support the evaluation effort. These projects were chosen from eleven sites operating programs for females funded by FYSB as a part of their Youth Gang Drug Prevention Program. All three projects were funded for three years beginning in October 1992. The projects were:

1. Females Obtaining Resources and Cultural Enrichment (FORCE), operated by the Boston Housing Authority (BHA) and serving a predominantly African-American and Latino population.

2. Movimiento Ascendencia (MA), operated by the Pueblo Youth Services Bureau (PYSB) in Pueblo, Colorado and serving a primarily Mexican-American population.

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3. Seattle Team for Youth (STFY): Adolescent Female Gang Prevention and Intervention Project, operated by the City of Seattle's Department of Health and Human Services' Division of Family and Youth Services and serving a primarily African-American population.

The process evaluation and youth survey had seven overall objectives:

Objective 1. Describe the organization and implementation of three youth gang prevention and intervention projects designed specifically for African-American and Latina females.

Objective 2. Describe the services and activities of these prevention and intervention projects and the females who participated in them.

Objective 3. Describe the implementation of the local evaluations.

Objective 4. Describe background characteristics, family interactions, peer relationships, school involvement, delinquent activities and gang and drug involvement for African-American and Latina females.

Objective 5. Describe the reasons why some youth participated in intervention/prevention programming while others did not.

Objective 6. Provide a comparison between gang-involved and non-gang involved African-American and Latina females on the dimensions of background characteristics, family interactions, peer relationships, and school involvement, delinquent activities and drug involvement.

Objective 7. Understand the impact the services provide to the participants by each of the programs.

EVALUATION METHODOLOGY

The research design for evaluating these three programs included both process and impact evaluation components. The process evaluation portion of the study addressed the issues of design, implementation, operation, and community context for the three projects. Data came from multiple sources including proposals and quarterly reports from the FYSB program files, a review of material developed by each of the projects, interviews with project staff and knowledgeable community leaders along with direct observation of project activities during two site visits to each project. The data elements included in the process evaluation were designed to provide information on a wide range of program-related variables from a number of different perspectives.

Each of the three sites was visited twice during the grant period by two senior DSG staff. The first round of site visits took place between the twentieth and the twenty-second months of project start-up. The major focus of the first visit was to document program start-up activities,

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community context of the project, and project activities as they existed after almost two years of operation. The second site-visits took place between months thirty through thirty-four of project operation. Special emphasis was given to interviewing and documenting intervention and prevention activities and following up on issues raised during the first site visit.

The outcome portion of the study was an interview-based survey of six groups of adolescent females: gang-involved, former gang-involved, and non-gang-involved program participants and gang-involved, former gang-involved, and non-gang-involved nonparticipants. It was designed to add to existing information on female gang participation by: (1) providing an updated description of female participation in gang activity, (2) exploring the extent to which program participants differ from non-participants on the key variables associated with the risk for gang involvement for both gang-involved girls as well as non-gang-involved girls, and (3) assessing the extent to which program participation results in positive outcomes. The impact evaluation research questions focused on the extent to which participants differed from non-participants on the key variables associated with gang involvement and risk for gang involvement for both gang girls as well as non-gang girls.

The original goal for the study was 30 gang-involved participants, 30 non-gang-involved participants, 30 gang-involved non-participants, and 30 non-gang-involved non-participants from each site for a total of 360 subjects. Originally it was intended that program girls would be randomly selected from program rosters developed by program staff at each site. On site, however, initial plans had to be adjusted which resulted in three different sample selection procedures. Consequently, outcome data from each site was analyzed separately.

The following figure shows the final distribution of interviews by program and site. Pueblo is closest to the numbers presented in the original design. In Seattle, the Atlantic Street Center simply had very few girls in its program. Program girls who were enrolled only in the drug education or the Sisters In Common programs were not included in the outcome study sample for Seattle. In Boston, there were very few self-reported gang members or former gang members in the program.

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INTERVIEWS COMPLETED BY LOCATION, PROGRAM INVOLVEMENT AND TYPE OF GANG INVOLVEMENT

Site/Program Status	Non Gang	Gang	Former Gang	Total
Pueblo Program	32	20	9	61
Pueblo Non-Program	32	13	16	61
Boston Program	45	5	7	57
Boston Non-Program	39	2	7	48
Seattle Program	11	0	8	19
Seattle Non-Program	30	14	12	56

The interview instruments were developed from three approved questionnaires that assess gang involvement, delinquency, and program participation/impact. Pilot testing of an early version of the revised instrument indicated problematic male biases in the instrument. Consequently, it was revised to be more amenable to a female population, including assessment of children and mothering, family attitudes, and female attitudes on gangs as well as their entry into and activity in gangs. Moreover, the instrument was also revised to reflect the activities and attitudes of non-gang members by focusing on why they are not in a gang, how they feel about gangs, pressure they receive from gangs, and hypothetical situations assessing their attitudes about gang involvement. The interview covered the following specific topics: delinquency, gang involvement, family patterns, academic performance, employability and job history, self-esteem, and substance abuse.

Impact evaluation data collection took place at the three sites during the last twelve months of scheduled program operation. At each site interviewers were responsible for setting up and conducting the interviews. For all except the program participants in Seattle, interviews were tape recorded.

EXTENT OF THE LOCAL GANG PROBLEM AND FEMALE INVOLVEMENT IN GANGS

Boston. Police and project personnel indicated that the Boston area began to have serious youth gang problems beginning in 1987 and 1988. In an NIJ-funded study of police departments, Curry, et al (1992) identified 70 gangs with 2,200 members in the Boston area. However, BHA staff reported that the incidence of gang activity was probably higher than official reports because what had been reported were activities that could be tied only directly to gangs. In addition, during the initial site visit interview, they described most gangs as locally formed and based. In fact, gangs

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typically didn't go into other developments to cause problems, but staff did report gang activity in both minority and white developments. Moreover, the BHA staff reported that the nature and extent of gang activities varied among the BHA developments. For instance, drug selling appeared to be a specialized activity.

FORCE staff also reported that they had been hearing of more female involvement in gangs. They reported that females were likely to support criminal activities in the developments - boosting, car theft, drug sales, etc. - in support of male gang criminal activity. This was seen as especially true with regard to drug sales. Staff felt that younger girls were being recruited into gang activity. There had been an increase in the number of 14 to 16 year old females in the developments who had their own apartments. They were often not in school and sometimes were living with a male partner who was involved in drug sales. These girls were seen as being at risk of becoming involved in drug sales as well. BHA staff also reported that there had been an "incredible" rise in violence among younger youth.

Pueblo. According to local informants, gangs found in the Pueblo area during the early 1990s were locally organized and had little or no formal ties with nationally recognized gangs such as the Crips and Bloods, despite comments from some local gang youth who said they "identified" with these larger groups. Many of the gangs were associated with old barrio neighborhoods. The activities of the gangs had largely been confined to intergang violence and a variety of petty crimes. According to a local gang task force report there was no evidence that local gangs had developed into sophisticated, for-profit organizations that evolved in some urban areas. A Pueblo Police Department Crime Analysis and Gang Unit summary report from April, 1994 showed 29 identified gangs and 630 listings in their gang roster. Fifty-seven percent of the individuals listed were Hispanic males, 15% were white males, 10% were black males, 14% were Hispanic females, 3% were white females, and less than 1% were black females. Two-thirds of the group were between the ages of 16 and twenty. A quarter were between the ages of 21 and 30. According to the police, problems caused by gangs included graffiti and intimidation - both each other and strangers. In the early 1990's most of the intimidation was taking place in the schools but this activity decreased once police officers were assigned to high schools. Violence increased during 1993 and 1994, culminating in several high-profile drive-by shootings, three deaths, and one critical wounding.

According to program personnel, female gangs in Pueblo were "extremely visible" in the community. Pueblo gang women hide weapons, drugs and shelter outlaws. Pueblo's female gangs are very much involved in the exacerbation of violence and crime, drug marketing and the precipitation of violence between klikas of opposing gangs. As such they have a great influence and their role in the gang community is well known. In fact, over a dozen "named" female klikas had been identified. In addition, the use of inhalants in the gang populations of the Southwest is widespread. What is of particular interest to Pueblo is that here it is largely the female gang members who organize the group 'huffs' as well as secure the spray or gasoline. Additionally, the female gang members often incite the males and younger women into destructive or violent behaviors once the group is under the influence.

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Seattle. Seattle's youth gang problem, like that of many cities in the Pacific Northwest, escalated in the mid-1980's. Gangs from Los Angeles began moving north and had been active in Seattle since 1987. Although the city had a history of youth gangs before this migration, there was little gang violence. In the early 1990's, police identified four major gangs with various "sets": Crips, Bloods, Black Gangster Disciples (BGDs), and Southside Locos. According to the police, there were 125 documented gang members, with an estimated 3,000 to 4,000 youths involved in gang activity. Police estimated that two-thirds of drug sales in the area involved gang-involved youths.

Female gang activity in Seattle is also on the rise. In 1990, 16% of the youths referred to STFY for services were females. In 1991, the number of adolescent females referred to STFY had increased to 19%. The Seattle Police Department also reported that the young women were forming their own groups, quasi-gangs, or actual gangs. Some of the girls had formed "auxiliary" groups on their own. Moreover, when acting out, they were often physically more aggressive than the males.

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SUMMARY OF PROCESS EVALUATION FINDINGS

Objective 1. Describe the organization and implementation of three youth gang prevention and intervention projects designed specifically for African-American and Latina females.

Organization

The three projects had very different styles of organization. In two of the three sites, the lead agency was a unit of local government. In Boston, the Community Initiatives Department (CID) of the Boston Housing Authority (BHA) was the lead agency. The project was implemented in six housing projects. In Seattle, Seattle Team for Youth (STFY) was a consortium of school, social service, and community agencies created in 1990 to prevent or intervene in local youth gang participation. The project was conducted by two subcontracted agencies. In the third project, the lead agency was a community-based organization, the Pueblo Youth Services Bureau, a private, non-profit community-based organization, that had been serving Pueblo, Colorado and the surrounding county since 1973.

The three projects also differed in their staffing patterns. In Pueblo, the executive director of PYSB served as the Project Director for the MA program and had daily contact with program staff. A project coordinator and three outreach workers were also hired specifically for the MA project. In Boston, funding provided salaries for the Personal Growth, Leadership, and Family Specialists positions as well as for the Coordinator's position. Additional part-time recreation and support group positions were never consistently filled. The BHA provided a youth worker for each of the six project sites. In Seattle, the Atlantic Street Center (ASC) provided a case manager and project coordinator who carried caseloads of project girls. There was one supervisor for all three case managers and caseloads averaged from 17 to 20 cases. In addition, there were approximately ten women who volunteered their time as mentors for the Sisters in Common program.

In Pueblo, the MA project director focused staff training on conflict mediation/resolution skills, signs and symptoms of drug and alcohol use, as well as information on sexuality, pregnancy, and sexually transmitted diseases. In addition to these areas, the FORCE staff in Boston also identified more basic training needs in the areas of stress management, diversity, youth outreach strategies, and developing goals and objectives. Unfortunately, compared to the MA staff the FORCE staff felt that they had not been provided with adequate training. For the most part, service delivery staff were paraprofessionals who had specific training needs. This may have been due to the differences between the two projects in the organizational structure. The MA project staffers worked closely with the project director. This type of supervisory relationship did not exist for FORCE workers who were much more isolated.

Finally, monitoring and record keeping also presented a challenge for these projects as they do for many community-based prevention programs. Accurate information on unduplicated counts of youth receiving program services, hours of service and length of stay in the program were

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particularly problematic at all sites. The projects also were not consistent in their approach to keeping individual case records and service plans. As a result, the lack of systematic client and service information made it difficult to provide accurate descriptions of the extent of service delivery.

Implementation

All three projects also experienced several implementation problems common to many prevention and intervention programs. These included staff turnover, lack of transportation for participants, lack of parental participation, problems in implementing planned program activities, recruitment and retention problems, inadequate physical facilities, and inadequate local evaluation. Staff turnover and difficulty in hiring appropriate staff for prevention programs was the most serious difficulty in the implementation of each of the projects. In Pueblo, the project director felt that the pressure to begin project activities in a timely fashion rushed the hiring of the original staff. As a result, the "right" people were not selected and there was complete turnover of the service delivery staff after the first year. Similarly, in Boston, several of the workers in the participating housing projects left and when they did, the participants often left with them and didn't return. In Seattle, the CAYA program, which operated in the first two years of the program, experienced major staff turnover, including the director, which led to inadequate service delivery and cancellation of their subcontract. Consequently, these staffing problems precipitated a delay in the implementation of program activities.

Involving parents in all sites was also problematic for the implementation of each of the projects. In Pueblo, parent involvement was an important goal for program staff though such involvement was slow to begin. Staff tried various approaches to engage parents in program activities with mixed success and by the end of the second year, quarterly reports indicated that parental involvement had improved dramatically. Boston's workers engaged parents by offering talent shows, dinners, and mother-daughter nights and Seattle invited parents to the Sisters in Common dinners held after the group meetings.

The poor physical condition of the buildings was an additional problem associated with the implementation of two of the projects. At the time of the first Pueblo site visit, the PYSB headquarters was located in downtown Pueblo in a building that had significant structural and operating problems. Similarly, most of Boston's FORCE projects were located in rundown housing projects. Some of the facilities could be described as no less than squalid, others were being remodeled, and several were barely adequate.

Finally, the transportation to and from each site contributed to the difficulty in the implementation of the programs. In Pueblo, the targeted surrounding communities were very spread out, program participants came from different areas and public transportation was deficient. Consequently, it was very difficult to get participants to and from activities. Similar transportation problems were reported in Boston and Seattle. Both projects gave youth bus tokens to get to services and staff reported transporting girls in their own vehicles.

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Objective 2: Describe the services and activities of these prevention and intervention projects and the females who participated in them.

Although the projects were organized differently in each site, all three were focused primarily on providing services to individual youth and (less often) their families. Even the "community-based" strategies were focused primarily at the individual level (e.g., safe haven, cultural enhancement) rather than on community-wide changes such as community organizing. Based on a list of more than thirty types of services, each project was assessed as to whether it offered the particular type of service. All of the projects provided social and life skills training, alternative activities (generally recreation), informal counseling, tutoring or homework support, mentoring and positive role models, cultural enhancement, and a safe haven.

The service delivery model implemented in these projects differed from site to site and within programs with multiple service delivery sites. In Seattle, services were provided by three different subcontractors and participants received some but not all of the services. In Boston, though the personal growth and leadership specialists presented their workshops each week in every site, each youth worker tended to implement different activities, depending on their interests and those of the youths. Services were implemented most uniformly in Pueblo, with most participants receiving social and life skills training. This training was typically a part of the after-school activities which also included workshops, guest speakers, lectures and group discussions. The Pueblo MA program also had the most well-developed mentoring program.

Based on the clients interviewed from each site, there were some differences in the populations served at each site. The average age for program participants across the three program sites was fourteen. The girls served by FORCE in Boston were significantly younger than the girls served by MA in Pueblo. The girls served by STFY in Seattle were significantly older than those served by MA in Pueblo. In addition, the ethnicity of each group was mixed with the majority of participants being African American in Boston and Seattle. The Pueblo site identified different goals for the ethnicity of the service population. Consequently, program participants were 95% Latina.

The characteristics of the females who participated in each program differed because there was no uniform approach to recruiting girls across the three projects. For instance, participation was voluntary in both the Pueblo and Boston programs where youth workers were primarily responsible for recruitment. In Pueblo, the staff recruitment efforts focused on the wider Pueblo community. In Boston, recruitment activities of the FORCE youth workers were more narrowly focused on the girls in each development in which they worked. In contrast, participants in the Seattle project were referred as a part of their probation conditions. Consequently, program participation was mandatory rather than voluntary. In addition, retention was also an issue in both Boston and Pueblo when the projects experienced staff turnover, but not in Seattle, due to the mandatory nature of their participation.

There clearly was a difference between Boston and the other two sites in terms of prior delinquency and gang involvement. The program participants in Boston were significantly less likely to have had contact with the juvenile justice system and be involved in gang activity. In fact, the Boston project had limited contact with gang members or gang-involved girls. To a great extent,

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this variation reflected program design. The FORCE program in Boston was essentially a prevention program dealing with younger girls. On the other hand, the Seattle project focused on a small number of older girls with histories of serious and chronic delinquency and the MA project in Pueblo served girls in need of both prevention and intervention services.

Objective 3. Describe the implementation of the local evaluations.

The proposals for each of these projects presented evaluation plans with strong designs that included both process and outcome components and plans for conducting local evaluations. MA and FORCE contracted with outside evaluators. The STFY project used the internal evaluator on staff at the Department of Housing and Human Services.

The original proposal for FORCE outlined an ambitious evaluation plan. The design called for both qualitative and quantitative data collection assessing the effectiveness of program implementation and outcome. The Pueblo project also had the potential for a strong local evaluation. It called for both process and impact data collection and analysis. The impact evaluation was to include pre- and post-testing of program participants and control group subjects from a neighboring town. Finally, the Seattle project's outcome component of its local evaluation consisted of a self-esteem questionnaire completed by staff for each participant pre- and post-program completion; a self-report questionnaire filled out by each participant at the beginning and end of each group; and a decision-making questionnaire completed by each participant at the beginning and end of each group. In addition, attendance forms and quarterly report forms were completed on participants.

Unfortunately, all three project evaluations were implemented inadequately. In Boston, the original evaluation plan was never implemented and each year, the evaluation was either not funded or not completed. The contracts were consistently signed too late in the year for the evaluation to be completed, and no final report was ever produced. In Pueblo, though small evaluation contracts were awarded, the quality of the evaluation was poor and the final report was inadequate. In Seattle, only a first year evaluation was completed. There were implementation problems with the instruments, the workers did not like the instruments and refused to use them, thus halting further evaluation.

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SUMMARY OF IMPACT EVALUATION FINDINGS

Objective 4. Describe background characteristics, family interactions, peer relationships, school involvement, delinquent activities and gang and drug involvement for African-American and Latino females.

The impact evaluation focused on the characteristics (i.e., household structures, school participation, self esteem, juvenile delinquency and ethnicity of gang-involved youth) of the population served by each program. However, the evaluation was limited by the data available from each program. Service and comparison populations were obtained by different methods at each location. For this reason, a site by site analysis scheme was followed.

Pueblo

An equal number of gang and non-gang girls were surveyed. Former gang members were somewhat older than current gang members in both the program and comparison groups, but current and former gang members in the program were younger than those not in the program. In terms of school participation, fewer program girls had dropped out of school than non-program girls. Program participants were slightly more likely to have been arrested than the comparison population. Program participants were more likely to have ever been on juvenile probation than non-program girls. Still, fewer numbers of the program girls had ever been incarcerated. This latter finding may be an artifact of the finding that currently incarcerated girls could be part of the comparison group while there were no currently incarcerated girls in the program. Nevertheless, none of these differences were statistically significant at the .05 level. From these comparisons, we feel that it is safe to conclude that the girls being served by the program were as much at risk of gang involvement and delinquency as a comparable sample of girls from the community served.

Boston

Given the organization and record keeping capacity and especially the client tracking capacity of the Boston FORCE program, it is difficult to draw any strong conclusions about the client population that they served when it is compared to a population of girls in the community. There was not a statistically significant difference between the average ages of the girls in the program and the average ages of nonparticipants. All of the program girls were still enrolled in school and only four of the non-program girls had dropped out of school. Overall, it does seem safe to conclude that program staff for the FORCE program were not in contact with girls who were willing to identify themselves as having ever been gang members.

There were no observable distinctions between girls served by the program and those who were not. There were, however, two interesting findings. First, comparing program girls who reported at least one gang involvement behavior to their non-program counterparts on the average number of gang-involvement behaviors revealed that non-program girls were more delinquent than program girls. However, comparing program and non-program girls on other risk factors produced

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ambiguous results. Secondly, about the same proportion of girls in the program and nonparticipants lived in homes with single mothers, but there were major differences in this statistic with respect to ethnicity. White girls in the program were more likely to come from single mother homes than white girls not in the program. African-American girls in the program were less likely than African-American girls not in the program to come from single mother homes. However, overall the program participants were as much at risk for gang involvement and delinquency as a comparable group of girls living in the same community.

Seattle

A different respondent recruitment design was employed in Seattle. Access was only granted to nineteen girls enrolled in one component of the program. To compare participants in the intensive supervision program at Atlantic Street Center to girls not participating in the program, it was necessary to treat the comparison populations as three separate snowball samples. The findings indicated that there were no significant differences across the three comparison samples with respect to gang behavior. The average number of gang involvement behaviors was highest for the program girls and lowest for the church program girls. Moreover, the girls in the church program were the most likely to report a gang member in their family and the least likely to report dating gang members.

The oldest group was the girls interviewed by the homeless program counselor with an average age of 16.3 years. The youngest group was the girls interviewed by the probation counselor with an average age of 15.3. In terms of ethnicity, the Atlantic Street Center program participants consisted of mostly African Americans. The comparison girls contacted through the church program were all African American. The other two groups were more heterogeneous. Atlantic Street Center program girls and girls recruited through the juvenile justice contact were less likely to come from two parent households than the girls from the community-based programs or the church-affiliated program. The highest percentage of school enrollment was among the girls recruited from the church program. The dropout rate was highest among those girls recruited through the juvenile justice system. The dropout (or in most cases, suspension) rate for the girls recruited from the other community-based social service organizations was higher than the rate for the girls in the Atlantic Street Center program, but the difference was not statistically significant. The girls recruited by the juvenile justice system representative had higher self esteem than the girls recruited by the church program administrator on the school-based component of the inventory. Atlantic Street Center program girls self-reported somewhat less offending than did the girls contacted through the juvenile justice system. The Atlantic Street Center program girls self reported more offending in every category except compared with girls recruited through the community organizer or the religiously-based program. The exception was that a greater proportion of the girls from the community-based programs reported violent offending.

Finally, while a majority of the girls in the program were referred by the juvenile court, there was evidence that they were probably not the "worst" of the female juvenile offenders in the system. Moreover, the population of girls at risk for gang involvement and delinquency in Seattle was a very diverse one, ethnically, culturally, and in terms of risk factors. The Atlantic Street Center was

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unquestionably serving a small, but very needy portion of that population. However, these conclusions must remain tentative due to the small number of girls in the program and the different sources of comparison respondents.

Objective 5. Describe the reasons why some youth participated in intervention/prevention programming while others did not.

Despite considerable variation in how girls were interviewed across sites and considerable variation in the nature of the gang problems across sites, certain conclusions can be drawn from the preceding analyses. Each program reached populations of girls at risk of gang involvement and delinquency comparable to the general level of risk faced by the population of girls in the community. In Pueblo and Seattle, the programs both reached girls at high risk for gang involvement and delinquency. Pueblo served far more girls and documented their service more thoroughly than did Seattle. Moreover, while it is clear that the Boston project suffered from institutional disorganization and weak client-tracking, it still reached girls who were just as at high risk as the general population of girls in the community.

In addition, each program disseminated program information to populations of non-involved girls. The primary method by which this information was conveyed to non-participants was through personal contact with staff and secondarily through personal contact with program participants. Once levels of personal contacts were controlled, there were no other significant site-specific effects on the dissemination of program knowledge. For instance, the results of examining how widely known FORCE was among non-participant adolescent girls in the community brought a new dimension to understanding, and appreciation to the program. From the lists that were used to develop sampling frames, it was evident that large numbers of girls were participating in FORCE's program components. Despite problems in client-tracking and staff turnover at FORCE, these results about program knowledge revealed the program to be a visible social "force" in its community.

Consequently, the three programs can be viewed as falling along an organizational continuum from very institutionalized and structured to something more akin to a community organizing. The Atlantic Street Center's intensive supervision program fell at the more structured end of the continuum. Most of the Atlantic Street Center's referrals came directly from the juvenile justice system. The program served a very small number of girls, most of whom already had comparatively serious delinquency problems. At the other end of the continuum was FORCE with its wide diversity of programs, but broad visibility and recognition in its community. The MA program in Pueblo fell somewhere in between. It reached a narrower, more troubled population of girls than FORCE and provided them with structured case management and client-tracking.

Objective 6. Provide a comparison between gang-involved and nongang-involved African-American and Latino females on the dimensions of background

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characteristics, family interactions, peer relationships, school involvement, delinquent activities and drug involvement.

A major goal of this research effort was to increase knowledge on gang involvement among adolescent females. The study compared program participants who were gang-involved to participants who were not gang-involved along the dimensions of delinquency, neighborhood, families, drop out status and peer association. The analysis indicated that differences between gang members and girls who had never been members did not conflict with prior research. Girls ever considering themselves gang members were significantly more likely to report engaging in delinquency than were non-members. Moreover, being or having been a gang member was associated with juvenile justice system involvement and the seriousness of the involvement. Still, it is important to note that even among members, involvement in delinquency was not universal.

Neighborhoods and family factors were also found to be correlates of gang involvement. The level of neighborhood weapons threat and the visibility of substance abuse problems were both significantly related to gang involvement. The Hare measure of family-based self-esteem and whether a girl reported that a member of her household or family was a current or former member of a gang were the two family measures that were significantly related to gang involvement. Moreover, these family variables remained a statistically significant correlate of gang membership when the other was controlled.

As far as school is concerned, the most predominant variable for gang member girls is their dropping out. Girls who had been a gang member were significantly more likely to drop out of school compared to girls who had never been a gang member. The girl gang members who had dropped out of school also were significantly more likely to describe themselves as current members as opposed to former members. While not as important, grades also remain a statistically significant component of the model. Grades were more important for girls who had no gang association and girls who were non-delinquent gang associates than girls who were delinquent gang associates. However, gang members still attending school were not significantly different on this measure from either of the other three categories of girls. Moreover, among girls still in school, non-gang member girls reported significantly higher average grades than girls who were gang members. Gang members who had dropped out of school reported average grades (before they dropped out) significantly lower than those reported by any of the categories of girls still attending school.

Peer association is another factor that may influence gang activity. For instance, having a boyfriend can affect the interaction with gang membership. This study found that girl gang members and delinquent gang associates were significantly more likely to have boyfriends than girls with no gang involvement or non-delinquent gang association. Of the non-delinquent associates, only three (9.1% with boyfriends) reported that their boyfriends were gang members. For delinquent associates, ten (29.1%) reported that their boyfriends were gang members and the statistic for gang members was 58%.

Finally, an interesting development emerged for the Hare peer-based measure of self-esteem. While gang members scored statistically lower than their peers on family-based and school-based self-esteem, they scored higher than other youths on the peer-based self-esteem measure. Non-

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members averaged 28.8, while gang members averaged 29.9. The difference was statistically significant. This finding suggests that approaches to gang prevention and intervention based on self-esteem enhancement should take the sources of self-esteem into account.

Objective 7: Understand the impact of the service provided to the participants by each of the programs.

This section draws tentative conclusions about the impact of the specific programs on their participants. Using measures of seven types of self-reported delinquency, prior reported delinquency was not surprisingly found to be the most effective predictor of subsequent delinquency. Even when prior delinquency was controlled, gang membership in the Pueblo sample was a statistically significant correlate of most kinds of delinquency. Finally, even controlling for prior delinquency and gang membership, there were statistically significant program effects in reducing five of the seven types of delinquency for the Pueblo program. For the Pueblo program, all of the program effect coefficients had negative signs indicating a reduction in delinquent behavior associated with program participation. With the exception of a significant program effect in reducing carrying weapons among program girls in Seattle, there were no statistically significant program effects for delinquency reduction observed for the Boston nor Seattle gang programs.

There were increases in reported grades over time for both program girls and comparison girls in Pueblo. A statistically significant gap between program girls and non-program girls appeared to have been narrowed by program participation. In Boston, both program girls and comparison girls experienced a decline in reported grades. In Seattle, program girls experienced moderate increases in reported grades since joining the program. This was in comparison to a decline in reported grades observed in two of the Seattle comparison groups. As in Pueblo, the Seattle program was associated with a relative narrowing of the grade gap between program girls and comparison girls. Neither of the two program components to enhance girls' self-esteem in Pueblo and Boston were associated with higher self-esteem scores on any of the components of the Hare scale.

Conclusions and Recommendations

1) A model of factors associated with gang involvement that contains independent variables from neighborhood, family, and school suggests that effective prevention programs would have to operate at all of these levels to maximize success. The government should fund projects whose designs call for comprehensive service models that address as many risk factors for gang and drug prevention as possible. The Pueblo project offered more comprehensive services than the other two projects and had the most impact on the program participants.

2) Organizational structure is key to the success of a project. The most successful project in this evaluation as well as others studied by the authors (Cohen et al, 1994) have proven to be operated by private, non-profit organizations with strong leadership. The directors of these projects show dedication and commitment to their work , keep open lines of communication,

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and provide their staff with adequate training, supervision, and support. Projects operated or overseen by government (i.e., city or county agencies) especially those with large, cumbersome bureaucracies are frequently wrought with problems of mismanagement, staff turnover, lack of oversight, and problems with funding and subcontracting.

3) All three projects had major problems with their local evaluations, ranging from contracting issues (too little funding, subcontracts signed too late), to lack of familiarity with the program, and lack of adequate databases. At the time these evaluations were funded, these projects generally set aside 5 percent of their budgets for evaluations. Today local evaluations are most often funded at a higher proportion, such as 15 percent. Recent evaluation experiences with other agencies (e.g., A Meta-analysis of Violence Prevention Program Grantees, Center for Substance Abuse Prevention, Cohen and Johnson, 1998), showed a significantly higher quality evaluation to be more common in recent similar drug prevention demonstration programs. In addition, some demonstration programs now require the participation of all grantees on a steering committee to plan a cross-site evaluation. These evaluations are a generation improved over the local evaluations of the projects reported on here.

4) The outcome evaluation was hampered by a lack of adequate control groups at two of the three sites, as well as by being forced to use a retrospective pre/post design due to the evaluation being funded after the projects began. The government should fund evaluations prior to the time the projects are funded, require the grantees to generate comparison or control groups, and require the use of a minimum set of instruments at all sites, whenever possible. The government also should require local evaluators to submit quarterly evaluation status reports, which would provide detailed updates of the research design, data collection efforts on treatment and control groups, and any problems encountered.

5) The government should require each grantee to submit a written plan of objectives that contains a minimum number of outcome objectives as well as process objectives and a data collection plan which states how the data will be collected to measure the achievement of the outcome objectives. The government could assist grantees with this by providing sample forms to be used in data collection as well as technical assistance and training in measuring objectives each year.

6) All of the projects suffered from a lack of parental involvement. The Pueblo site was the most successful of all three in obtaining partial parental involvement. Projects should be provided with training on "what works" to involve parents, especially recent strengthening family curricula, such as that developed by Kumpfer (1998).

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CHAPTER 1:

INTRODUCTION

PROJECT BACKGROUND AND DESCRIPTION OF THE PROBLEM

Project Background

Without question, there is a growing national concern about gang-related crime (Huff, 1990; Spergel, 1990; Spergel, Chance, & Curry, 1991; National Institute of Justice, 1992; Cummings & Monti, 1993). Until recently, however, gang-related crime has been viewed as a solely male phenomenon. Research and program practice is now increasingly focused on the role of females in gangs (Campbell, 1984, 1990a, 1990b; Moore 1991; Candamil, 1992; Cosmos, 1993). In 1991, a National Institute of Justice (NIJ) survey of law enforcement statistics from major U.S. cities (Curry, Ball & Fox 1994a or b) revealed 9,092 female gang members recorded by police in 61 jurisdictions across the nation. Other statistics gathered by this survey indicated that patterns of gang-related offenses by females as significantly different from those of male gang offenders.

While female gang-involvement is less prevalent than that of males (Spergel, 1990; Moore, 1991), much remains to be learned about the role of female auxiliary gangs and female members in mixed sex gangs in gang violence and other crimes. Moore (1991) has emphasized continually gang involvement by females has more long-term effects on their lives and more serious impact on the lives of their children (and perhaps, consequently, for community and society) than that of males. Evidence of Federal government sensitivity to the issues of female gang-involvement was demonstrated in 1990 by the funding of seven female gang prevention programs by the Family Youth Services Bureau (FYSB) of the Administration for Children, Youth, and Families (ACYF), U.S. Department of Health and Human Services. Four more female gang prevention programs were funded by the same agency in 1992.

This report presents the results from both a process evaluation and an outcome survey of youth who participated in three gang and drug prevention and intervention projects designed specifically for females. The evaluation of these projects represents a joint commitment of the National Institute of Justice (NIJ) and the FYSB each which contributed funds to support the evaluation effort. These projects were chosen from eleven sites operating programs for females that were funded by the Family and Youth Services Bureau (FYSB) as a part of their Youth Gang Drug Prevention Program. The projects are:

1. **FORCE: The Next Level** is one of several youth programs operated by the Community Initiatives Division (CID) of the Boston Housing Authority (BHA). It was a continuation of a project for girls living in housing developments which the Judge Baker's Children Center (JBCC) started in cooperation with the BHA. The original FORCE project was funded by FYSB for two years in 1990. At the end of the second year, the BHA incorporated youth worker positions and BHA staff applied for additional funding from FYSB. The funding served to enrich the program by

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adding specialists in family support, leadership development, personal growth and recreation and by starting support groups for the girls in the program. FORCE: The Next Level was designed to "expand the earlier program by including older girls, involving participants' families, and providing a range of gender and culture-specific services matched to the developmental needs of urban, low-income females." The program offered recreational, personal growth, leadership, and support group services to 400 girls and their families in six of the BHA housing developments

2. **Movimiento Ascendencia** (MA) or Upward Movement is one of a continuum of service programs provided by the Pueblo Youth Services Bureau (PYSB) in Pueblo, Colorado. It was established to provide young females with positive alternatives to self-destructive substance abuse and gang involvement. The program was designed to serve 180 pregang and gang-involved females between the ages of 8 and 19 and their families. Project activities were designed around three main components: mediation/conflict resolution, self-esteem/social support, and cultural awareness.

3. **The Adolescent Female Gang Prevention and Intervention Project** (AFGPIP) is an initiative of the Seattle Team for Youth (STFY) designed to address the needs of adjudicated and preadjudicated teenaged females of color by preventing or reducing their local gang participation. Project activities were designed to address four goals: (1) provide substance abuse education and intervention services; (2) offer positive role models and mentors; (3) increase young women's self-esteem, positive ethnic/cultural identification, and social skills; and (4) address teen pregnancy, housing, parenting and other issues related to being a teen parent. The Seattle Department of Housing and Human Services provided services through subcontracts with two organizations: (1) the Atlantic Street Center, which provided case management and substance abuse awareness and education; and (2) Sisters in Common, which provided a 12-week support group-based curriculum in self-esteem and culturally relevant activities. The program was designed to serve 60 females with intensive case management services and provide 175 females with education and gang prevention programs.

These sites were chosen because project funding had started in October, 1992 and the grantees would be in their second year of operation during this grant period, grantees served different ethnic groups, and demonstrated somewhat different approaches to addressing the problem of female involvement in youth gangs.

The process evaluation and impact evaluation had seven overall objectives into which all of the research questions fall. These are discussed below:

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Process Evaluation

Objective 1. Describe the organization and implementation of three youth gang prevention and intervention projects designed specifically for African-American and Latino females.

Objective 2. Describe the services and activities of these prevention and intervention projects and the females who participated in them.

Objective 3. Describe the implementation of the local evaluations.

Impact Evaluation

Objective 4. Describe background characteristics, family interactions, peer relationships, school involvement, delinquent activities and gang and drug involvement for African-American and Latino females.

Objective 5. Describe the reasons why some youth participated in intervention/prevention programming while others did not.

Objective 6. Provide a comparison between gang-involved and nongang-involved African-American and Latino females on the dimensions of background characteristics, family interactions, peer relationships, school involvement, delinquent activities and drug involvement.

Objective 7: Understand the impact of the services provided to the participants by each of the programs.

Report Organization

The final report for this study is presented in two volumes. The first volume consists of four chapters. Chapter I describes the background of this project and reviews findings from prior research on gangs with specific emphasis given to research on female participation in gangs. This chapter also includes a discussion of both the process and impact evaluation methodologies. It concludes with a discussion of the community context for each of the three project sites. Chapter II presents the findings from the process evaluation. It includes descriptions of service delivery, project organization, management and operations, and local evaluation efforts. Chapter III presents the impact evaluation findings. It examines the background characteristics, family interactions, peer associations, school involvement and delinquent activities of the program participants compared to other girls in the community. Moreover, it compares gang involved program participants to non-gang involved participants along similar dimensions. It also examines the effectiveness of the outreach efforts of each program and links specific program experiences to changes in self-reported delinquency, school achievement and self-esteem among program girls and compares program

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participants to non-participants on these measures. Finally, Chapter IV provides a summary of the findings and recommendations.

Volume II contains the three Appendices, which include (A) the process and outcome evaluation data collection instruments, (B) the interview training manual developed for the outcome study and individual case studies for each of the three sites, and (C) the documentation for the databases created for the impact data analyses.

Description of the Problem

Early Research: Stereotypes, Gangs, and Females

In his ground-breaking study of 1,313 Chicago gangs just after the turn of the century Frederic Thrasher (1927) is generally praised for his appreciation of the diversity and dynamic vitality of gang life among males (Hagedorn, 1988, p. 84) and as "an activist, a person committed to putting what he learned into practice so that the lives of others might be improved" (Monti, 1993, p. 17). However, when it came to the role of females in gangs, Thrasher produced a male-centered perspective that was to dominate the literature for the decades that followed (Campbell, 1984, 1990a; Moore, 1991). It is to Thrasher that several of what Campbell calls "myths" and what Moore calls "stereotypes" must be attributed.

First, among these myths, is what Thrasher identified as the reason that girls do not form or participate in gangs. After dismissing the possibility that there is some "ganging instinct" found only among males, Thrasher (p. 161) noted, "There are two factors: first the social patterns for behavior of girls, powerfully backed by the great weight of tradition and custom, are contrary to the gang and its activities; and secondly, girls even in urban disorganized areas, are much more closely supervised and guarded than boys and are usually well incorporated into the family group or some other social structure."

Another myth or stereotype that can be attributed to Thrasher (p. 155) is the idea that female involvement in gangs is frequently found among younger girls who "play the same role as a boy." Such "a girl is probably a tomboy in the neighborhood." This kind of female gang was portrayed by Thrasher (p. 161) as inevitably transient. "They took the roles of boys until they began to wear their hair up and put on long skirts."

Finally, Thrasher is guilty of limiting the role of females in gangs to one associated with sexuality rather than any other aspect of personality or activity. He wrote "...certain girls may be taken under its protection or in other cases may become members of the gang in their sexual capacity" (p. 155). To support this suggestion, Thrasher provided examples that range from female participation in an "orgiastic" or "immoral" gangs which was not "a true conflict group", "the stag party" which usually involved female nude dancers (pp. 164-165), and the "gang shag" in which multiple gang members would engage in sex with a single female (pp. 166). The degree to which females involved in gangs in these ways were either "protected" or "become members" to any degree is not described in any detail.

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Above all, in the Thrasher model of gang involvement and eventual disengagement, females were identified as the destroyers of the collectivity and solidarity that is the basis of gang life. "As the gang grows older, however, sex gets more attention, in most cases ultimately supplanting the gang entirely to the extent that its members marry and enter into family relationships" (p. 155). "Ultimately the biological function of sex serves, perhaps, as the chief disintegrating force in the gang" (p. 170). "For the gang boy, marriage usually means reincorporation into family groups and other social structures of work, play, and religion which family life as a rule brings with it. The gang which once supplanted the home, now succumbs to it . . ." (p. 170).

Ironically, Thrasher did present another hypothesis that would become a central debate in the study of female involvement in criminality several decades later in the 1970's. He suggests that "Since the occupations of men, formerly closed to women, have been opened to them, what is inconsistent about their entering the time-honored profession of the highwayman?" (p. 168). With this prelude, Thrasher described a female gang member who took a leadership role in a "bandit gang." This hypothesis, presented as a possible alternative to his other speculations on the involvement of females in gangs, presages hypotheses presented decades later that the liberation of women would inevitably lead to increased female involvement in violent crime (Adler, 1975) or white collar crime (Simon, 1975). Both hypotheses were central to research on female involvement in crime in the 1980s. Anne Campbell (1990b), whose research attacked so many of the other myths about female gang involvement suggested by Thrasher and others, wrote the following about Adler's hypothesis of increased female participation in violent crime: "The feminist response was immediate, heated, and well-supported by data indicating that such a thesis was wrong."

Between Thrasher and the 1970's, research on gang involvement has been placed under one of two categories -- ignoring female participation altogether or following Thrasher's perspectives on the role of females in gangs. Among those ignoring female involvement in gang activity are the major theorists in delinquency who modeled their theories on adolescent male gang involvement such as Cohen (1955), Miller (1958), and Cloward and Ohlin (1960). Whyte (1943) is best known for his classic study of the Norton Street Gang of adult, white, lower-class, male "corner boys" mired by the Great Depression in a world of prolonged adolescent relationships and behavior. Yet the one view of a comparable group of females offered by Whyte could have been taken directly from Thrasher (p. 155), who suggested that as male gangs become older, "Dates and dancing become important, girls' groups may enter into an alliance with the gang . . . " For a period of time during Whyte's observation, the Corner Boys entered into such an alliance with the Aphrodite Club. As a result of their association with this female group, relations within the structure of the male group experienced strains and, in some cases, permanent rearrangements.

Spergel (1964), in his exceptionally careful ethnographic and systematic study of male gangs and delinquent groups in three New York City neighborhoods, described the females who associated with his gang members from these males' perspectives (p. 88-89). Given Spergel's male sources, it is not surprising that these images of females failed to challenge any of the visions presented by Thrasher. The roles of women in the gang, or more accurately <u>for</u> the gang, were either ones of utility associated with their gender or sexuality or as a threat to the integrity of the gang through marriage. Females "particularly the member of the Deb group, or the girl's group affiliated with the gang, played various roles, contributing highly to the maintenance of the gang-fighting system. She

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was the carrier of tales -- the magnifier, the distorter, and fabricator of derogatory remarks which served to instigate conflict among the various clubs." In addition to this role as instigator and manipulator, more direct participation as "weapon-bearer" or "spy" were described. Again as described by Thrasher, women also retain a role as gang destroyer. For Spergel (p. 148), "Marriage and employment, in particular, compel the patterns of orientation and behavior previously developed during the stage of adolescent delinquency to change."

The studies of gangs by Whyte and Spergel had male participation in gang activity as their central focus. Their limited references to females grew only out of the roles that females played in male gang activity. Prior to the 1970's, the few studies with female gang involvement as the main object have been criticized by Campbell (1981, 1984) for not going beyond the restricted images of support and victimization to which women had been regulated in the male world of the gang. The title of Bernard's (1949) *Jailbait* is indicative of the observed behavior and status of the female gang members who are its subject. The females in this study of New York gangs are pictured as the objects of sexual utility, abuse, and manipulation. The roles that they play in gang conflict are those of lure, weapons bearer, and spy. Two studies of female involvement in gangs described by Campbell (1981, p. 89; 1984, p. 17) as "journalistic" are Rice's (1963) *New Yorker* article and Hanson's (1964) *Rebels in the Streets*. Each elaborates on the theme that female gangs and their members are "marginal and parasitic" (Campbell, p. 17) to the greater social world of male gangs.

On the other hand, Moore is one of a group of researchers who have sought to move beyond the gender-based stereotypes and myths that have defined out image of gang behavior for so many years by conducting research on female involvement in gangs since the 1970s. For Moore (1991) stereotypes that emerge from this traditional view of the gang are important tools of those who would isolate and separate gang-involved youths from the rest of society. She argues that picturing gang members as non-white minorities is one element of creating a "social cleavage" that separates them from the mainstream of white, middle class America. In the same way, picturing gangs as "quintessentially male" through an act of "cognitive purification" is likewise part of the process of social cleavage. As all-male, violent social entities, gangs can be perceived as fundamentally different from the dual-gendered society in which they exist. Moore suggests, "Perhaps for the image of 'gang' to include girls as well as boys would be to humanize the gang too much, to force the audience to think of domestic relationships as well as pure male brute force" (pp. 136-137).

More Recent Research: Discovering the Girls in the Gang

Generally, the work of three male researchers is cited as beginning to transcend the male-centered stereotypes dating back to Thrasher. Miller (1973) reported the results of his study of two female gangs, one white, the Molls, and one African-American, the Queens, in the 1950's and 1960's. Brown (1977) recorded the gang-related activity of African-American females in Philadelphia. Finally, Quicker (1983) studied Chicana involvement in gangs in southern California. The findings of each study revealed females participating in gang activity that was to some degree independent of the male gangs with which they were associated.

Miller's Molls were 11 white, Catholic, teen-aged girls whose gang-involvement he followed for approximately three years. Though the Molls were affiliated with a male gang especially in their

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involvement in criminal activity, they were not completely subservient to nor totally dependent on male gang members for their decision-making. In particular, the Molls were not, as a rule, readily sexually available or sexually controlled by male gang members. While leadership among the Molls shifted over time and with changing situations, organization for action usually centered within a subset of female leaders.

The Queens, a female African-American gang, also studied by Miller, differed from the Molls in several respects. The Queens were less cohesive than the Molls and more dependent in terms of their relationships with their affiliate male gang the Kings. Seven of the members were sisters of King members, and having a boyfriend who was a King was very common. Though Miller observed that the Queens were less involved in money-making criminal activity than the Molls, he noted that they were more likely to be involved in aggressive behavior especially assault. Again, easy sexual access to the members of the Queens was not a condition of the gang's affiliation with the Kings. Reviewing their behavior years later, Campbell (1984) characterizes Queen members as being socialized to become "Good Wives" (p. 22).

Furthermore, Brown (1977), himself an ex-gang member, studied the members of an autonomous African-American female gang known as the Holly Hos in Philadelphia. From Brown's narrative, the Holly Hos were what other researchers would have labeled a "fighting gang" with their own level of participation in the community cycle of intergang and intragang violence. Even in mixed-sex gangs, the female gang members observed by Brown attained their own individual status positions within the gang hierarchy based on their own performances in furthering the reputation and integrity of the collective entity. With such avenues of gang participation open to them it is not surprising that Brown depicts a gang world were a female member was not "a sexual object subject to the whims of male gang members" and was not strictly limited to participation in "ancillary activities."

In his study of Chicana female gang involvement in East Los Angeles, the female gangs studied by Quicker (1983) were affiliates of male gangs. Most often, the female gang carried as a name the feminized version (in Spanish) of the male gang affiliate. Within the female gangs, decision-making was described as decentralized and democratic, and, for the most part, independent from direct influence by the male affiliate gangs or their members. Quicker observed female members' preference for the designation "homegirls" and suggested that the female gang members saw themselves and their gangs as part of the social life of their barrios.

A paper presented by Fishman (1988) at the American Criminology Society Annual Meetings summarized her observations of a Chicago female gang called the Vice Queens. From her perspective as a field observer from 1960 to 1963, the Vice Queens were the African-American female auxiliary to the male Vice Kings. The twin portrayal of stereotypical and more independent female gang behavior makes the study an excellent transition between earlier studies and more recent research on female gang involvement. To a large extent, the Vice Queens' major activities were built around those of the Vice Kings. Members were described in roles that included being available for sex -- and even bearing children and working as prostitutes -- for the Vice Kings. They were pictured as instigating conflicts between the Vice Kings and other male gangs and serving as weapons bearers and lookouts when conflicts were most intense. At the same time, a number of

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Vice Queen activities were reported that did not fit stereotypic restrictions. For instance, they engaged in property crime activities independently of the Vice Kings. Though the Vice Queens did fight with female auxiliaries of male gangs that were enemies of the Vice Kings, "most of their fighting was against another female gang without the participation of the Vice Kings" (p. 47). A number of the Vice Queens expressed a preference for homosexual relationships with each other as opposed to sexual abuse by the Vice Kings and involvement in prostitution. The paper was reviewed in some detail by Chesney-Lind and Shelden (1992, pp. 46-48). Chesney-Lind and Shelden suggest that Fishman's account the 1960's Vice Queens of Chicago makes them comparable in a number of ways to the female gang members studied almost two decades later by Campbell in New York (p. 48).

Without doubt, the cornerstone of contemporary thinking on female involvement in gangs was provided by Anne Campbell (1984; Second Edition, 1991) in her *The Girls in the Gang*. Her research is a set of social biographies of three women involved in three separate female gangs in New York City from 1979 into the early 1980's. Connie, a Puerto Rican mother of four in her early thirties was the leader of the Sandman Ladies, the female auxiliary gang of the Sandman, a Manhattan drug-selling gang with aspirations of being a motorcycle club. Weeza, also Puerto Rican, in her late twenties, and a mother of two, was a member of the Sex Girls (originally the Essex Girls named after Essex street). The Sex Girls were the female auxiliary gang of the Sex Boys, a street gang in the final stages of disintegration at the time of Campbell's research.

Campbell's third subject was Sun-Africa, an African-American teenager whose parents had immigrated to New York City from Panama shortly before she was born. Sun-Africa was a member of the Five Percenters, a self-described religious (Islamic) and cultural movement. However, the Five Percenters were identified by the New York Police Department as a gang because of a law enforcement history of criminal activity dating back to the early 1960's. A member of an independent female gang "the Puma Crew" since she was nine, Sun-Africa had joined the Five Percenters when she was fourteen. Hence, Sun-Africa constituted a dual case study for Campbell -- on one hand she was a former member of an all female independent gang, and, on the other, she was a female member of a mixed sex gang with rules supporting a hegemonic gender structure of men over women.

From her research, Campbell (1984) arrived at two major conclusions about female gang involvement in the early 1980's. (1) "It is still the male gang that paves the way for the female affiliate and opens the door into many illegitimate opportunities and into areas that serve as proving grounds" (p. 32) With some exceptions, females become involved in gang activity through male relatives or boyfriends. (2) Once involved in gangs, however, "a more visible solidarity or 'sisterhood' within the gang appears. A girl's status depends to a larger extent on her female peers." "Worth" within the gang is not a matter of relationships with males or "simple sexual attractiveness."

In 1981, Harris (1988) conducted in-depth structured interviews with 21 Chicana girls aged 13 to 18 who were involved in gangs. The term she uses to describe these girls, Cholas, is the female plural form of Cholo, a term used by Americans and more established Mexican-American residents of southern California for "the poorest of the poor, marginalized immigrants" (Vigil, 1990, p. 116). Its origins have been traced back several hundred years to an Indian word used to "describe an

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indigenous person who is halfway acculturated to the Spanish ways." The females interviewed were members of multiple gangs from the San Fernando Valley. Harris emphasized that Mexican-American barrio gangs are composed of divisions or cliques (klikas). Cliques within each gang are based on gender and age. Harris' findings parallel those of Campbell in that female members govern their own cliques and gain status through their own behavior within their clique (pp. 125-126, 130). She does, however, note instances in which the independence of female cliques is not respected or in which homegirls are viewed and treated as sexual objects by their male counterparts (pp. 128-129), but these cases are presented as exceptions rather than the rule.

Joan Moore (1991) produced an historically rare study comprised of interviews with a random sample of male and female gang members from two barrio gangs located respectively, in the Maravilla and White Fence communities. Of her 156 study participants, Moore reports that "a full third of the sample were females" (p. 8). All were interviewed in 1985, when they were adults. The former gang members of each gender were categorized by age, paralleling the gender-age structure of the cliques that made up the gangs involved. Approximately 40% of the respondents were identified as "older" or having joined the gangs in the late 1940's and early 1950's. The remainder or "younger" group joined their gangs in the 1960's and 1970's. To some extent, Moore's results support those of Campbell and Harris with females having some level of autonomy within their cliques. By no means were sexist images of female gang members universal among the males or females studied by Moore, but she chooses to differ with one of Campbell's conclusions. "Campbell argues that gang girls have outgrown their sexist image, but we found no indication of change in the quality of sexism between older and younger cliques" (p. 55). In fact, perception of females as sexual objects was only 41% among younger men and 56% among older men (p. 53).

Law Enforcement Statistics and Female Gang Involvement

National-level surveys have been the most frequent source of estimates of the magnitude of the U.S. gang crime problem. Walter Miller (1975) provided an estimate of the gang crime problem by gender that is still frequently cited when he noted, "A general estimate that gang members are 90 percent or more male probably obtains for all gang cities" (p. 23). In fact, Miller's estimate has stood as an upper bound even for his own findings in the study from which he generated it. Looking at Chicago's statistics, he noted that female gang-related crimes are less than ten percent of those recorded annually by police. In New York City, where half of the gangs identified by police were reported to have female auxiliaries, only six percent of gang membership was estimated to be female. In his overview of existing literature on gangs, Spergel (1990) suggested, "Most gang members are males, and mainly males commit gang-related crimes, particularly violent offenses" (p.315).

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the University of Chicago conducted a 1988 survey of 254 agencies involved in community-level gang programs in 45 sites (Spergel & Curry, 1990, 1993). From law enforcement agencies in 34 of their sites, Spergel and Curry (1990, p. 61) reported a total of 120,636 gang members. These numbers, taken from only a subset of U.S. cities, exceeded the estimate of 97,940 gang members for 286 cities offered by Miller (1982) and the 100,000 gang members nationwide suggested by Dolan and Finney (1984). Though no estimate of female gang participation has been published from the OJJDP/University of Chicago survey data, each respondent was asked to report "[w]hat percentage of gang offenders who

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come to your organization's attention in 1987 were female?" (Spergel & Curry, 1990, p. 223) Using the data (Inter-university Consortium for Political and Social Research, 1993) from responses to this survey item and each jurisdiction's reported numbers of gang members according to law enforcement respondents, the estimated number of female gang members for each of the 34 law enforcement jurisdictions can be calculated. From these calculations, an estimated total of 4,803 female gang members was computed. Rather than the ten percent estimate offered by Miller, this number represents only 3.98% of the total number of gang members from these sites studied by Spergel and Curry.

In 1992, under a cooperative agreement with the National Institute of Justice, West Virginia University conducted a survey of law enforcement agencies in the nation's 72 largest cities and seven smaller cities that had been included in the OJJDP/University of Chicago national survey. Estimates from this study were more conservative than those of the 1988 survey in that they were limited only to statistics based on computations from official records, rather than approximations. For the 72 (91.1% of the 79) largest U.S. cities reporting gang problems, local law enforcement agencies maintained records for 1991 on at least 3,876 gangs, 202,981 gang members, and 36,265 gang incidents. In addition to the total numbers of gangs, gang members, and gang-related incidents reported from large cities, the survey obtained selected data from county jurisdictions and police departments from smaller cities that had been included in the OJJDP/University of Chicago national survey. This raised the estimate of the magnitude of the U.S. gang problem as reflected by local law enforcement records for 1991 to 4,881 gangs, 249,324 gang members, and 46,359 gang incidents. (An adjustment was made for hypothesized overlap between Los Angeles and Los Angeles County.)

The NIJ/West Virginia University assessment survey specifically requested available official record data on females involved in gang-related criminal activity. Responses revealed that policy decisions by law enforcement agencies are a major factor in the construction of the statistics on female participation in gang-related crime as measured by law enforcement agencies. In a number of cities, females, were as a matter of policy, never classified as gang members. In other jurisdictions, females are relegated statistically to the status of "associate" members. In all, 23 (31.9%) of the largest city police departments with reported gang crime problems did not provide statistics on female gang members, and 9 (12.5%) more reported no female gang members. The statistics from 40 large city police departments reporting numbers of female gang members totaled 7,205. Combined with numbers from the selected smaller city and county jurisdictions included in the study, the total comes to 9,092 female gang members in 61 law enforcement jurisdictions across the nation. The female percentage of the total number of gang members reported was only 3.65%. If, in an effort to control for law enforcement policies that officially exclude female gang members, gang members are only counted from cities reporting some number of both male and female gang members, this percentage increases slightly to 5.7%, well below Miller's ten percent estimate.

In addition to requests for numbers of gang members by gender, the NIJ/West Virginia University survey also requested available statistics on gang-related crimes by gender and type of crime. Though a number of law enforcement agencies were not able to report annual statistics for gang-related crimes, 59 (large and smaller cities and selected counties) did report the most commonly available gang-related crime statistic -- number of gang-related homicides. Annual statistics for other types of gang-related crimes were reported by smaller numbers of cities. Focusing

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first on the national level, proportionally almost twice as many female gang-related crimes were homicides (4.5% for females and 2.3% for males). This could represent the tendency on the part of law enforcement agencies to more carefully record the specific characteristics of homicide offenders as opposed to other types of offenders. Violent offenses not resulting in a homicide were proportionally much more common for the male gang offenders. Gang-related crimes by females were significantly more likely (almost three times as likely) to be identified by law enforcement officials as property crimes.

Looking at raw national totals for any type of crime, only the percentage of gang-related property crimes (1.1% or 75 of 6,880) attributed to females exceeds one percent of the total. Only eight (0.7%) of the 1,072 gang-related homicides were attributed to female perpetrators. When the results were controlled for differences in policy associated with gender across cities (limiting the analysis only to jurisdictions where some number of gang-related crimes for any type of crime are reported for females), the percentages attributed to females for each type of crime increased substantially and exceeded Miller's ten percent estimate for every type of crime except violent crimes other than homicide. The respective percentages for each type of crime are 11.4% for females for gang-related homicides, 3.3% for other violent crimes, 13.6% for property crimes, 12.7% for drug-related crimes, and 16.7% for "other" crimes.

An almost inevitable result of increasing female autonomy in gang activity would be the emergence of independent or autonomous female gangs. Miller (1975, p. 23) argued that such gangs are the most rare of gangs in which females become involved. The OJJDP/University of Chicago national survey received reports of the existence of 22 "independent" female gangs from their sample of communities with organized responses to gang crime problems. The NIJ/West Virginia University national assessment survey received reports of 99 independent female gangs across over 35 law enforcement jurisdictions in 1991.

Due to changes in policies for defining and identifying gangs (Ball and Curry, 1995; Curry, Ball, & Fox 1994) and differences in survey methodology across national surveys, it is difficult to draw conclusions about whether law enforcement perceptions indicate an increased involvement in gang-related crimes by females between 1987 and 1991. Only 23 of the 34 law enforcement agencies offering 1987 estimates to the OJJDP/University of Chicago survey in 1992 provided official annual statistics on the number of female gang members in their jurisdictions. The total of 4,971 female gang members for this subset of the OJJDP/University of Chicago sample reported for 1991 exceeds the 1987 estimate of 4,803 obtained from that survey. Another indicator of an increase in officially perceived female activity in gangs was the 772 female gang members reported for 1991 by nine of the law enforcement jurisdictions that had reported not having a gang problem in 1988 in the OJJDP/University of Chicago study.

Social Structure of the Underclass: Ethnicity and Gender

A number of researchers (Moore, 1985, 1989; Hagedorn, 1988; Cummings & Monti, 1993) have argued that the U.S. gang problem cannot be understood without understanding William J. Wilson's theory of the underclass. As described by Wilson (1987), the underclass represents comparatively large aggregates of lower class households in socially isolated communities, who are

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excluded from the country's economic mainstream. To some degree, the emergence of the underclass in the last few decades is attributed to what Wilson has called the "declining significance of race." As social advantages were opened to middle and working class African-Americans, instead of starting businesses and creating jobs in their old neighborhoods, the more successful fled to middle-class suburbs, leaving their lower class neighbors in the inner-city without the social and political organization to influence policy decisions that affect them. As unemployment increased, crime also increased as one of the only viable economic alternatives. Hagedorn (1988) argues that for African-American members of the underclass, the gang offers a potential for personal status and identity, emotional support, and economic gain. The addition of street crime, particularly gang-related violence, to the already poverty-stricken community furthers a perception of life within the inner-city as impersonalized, fragmented, with little hope and a realistic sense of danger (Kotlowitz 1991).

Questions about the relevance of underclass theory for explaining gang-related crime also have been raised by a number of researchers. Suttles (1968) and Horowitz (1983) noted how gangs within the Latino communities in Chicago were, to a great degree, integrated into the social organizational fabric of the community. In an ecological analysis of Chicago community areas, Curry and Spergel (1988) found that while delinquency rates of communities were correlated with measures of community poverty, gang-related homicide rates were higher in economically better-off Latino communities than they were in more poverty stricken African-American communities. In an analysis of the theoretical implications of underclass theory for gang-related crime in Latino communities, Moore (1989) questioned the degree to which the theory can be applied to such communities.

Suggesting that Hagedorn's "new gang is really the same old gang," Campbell (1990b, p. 272) is critical of Hagedorn's emphasis on the association of the emergence of new gangs with the emergence of the underclass. She chides researchers for regarding "the slightest alteration in appearance or organization of the gang as evidence of its mutation into a new phenomenon" when such variations should be expected from differences in "the method of data collection, the geographical location of the gang, and the shifting availability of criminal opportunities." From another perspective, Campbell argues that "women are the principal victims of chronic poverty, marginalization, and unemployment." For example, if "more women than men are trapped in the underclass" and the emergence of the underclass is the primary cause of increased gang involvement, why has there been no "massive rise" in the number of female gang members in the last decade?

Campbell (1984, pp. 34-47) argues that contemporary variations in culture and poverty associated with ethnicity are important to the differences that she observed between African-American and Puerto Rican female gang involvement. Variations in family structure and community traditions, she suggests, have a profound impact on the nature and development of female gang participation. Such variations placed in the context of the economic, social, and political realities of contemporary communities must serve as the foundation for any kind of program for preventing or intervening in such participation. Before examining the link between effective programs and the differences in gang participation associated with ethnicity and gender, it is important to review some of these patterns in gang participation that have been revealed by research.

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Patterns of Gang Involvement among Females

Types of Female Gangs. Miller (1975: 23) identified three types of female gangs: (1) female auxiliary gangs affiliated with male gangs, (2) mixed sex gangs with both male and female members, and (3) independent or autonomous female gangs. Research (Miller, 1975; Campbell, 1981, 1984) has indicated that by far the most common of these is the female auxiliary to a male gang. These female auxiliaries usually bear a name that is a feminized version of the male gangs (Miller 1975; Moore, 1991). The second most popular version of female gangs are mixed sex gangs which typically involve female gang members in relatively subordinate roles to their male counterparts. However, as Moore (1991) observed in East Los Angeles, females gangs or cliques can range in form from those more tightly bound to male gangs, to those that are not bound to a male counterpart. Finally, without question, the rarest of Miller's three forms is the independent or autonomous female gang. Brown (1977) describes one fully autonomous female gang in Philadelphia. Hagedorn (1988) lists one in Milwaukee. As noted above, the NIJ/West Virginia University national assessment survey obtained reports from law enforcement agencies in 35 cities of 99 independent female gangs operating in their jurisdictions.

Entering the Gang. For Miller (1975), females became involved in auxiliary gangs through relationships to male gang members -- "as girl friends, sisters, sisters of girl friends, friends of sisters, and so on" (p. 23). Moore (1991) observed that in some groups female members were more likely to be girlfriends of male members than in other groups where most were relatives. Though Campbell (1984) originally suggested that "it is the male gang that paves the way for the female affiliate and opens the door into many illegitimate opportunities", her more recent research places much more emphasis on female peer relationships as a precursor to gang formation. She (1990a) writes, "[G]irls have equally good (arguably better) peer relations as boys and their delinquency depends as much on close association with delinquent others as it does for boys" (p.165). Elsewhere, she is more direct, "The 'fact' of females as attached to the group, only by virtue of their relationships with males was a byproduct of male researchers' exclusive focus on male gang members, and of their failure to obtain first-hand accounts from girls themselves." Moore (1991) describes a comparatively autonomous female clique in which most of the members had older sisters who had been in an older clique of the same gang (p.29). Harris (1988) spoke of "eligibility and ineligibility for membership" in the female gangs that she studied (p. 106). Such eligibility was based on "both ascribed and achieved" characteristics ranging from ethnicity and residence location to relationships with other gang members.

There are a variety of descriptions of how individual females (and for that matter individual males) become "actual" members of a gang. Discussing the male gang members that he studied, Spergel (1964) observed everything from automatic membership through neighborhood and kinship associations to initiation rituals. He noted that in some cases there was disagreement among members about exactly who was and who was not a member of a particular gang at a particular point in time. Research on female gangs reveals these same kinds of differences. Quicker (1983) listed three processes for becoming a member of a female gang -- "jumping in," "walking in" or a fair fight with one of the active members. "Jumping in" is usually described as a "timed" attack with fists on the new member by all active members. On the other hand, "walking in" referred to no initiation trial. For instance, some of the females in Campbell's study did not describe initiation rituals at all.

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Finally, some initiation rituals require a fight between a new member and an older member where the new girl is required to choose her combatant from the group of "old" girls (Campbell, p. 143). Campbell (p. 240) views initiation rites, as many other aspects of gang life, as a structure borrowed from other segments of society. In this case, the use of initiation rites "generates a sense of exclusivity within the gang, which reflects the 'many are called but few are chosen' snobbery of the country club."

Harris (1988) describes gang involvement as a process that occurs gradually over time and involves such acts as imitating gang behavior and dress and various levels of association with active members. This perspective is not unlike that offered by Curry and Spergel (1992) for adolescent males where gang involvement is measured as a progression of a distinct choice of behavior by the potential member. This behavior includes: wearing gang colors, hanging out with gang members, recognizing gang members as friends, coming to see 'advantages' associated with gang involvement, committing non-violent deviant acts with gang members, and finally becoming actively involved in gang-related violence. Harris (p. 112) notes that in some groups membership involves no initiation ritual, while in others "jumping in" is always required. Most of the time, however, Harris suggests that female gangs emerge from early age play groups very much like those described by Thrasher for boys decades earlier. From her research, Moore (1991) concludes that "jumping in" rituals have become more common and more important for "boys and girls" in her "younger cliques."

Gang Activity. While early accounts (Thrasher, 1927; Bernard, 1949; Rice, 1963; Hanson, 1964; Fishman, 1988) emphasized the sexual nature of female participation in gangs, more recent researchers (Miller, 1973; Quicker, 1983; Campbell, 1984; Harris, 1988) have argued that emphasis on the role of female gang members as sex objects has been greatly exaggerated. Moore (1991) commented, "Campbell (1984) argues that girl gangs have outgrown their sexist image, but we found no indication of change in the quality of sexism between older and younger cliques" (p. 55) Moore based this sentiment mainly on her interviews with male gang members. While two-thirds of Moore's female gang members "vehemently denied" that female gang members were treated as possessions by their male counterparts, 41% of the older men and 56% of the younger men felt that this was the case. Moore categorized male justifications for such opinions and behavior into three basic themes: (1) the argument that the gang is by nature a male preserve, (2) male dominance of females is legitimate, and (3) the "developmental imperative" that the embattled male gang warrior required the sexual exploitation of females to serve the higher needs of the group.

One of the most extreme turns that sexism can take in female gang participation is described by Moore (pp. 55-56). In the case where a homegirl was raped by a homeboy in the same gang and brought charges against him, "the entire gang -- girls included" were expected to assist the accused male with his case. As one woman respondent commented, "It was particularly important for the gang girls to go to court to back up their homeboys, because it helps the defense lawyer make the rape victim 'look like a tramp'."

Descriptions of female gang behavior include many more examples of criminal involvement for profit than Fishman's (1988) account of the Vice Queens' prostitution. Miller's (1973) Molls engaged in stealing. Connie, one of the female gang members studied by Campbell (1984, p. 54) served as bookkeeper and treasurer for the money gained from drug sales by male members of the

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gang. Another of Campbell's (pp. 184-185) subjects, Sun-Africa described the organized shoplifting activity of her all female crew. Harris (1988) attributed high levels of substance abuse to the female gang members that she interviewed. Moore (1991, p. 110) made a point about the greater vulnerability of female gang members to "long-range problems" when she noted, "In their teens, half of the men were using heroin, but by the time of the interview only 24 percent were doing so. In their teens, a quarter of the women were using heroin, but by the time of the interview 43 percent were involved in some way in the heroin life-style, either addicted themselves or living with an addict."

Without question, the single behavior most frequently attributed to gang activity is violence (Curry, Ball, and Fox, 1994b). Research indicates that though fewer female gang members engage in violence, intragang violence and intergang violence are significant dimensions of female gang involvement. Campbell (1990b, p. 271) has written, "Although girls may be less likely to become involved in gang-related violence, those that do are as involved as the males." Sun-Africa, the only one of Campbell's (1984) interviewees to have been a member of an autonomous female gang, reported the greatest participation in violence and aggression to the period of her involvement with the gang. This was far more than she reported for her subsequent violent involvement in a mixed sex gang. For the Chola girls in her sample, Harris (1988) reported high levels of involvement in collective violence both among gang members and toward rival gangs. Violence for females still reached less serious levels for females than for males. While Harris' (p. 141) girl gang members often carried and sometimes used knives, they only reporting carrying guns for their homeboys. Moore's (1991) interviewees, in reporting their histories of gang involvement, often recounted participation in violence. One woman recalled how her female sisters and cousins in her gang had encouraged her to engage in fights from a very early age. Moore has suggested that gang violence has become more serious over time. She noted that "when asked about weapons that were used, younger cliques -- both male and female -- were more likely to mention guns and older ones to mention fistfights" (p. 59).

It is very important to remember as all researchers of gangs (Thrasher, 1927; Spergel, 1964, 1990; Hagedorn, 1988) have emphasized that illegal behavior is only a very small part of gang activity. One of the most common functions of the gang is its role as a surrogate family. This role has been especially emphasized in studies of female gang members (Campbell, 1984; Harris, 1988; Moore, 1991). In Harris' (p. 118) perspective, the gang becomes "a total institution" for "core" members. One social service worker that Harris (p. 119) quoted suggested that the gang is a "tighter group" than any family. The placas, secrets, rules, and other symbols of the gang as a collectivity take on a special value for the females who are involved. Harris reported that "Every girl in this study who was a core member of a gang had tattoos" (p. 145). Campbell felt safe in her assertion that peer relations among females are an important part of their lives, and no where can this be more clearly seen than among female gang members.

Getting Out of the Gang. In general, the major factor in a female's withdrawal from gang participation has been viewed as being associated with pregnancy and motherhood (Hagedorn, 1988; Moore, 1991). In addition to pregnancy or a more long-term relationship with a male as an avenue for a female to leave the gang, Harris (1988) also stresses the possibility of incarceration (p. 150). According to Harris, the process of leaving the gang is in large part a function of how deeply

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involved in the gang a girl is. Leaving is a much more serious event for the core member than for the marginal member. The most serious way to leave the gang according to Harris (p.121) is being "jumped out". Unlike being "jumped in," there are no rules governing the amount of injury to be inflicted and there are no time limits. Campbell (1990, p. 274) joined Moore, however, in emphasizing the lasting impact on a woman's life of her gang involvement. While 94% have children, only 23% rear them with their spouses. According to Moore (1991), "It is almost certain that the adult years of most gang members were rockier than their nongang peers in the neighborhoods" (p. 130).

Correlates of Female Gang Involvement

Though the available research on female gang involvement is extremely limited, findings are rich enough to lay a foundation for prototype programs and provide insights useful to evaluating the effectiveness of these programs. Six areas related to the social and psychological correlates of female gang involvement merit special attention. These are: family factors, school experiences, peer relationships, economic opportunities, self-esteem or self-concept, and substance abuse. These six areas serve to frame this evaluation.

Family Experiences. All those conducting research on female gangs are in consensus that relationships with family are an important part of gang involvement. Moore (1991) reported that while the incidence of incest experienced by female gang members is high at 29%, this statistic is not significantly higher than that for society in general. Still, family relationships were important, in that "[w]omen were more likely to mention problems at home when they talked about joining the gang" (p. 48). Moore also points out that "girls (in the gang) were notably more likely to have run away from home than boys" (p. 99). Three-quarters of the females in Moore's study had run away from home at least once. Campbell (1984) stresses the importance of family structure and relationships in defining differences in gang involvement for African-American and Puerto Rican girls. Harris (1988) places part of the blame for female gang involvement on "the inability of the family to build strong effective ties" (p. 153).

School Experiences. Among male and female gang members, negative experiences in school are often considered a major part of the gang involvement process (Hutchinson & Kyle, 1993). Two of Campbell's (1984) three subjects did not finish high school, but all wanted their children to do so. Harris (1988, p. 156) reports that "No core gang member in this study finished high school." Moore (1991, p. 79) objects to images of gang members as cultural enemies of the school. She argues that there exists no innate antithesis between gang participation and school success. Her position is in congruity with that of Horowitz (1983) who suggests that gangs sometimes encourage members to be successful in the school environment.

Peer Relationships. Campbell (1990b) has placed increased emphasis on the importance of adolescent peer relationships among females as a factor in involvement in delinquent behavior. She summarizes research that suggests that female delinquency may be as much if not more dependent on relations with peers than male delinquency. Harris (1988) captures the importance of peer relationships in her portrayal of female gang involvement as emerging from associations developed in early childhood. Moore (1991, p. 50) notes that non-gang friends outside the gang were less

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common among younger female gang members. In the lives of females, association with gang peers and level of involvement in gang activities are crucial elements in the saliency of gang membership.

Economic Opportunities. Despite questions about the impact of the conditions of underclass life on gang involvement raised by Campbell, noted above, there is no question that limited opportunities remain a major element in variations in the appeal of gang membership for alienated segments of the population. Moore (1991) and Vigil (1988) emphasize the degree to which the marginalization of Mexican-Americans in the U.S. enhances the appeal of gang involvement. Hagedorn (1988) regards exclusion from the economic mainstream as the most important factor in increased gang involvement among minorities. For Campbell (1984), the best way for females to get out of gangs is to have access to the kinds of legitimate jobs that will make it possible for them to care effectively for their children.

Self-Esteem. Social service providers involved in gang prevention and intervention programs place a greater emphasis on self-esteem than do researchers on gangs. In a funded proposal for the Administration for Youth and Families, the author (Thomas, 1992) wrote, "Research has shown that self-esteem is the cornerstone of any successful prevention, diversion, and treatment program. For Thrasher (1927, pp. 228-229), the noteworthy personality characteristics associated with gang membership were not precursors of membership. The gang member "is formed by the discipline the gang imposes on him. He cannot be studied intelligently or understood apart from this social role." Spergel (1990, p. 317) suggested that the "notions" about the psychological character of the female as a gang member are contradictory. He attributed to Campbell the idea that female gang members "have low self-esteem," and to Quicker, the image of female gang members as rationally choosing the gang as means of a coping with a hostile social environment. The psychological shortcomings of male gang members received their most detailed presentation from Short and Stodtbeck (1965). While Moore (1991, p. 82) included the psychological perspective of low self-concept in her list of approaches to explaining gang involvement among females, she presented no results to support this perspective from her own data. The major way that Campbell (1984) located self-concept in the process of female gang involvement is through her emphasis on the destructive nature of attitudes that lead young females to place the welfare of males above their own.

Substance Abuse. The role of alcohol and drug abuse in gang involvement by females is a major theme of research on female gang involvement. Campbell's (1984) three subjects each describe past or current levels of substance abuse. For Harris (1988, p. 132), "(t)he gang culture is a drug culture." In the lives of Moore's (1991, p. 50) respondents, the "essence of gang sociability" was "partying," and, though perhaps less so for girls than boys, partying was "drinking or getting high."

Programs for Female Gang Members

According to Harris (1988, p. 162), "While the institutions of school and family in many cases were ineffective in providing alternatives for the gang girls, agencies and youth gang workers were often very helpful." Moore (1991, pp. 35-39) sketched an outline of intervention programs for Mexican-American gang members dating from the 1940's. In her perception, the most important

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programs were those that were community-based and empowered residents to have control over their social worlds. She summed up her account, "From the perspective of most of our respondents, programs directed at normalizing gang members were of real use. They rarely transformed either the gang or any gang member, but they provided important links to conventionality -- links that were missing for increasing proportions of the young gang members." Due to the diminishing availability of funds, such community-based programs began to disappear in the early 1970's as more and more gang intervention efforts came to focus exclusively on suppression strategies (Spergel and Curry, 1993).

A major shift in funding trends occurred in 1989, when Congress allocated funds for new social programs to prevent the involvement of "at-risk" youth in gang and drug-related criminal activity. The newly created programs were administratively located in the Department of Health and Human Services, Family and Youth Services Bureau (FYSB). Almost immediately after the decision by Congress, staff members at FYSB convened a small conference of selected researchers and practitioners in the area of youth gangs to seek input on how the new programs should be structured. Three researchers, Joan Moore, Irving Spergel, and David Curry were included among the approximately dozen participants. In terms of what the program would mean for female gang members, Joan Moore played the most influential role. She recounted her evidence (now a part of her book cited above) that females suffer greater long-term hardships as a result of their adolescent gang involvement than males. She insisted that there be a place in any overall program strategy for specialized programs dedicated to the needs of females. Of secondary importance to the focus of the program's RFPl was Spergel and Curry's stress on the need for the greatest possible requirements for data-based evaluation of all new programs.

In 1990, the FYSB funded seven gang prevention programs, specifically designed for at-risk females. The 1990 projects were located in Boston (MA), Denver (CO), Hartford (CT), Minneapolis (MN), St. Louis (MO), Seattle (WA), and Stockton (CA). Four more female gang prevention programs were funded in 1992. Two were expansions of programs begun in the existing sites of Boston and Seattle. Entirely new programs were initiated in Pueblo (CO) and Washington (DC). Service populations that were the target of these programs were almost entirely Latino (predominantly Mexican-American) and African-American. The programs in Minneapolis and Boston; however, were aimed at Native American females and a small percentage of white females, respectively. All programs focused on enriching family relationships, enhancing school performance, providing alternatives to violence, increasing self-esteem, providing economic opportunities, and preventing alcohol and drug abuse.

An examination of the currently funded program proposals and project reports under the FYSB initiative indicate that program justifications do not always reflect the research findings presented above. Despite the research findings of Campbell (1984) and Harris (1988), justifications for programs still place special emphasis on the sexual nature of female gang participation. One proposal claims that the girls are "becoming slaves to [male] gang members" (Anderson, 1992, p.8) and they often engage in group sex with members, but are rarely considered girlfriends. This same proposal also maintains Thrasher's (1927) view that the gang girls are often prostitutes and are generally subservient to the male members. In two others (Boujouen, 1991; Mitchell, 1992), female

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gangs are described as merely affiliates to the male gangs, and it is alleged that the girls' membership is explained more by opposite sex relationships with the gang than by same sex relations.

EVALUATION METHODOLOGY

The research design for evaluating these three programs included both process and impact evaluation components. The process evaluation collected information from existing sources such as agency proposals and quarterly reports to FYSB, local evaluation reports, and written project materials, as well as from interviews and observations during two site visits to each project. The impact evaluation included a youth survey of six groups of adolescent females: (1) gang-involved, (2) former gang-involved, and (3) non-gang-involved program participants; and (4) gang-involved; (5) former gang-involved, and (6) non-gang-involved nonparticipants. Specific research questions and detailed descriptions of the approach of both the process evaluation and the impact evaluation are presented below.

PROCESS EVALUATION

Research Questions

The successful implementation of prevention and intervention projects depends on a variety of factors. Even very well designed, theoretically based interventions will not be successful if their implementation is hampered by organizational and management difficulties. Understanding the community context in which a project operates is also important to the successful implementation of prevention projects. The process evaluation portion of the study addressed these issues of design, implementation, operation, and community context for the three projects. The research questions guiding the process evaluation fall under a specific research objective. The questions, organized by objective, are presented below:

Project Design, Implementation and Operational Research Questions:

Objective 1:
What were the organizational structures adopted by the projects?

What were the staffing patterns involved in the projects?

What types of staff training were necessary to develop and implement the various prevention and intervention strategies?

What types of monitoring and record keeping systems do the projects use to track services?

What barriers to implementation were encountered by the projects?

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Objective 2:
What intervention strategies and services were implemented as part of the prevention strategies?

What methods were used to recruit and retain youth into the program?

What were the characteristics of the youth who participated in the project?

Objective 3:
What type of evaluation approach was taken by local evaluators at each of the projects?

How effective were the projects in carrying out their local evaluation?

Process Evaluation Data Elements and Sources

Data for the process evaluation came from multiple sources, including proposals and quarterly reports from the FYSB program files, review of material developed by each of the projects, interviews with project staff and knowledgeable community leaders, and direct observation of project activities during two site visits to each project.

The process evaluation data-collection protocol used in this study was originally developed by DSG for use in The National Evaluation of FYSB Youth Gang Prevention Projects completed in 1994. It was modified, where necessary, for the present evaluation. The main data collection instrument was an extensive Process Evaluation Discussion Guide (Appendix G). This interview guide was used with project staff of all levels. Specific sections were designed for the project director, the project evaluator, direct service workers, volunteers, budget personnel, and management information system personnel. The Site-Visit Interview for Youth Workers (Appendix H) and was used for interviewing youth workers and the Site-Visit Interview for Mentors (Appendix I) was used to interview mentors in sites where they existed..

The data elements included in the process evaluation were designed to provide information on a wide range of program-related variables from a number of different perspectives. The specific module topics included:

- Background and Scope of the Local Gang Problem
- Project Needs Assessment
- Service Delivery: Definitions, Target Populations, Referral and Recruitment, and Service Descriptions
- Management Information and Reporting
- Program Evaluation
- Project Organization, Management and Staffing
- Problems in Program Implementation
- Plans for Program Continuation.

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Figure 1-1 reviews the process variables and their sources.

FIGURE 1-1: DATA ELEMENTS AND DATA SOURCES FOR PROCESS EVALUATION

DATA ELEMENTS	DATA SOURCES
Background and Scope of Local Gang Problem:	
History	Proposal Review
Extent	Interviews with Project Staff
Female Involvement	Interviews with Local Law Enforcement
Project Needs Assessment:	
Community Description	Proposal Review
Extent of Need for Project	Interviews with Project Staff
	Review of Reports
Service Delivery:	
Target Population	Proposal Review
Client Characteristics	Interviews with Project Staff
Referral, Recruitment, Retention	Project MIS
Service Descriptions	Interviews with Referral Sources
Changes in Service	Direct Observation of Program Activities
Number of People Served	Review of Project Documentation
Management Information and Reporting:	
Recordkeeping Systems	Interviews with Project Staff
Service Planning	Review of MIS Reports
Reports Produced	On-site Case File Review
Local Program Evaluation:	
Evaluation Design	Interviews with Project Staff
Evaluation Uses	Interviews with Project Evaluator
Problems with Evaluation	Review of Evaluation Plan and Instruments
Evaluation Findings	Review of Evaluation Reports
Project Organization, Management and Staffing:	
Organizational Structure	Interviews with Agency Director
Staffing Level	Interviews with Project Staff
Ethnic Distribution of Staff	Review of Organizational Charts
Staff Training Needs	Review of Quarterly Reports
Problems with Turnover	
Program Implementation:	
Implementation Problems	Interviews with Project Staff
Lessons Learned	Review of Quarterly Reports
Plans for Program Continuation:	
Agency Plans for Continuation	Interviews with Agency Director
after end of Federal Funding	Interviews with Project Director

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Process Evaluation Data Collection

All projects were funded for three years beginning in October 1, 1992. Each of the three project sites was visited twice during the grant period by two senior DSG staff. The first round of site visits took place between the twentieth and the twenty-second months of project operation. The first sites were to Pueblo, CO in May 1994; Boston, MA July 1994; and Seattle, WA July 1994. The major focus of the first visit was to document program start-up activities, community context of the project, and project activities as they existed after almost two years of operation. Each site visit took three to four working days to complete these activities. Visits of this length were planned in order to allow sufficient time to interview staff, review management information systems, interview referral sources, and to spend time observing service delivery.

The second site-visits took place during months thirty through thirty-four of project operation. The second site visits were in March, May and June of 1995 for Boston, Pueblo and Seattle, respectively. These visits involved the same DSG evaluation staff, which insured familiarity with the projects and focused on project operations during the months since the first site visit. Special emphasis was given to interviewing and documenting intervention and prevention activities and following up on issues raised during the first site visit.

Data Analysis

The process evaluation data analysis provided both detailed descriptions of each project and cross-site comparisons in each of the major areas described above. Most of the data assembled from the process interviews is qualitative, and has been reported in descriptive narrative form. This data provides the information for the individual case studies for each of the projects and for the comparative summary presented later in this report. Individual project reports discuss the findings for each site on the dimensions described in this report's section on Data Sources. They also form the basis for the comparative summary description of the projects in this report.

IMPACT EVALUATION

The outcome portion of the study was an interview-based survey of six groups of adolescent females: (1) gang-involved, (2) former gang-involved, and (3) non-gang-involved program participants; and (1) gang-involved, (2) former gang-involved, and (3) non-gang-involved nonparticipants. It was designed to add to existing information on female gang participation by: (1) providing an updated description of female participation in gang activity, (2) exploring the extent to which program participants differ from non-participants on the key variables associated with risk for gang involvement for both gang-involved girls as well as non-gang-involved girls, and (3) assessing the extent to which program participation results in positive outcomes.

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Research Questions

The impact evaluation research questions focused on the extent to which participants differed from non-participants on the key variables associated with gang involvement and risk for gang involvement for both gang girls as well as non-gang girls:

Objective 4
Did program participants' family patterns and living situations differ significantly from non-participants?

Did program participants differ significantly from non-participants in their self-reported academic performance and drop-out rates?

Did the self-esteem of program participants differ significantly from non-participants?

Objective 5
How effective was each program at outreach to at-risk goals in the community?

Objective 6
Did program participants who are gang-involved differ significantly from participants who are not gang-involved in their delinquency, neighborhood, families, drop out status and peer association?

Objective 7
Were the services provided by each program perceived helpful by the participants?

Were the programs effective in reducing the delinquency, increasing educational attainment and improving the self-esteem of participants?

Samples and Sampling Procedures

Subjects for the outcome study included gang-involved program participants and non-participants, and non-gang-involved program participants and non-participants. The original goal for the study was 30 each for gang-involved and non-gang-involved participants; and 30 each for gang-involved and non-gang-involved non-participants from each site, for a total of 360 subjects. Gang involvement was separated into current and former subcategories as a result of findings from the instrument pretest. Originally, it was intended that program girls would be randomly selected from program rosters developed by program staff at each site. The evaluation team had planned to sample program participant randomly at each site until each goal of 30 participants was reached for gang-involved and non-gang-involved program participants. On site, however, initial plans had to be adjusted.

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At the MA program in Pueblo, program files were available for sampling, and it was possible ıke a random sample. A group of interviewers, either directly or indirectly affiliated with the ɔblo Youth Services Bureau, were trained to carry out the interviews. All were members of the community, fluent in Spanish, and had some level of professional training in mental health or social work. It was agreed that program staff would not interview program participants with whom they had close contact. The same team of interviewers interviewed comparable samples of gang and non-gang girls who were not enrolled in the program using snowball samples developed through school and juvenile justice contacts. As can be seen in Figure 1-2, the Pueblo site came closest to approaching the fourfold sample of 30 girls in each of the four categories. All interviews from the Pueblo site were tape-recorded.

Boston was the only site where the study had access to experienced interviewers. Female graduate students from universities located in the Boston area were employed and trained with the impact interview instrument. These students already worked as interviewers for Dr. Michael Forcier, whose research firm was conducting other evaluation projects for the Boston Housing Authority. Problems were encountered in Boston in (1) identifying program participants for interviewing and (2) finding female gang members in or out of the program to interview. FORCE records on individual girls lacked uniformity and order so two separate sets of sampling frames were developed. One was compiled from case records maintained by the Leadership Specialist and the Personal Growth Specialist. The other was constructed from sign-in sheets for various kinds of program activities. Two random samples of approximately forty program participants each were selected from these two sources and sequentially ordered by computer-generated random numbers.

Even with the assistance of program staff, in most cases it proved impossible in most cases to find individual girls who were identified through available program records. Program staff also had difficulty successfully directing interviewers to former or active gang members inside or outside the program. The majority of the Boston sample is therefore, a convenience sample of girls who were involved in the FORCE program and who were made available to interviewers when girls randomly selected from program records could not be found. Only five active and seven former gang member program participants were interviewed, and only two active and seven former gang members were interviewed outside of the program.

In Seattle, there was a problem from the outset in interviewing program participants. The program administrators initially stated that they had not been notified that program girls were to be interviewed, although the project monitor from the Division of Youth and Family Services had agreed to cooperate with the evaluation. After negotiation, program administrators agreed to allow participants to provide the requested information, but only on the condition that no outside interviewers talk to program participants. The researchers paid the Atlantic Street Center a 5 percent indirect fee for handling the interviewee payments. Ultimately only nineteen program girls were interviewed in Seattle. Eight of them identified themselves as former gang members. Active gang girls are not allowed to participate in the Atlantic Street Intensive Supervision program. According to program staff, these were the only girls who participated in the intensive supervision component of the Seattle program. In most cases, the girls filled out the instruments themselves rather than participating in a formal one-on-one interview.

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The non-participant program girls in Seattle were three very different samples of convenience. Each was gathered by a member of the organization Sisters in Common. Sisters in Common is composed of professional women of color who work to provide opportunities to girls involved in delinquency or at-risk for involvement in delinquency. All three interviewers were trained collectively and given the same guidelines for collecting information. The first Seattle interviewer was a probation officer who interviewed girls from her caseload of serious offenders. The second interviewer was a counselor with a program providing services to homeless adolescent females. The third interviewer ran a church affiliated program for adolescent females at risk. While 30 non-gang girls, 12 former gang girls, and 14 active gang girls not involved in the Atlantic Street Program were interviewed in Seattle, it was considered important to examine data from these girls for interviewer-related differences on key variables.

Figure 1-2 shows the final distribution of interviews by program and site. Pueblo is closest to the numbers presented in the original evaluation design. In Seattle, the Atlantic Street Center simply had very few girls in its program. Program girls enrolled only in the drug education or the Sisters In Common programs were not included in the outcome study sample for Seattle. In Boston, there were very few self-reported gang members or former gang members in the program.

FIGURE 1-2:
INTERVIEWS COMPLETED BY LOCATION, PROGRAM INVOLVEMENT AND TYPE OF GANG INVOLVEMENT

Site/Program Status	Non Gang	Gang	Former Gang	Total
Pueblo Program	32	20	9	61
Pueblo Non-Program	32	13	16	61
Boston Program	45	5	7	57
Boston Non-Program	39	2	7	48
Seattle Program	11	0	8	19
Seattle Non-Program	30	14	12	56

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Data Sources

The interview instruments used to answer the above research questions were developed from three approved questionnaires that assess gang involvement, delinquency, and program participation/impact. Pilot testing of an early version of the revised instrument indicated problematic male biases in the instrument, which was revised to be more amenable to a female population. Revisions included assessment of children and mothering, family attitudes, and female attitudes on gangs as well as their entry into and activity in gangs. Further, the instrument was also revised to reflect the activities and attitudes of non-gang members by focusing on why they are not in a gang, how they feel about gangs, pressure they receive from gangs, and hypothetical situations assessing their attitudes about gang involvement.

The final version of the interview forms was divided into sections for ease of administration. The first section of the interview served as a screening instrument for determining the extent of gang participation. There were six different versions of the second section of the interview. The specific interview instruments included:

Part I

- Program Participant Screening Interview
- Non-Participant Screening Interview

Part II

- Participant Non-Gang Member Interview
- Participant Gang Member Interview
- Participant Former-Gang Member Interview
- Non-Participant Non-Gang Member Interview
- Non-Participant Gang Member Interview
- Non-Participant Former-Gang Member Interview

Topics in the survey instrument covered six major areas: gang-involvement, family patterns, academic performance, employability and job history, self-esteem and substance abuse. A summary of specific variables collected for the impact evaluation is presented in Figure 1-3.

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FIGURE 1-3: SUMMARY OF VARIABLES COLLECTED FOR IMPACT EVALUATION

Gang-Involvement:
Gang activity, delinquency, level of involvement, peer gang-involvement, gang leadership structure, inter-gang relations, male gang member associates.

Family Patterns:
Family structure, presence of children, family relationships, family involvement and activities, family gang involvement, role of family versus gang.

Academic Performance:
School drop-out status, grade level, grades, type of school, grade changes over time/program participation.

Employability and Job History:
Work patterns: job history and time commitment, income, perceived job skills and potential for future jobs.

Self-Esteem:
Descriptions of self, feelings toward self, feelings toward other groups, hopefulness about own and children's future, goals, outlook on life and self.

Substance Abuse:
Use/abuse of alcohol and major street drugs in past two months, past year, and in lifetime, use/abuse of alcohol/drugs with gang members, sale of drugs by individuals and gangs, role of drugs in gang.

Interviewer Training

Once interviewers were identified, Dr. Curry and his research assistant traveled to each site to provide training in the data collection procedures and the use of each of the versions of the instrument. The *Adolescent Female Study Interviewer Training Manual* (Appendix J) was developed by Dr. Curry and Dr. Williams and used as the basis for the training. This manual provided a general description of the study goals, a review of interviewing materials, instructions on sample selection, and an extensive review of issues concerning the actual interview situation. In addition, each instrument version along with question by question instructions was included in the manual. Because of the number and complexity of the interview instruments, the training involved a thorough review of each instrument, followed by a practice interview. The tape from each practice interview was reviewed by Dr. Curry and his assistant and feedback was given to each interviewer, based on the review of the tapes.

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Data Collection

Data collection took place at the three sites during the last twelve months of scheduled program operation. At each site interviewers were responsible for setting up and conducting the interviews. For all except the program participants in Seattle, interviews were tape recorded. Interviewers were asked to carefully review their completed interview instruments prior to returning them to the University of Missouri research staff. When received at the University, each form was reviewed for missing information or inconsistencies by evaluation team staff. For Pueblo and Seattle, such information was usually obtained or corrected through subsequent interaction between evaluation staff and interviewers. This did not occur in Boston because the interviewer coordinator relocated before the process could take place. Hence, there is more missing information in the Boston data than there is for the other two sites.

Outcome Data Analysis

The analysis of outcome study data moves from less complex to more complex research questions. The first stages include pairwise comparisons on the variables of interest for four groups at each program site:

- program-participant non-gang-involved girls;
- program participant gang-involved girls;
- non-gang-involved girls who are not program participants; and
- gang-involved girls who are not program participants.

Univariate comparisons have been used to select subsets of variables for multivariate analyses. Based on findings from pairwise comparisons of groups, multiple group comparisons were conducted in order to assess the impact of any interaction between program participation and gang-involvement classifications. The resulting multivariate models of participation and gang-involvement have been used as the basis for assessing the impact of different program components, and differential exposure to these components as measured in the process evaluation.

COMMUNITY CONTEXT

To gain a thorough understanding of the projects being evaluated, it is important to describe the social contexts in which they were operating. The three project communities differ in terms of size, geographic location, population, and economic characteristics. Evaluation activities included gathering information on the following community context questions:

- What risk factors were present in the communities in which the projects were located?
- What were the characteristics of the local gang problem?
- What was known about the nature of female participation in gangs in the local community?

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- What types of intervention strategies had been implemented in the local community?

Community Risk Factors

Boston

According to the needs assessment, data provided by program personnel, and site-visit interviews and observations, the housing developments chosen for participation in the FORCE program exhibited many of the risk factors commonly associated with the development of youth gang and drug activity. Approximately 30,000 people lived in the Boston Housing Authority's conventional housing developments in the early 1990's. Nearly half of the residents were under 21 years of age. Households averaged nearly three members with an average income of $10,424 - below the Federal poverty level of $11,570 for a family of three. Seventy-seven percent of all households were headed by females. Most of the youth in BHA developments attended the Boston Public Schools which had a 41% dropout rate of students entering ninth grade at the time the proposal was written.

Housing developments selected for FORCE sites were located in the neighborhoods of Dorchester, Roxbury, Jamaica Plain, and South Boston. In the six FORCE sites the percentage of residents age 18 and under ranged from 42% in Bromley/Heath to 53% in Franklin Field. The percentage of heads of households with income under $10,000 per year ranged from 68% in both the Franklin Field and West Broadway developments to 81% in Franklin Hill. According to BHA crime statistics, four of the six FORCE sites, Bromley-Heath, Cathedral, Franklin Hill and Orchard Park ranked among the top ten BHA developments for drug-related crime in 1992. Named gangs had been identified in all six developments. All of these gangs were involved in drugs according to the BHA.

Pueblo

The Pueblo community also exhibited many of the risk factors commonly associated with gang and drug activity. The area had suffered over a decade of economic depression, especially among its minority populations. According to the U.S. Bureau of Labor Statistics, in 1989, of the 319 U.S. metropolitan areas, Pueblo ranked 281st in the level of wages,. Most employment opportunities were entry level, service jobs which paid minimum wage or less and were filled primarily by Hispanics and other minorities. Almost 14% of the population fell below the poverty level in 1990. The area had experienced an increase in transiency due to people having lost their homes.

The Hispanic population in the Pueblo community faired particularly badly in this respect. At the time the MA project began, the population in the Pueblo area was about 40% Hispanic, but almost two-thirds of the families with income at poverty level were minorities. Hispanic students accounted for 60% of school dropouts. Hispanic females made up 85% of the teens who gave birth in 1991. Despite their large number in the population, Hispanic residents were under-represented in the political structure of the community.

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Youth involvement in both drugs and delinquency rose during the early 1990s. Data from Pueblo Treatment Services, a drug and alcohol treatment agency, indicated that youth between the ages of 12 and 19 had the highest number of drug abusers. The same age group had the second highest number of alcohol abusers. The proposal identified alcohol, marijuana, and solvent inhalants as the drugs of choice among youth in Pueblo, in part because they were more available and were less expensive than other types of illicit drugs.

Seattle

In 1990, the Seattle Police Department reported that 42% of the referrals to the Seattle Team for Youth (STFY), a community-based predecessor program to the adolescent female project, were gang-involved, 16% were "wannabees," and 32% had a gang-involved sibling. The STFY 1991 year-end report shows that use of drugs and alcohol among gang members remains high. One quarter of STFY youth had a history of substance abuse; 34% had family members who either had abused drugs or alcohol or were currently involved in abuse. Sixteen percent of the youths referred to STFY for services were females; in 1991, the number of adolescent females referred to STFY had increased to 19%. The Seattle Police Department also reported that the young women are forming their own groups, which are defined as quasi-gangs or actual gangs.

The 1991 year-end report of the Seattle Public Schools' Multicultural At Risk Intervention Unit (MARISU) Female Gang/Drug Program's showed that an increasing number of females were referred to their program. Of these, 29% reported they were gang involved, 38% reported a family member was gang involved, and 50% said they had a relative in the criminal justice system. Further, 40% of the youths referred to the program had a history of substance abuse and 30% were presently using illicit or illegal substances.

Extent of the Local Gang Problem

Boston

Police and project personnel indicated that the Boston area began to have serious youth gang problems beginning in 1987 and 1988. In an National Institute of Justice-funded study of police departments, Curry, et al (1992) identified 70 gangs with 2,200 members in the Boston area. The total index crime rate for Boston in 1991 was 10,837 per 100,000, almost twice as high as the national average of 5,898 per 100,000 (Uniform Crime Reports, 1991). The violent crime rate for the same year was 2,006 per 100,000, nearly three times as high as the national average of 758 per 100,000.

Gangs in Boston were described as territorial in nature, based on neighborhoods and housing projects, and named after streets or neighborhoods in which the members lived. The largest percentage of the gangs were African-American. The activities of these groups revolved around drugs and guns. Hispanic and Asian gangs also existed. Chinese gangs were known for extortion and home invasions in the Chinatown area. According to these sources, most gang youth were not heavily involved in drug use, but focused on selling drugs to adult customers. The police reported

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a decline in gang violence during 1991, in part because of an intensive arrest and prosecution effort aimed at gang leadership.

The nature and extent of gang activities varied among the BHA developments according to BHA personnel. During the initial site visit interview, they described most gangs as locally formed and based. Gangs typically didn't go into other developments to cause problems. Drug selling appeared to be a specialized activity. Local gangs were described as being resistant to intrusions from out-of-town gangs. In the family developments, BHA staff reported that the incidence of gang activity was probably higher than official reports. What had been reported were activities that could be tied directly to gangs. Staff reported gang activity in both minority and white developments.

Pueblo

Information on the presence of youth gangs and gang activities in the Pueblo area came from the project proposal, interviews with police representatives, project personnel, school personnel, and the report of findings from a local Community Gang Task Force. The general consensus among these sources was that in the early 90s, Pueblo's gangs were locally organized and had few or no formal ties with nationally recognized gangs, such as the Crips and Bloods, despite comments from some local gang youth who said they "identified" with these larger groups. Many of the gangs were associated with old barrio neighborhoods. The activities of the gangs had been confined largely to intergang violence and a variety of petty crimes. According to the Task Force report there was no evidence that local gangs had developed into the kind of sophisticated, for-profit organizations that have evolved in some urban areas.

An April 1994 Pueblo Police Department Crime Analysis and Gang Unit summary report showed 29 identified gangs and 630 listings in their gang roster: 519 were males and 111 were females. The unit had adopted the Los Angeles definition of "gang member." Individuals were listed as gang members if they met the following criteria:

- When an individual admits membership in a gang and displays a knowledge of the gang's activities.
- When a reliable informant or other law enforcement agency identifies an individual as a gang member.
- When an informant of previously untested reliability identifies an individual as a gang member **and** it is corroborated by independent information.
- When an individual resides in or frequents a particular gang area and repeatedly affects their style of dress, jewelry, symbols, hand signs or tattoos.
- When an individual has been arrested several times in the company of identified gang members for offenses consistent with gang activity.

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Fifty-seven percent of the individuals in the Pueblo gang sorter listed were Hispanic males, 15% were white males, 10% were black males, 14% were Hispanic females, 3% were white females, and less than 1% were black females. Two-thirds of the group were between the ages of 16 and twenty; a quarter were between the ages of 21 and 30.

According to the police, problems caused by gangs included graffiti and intimidation of both each other and strangers. In the early 1990's, most of the intimidation was taking place in the schools, but this activity decreased once police officers were assigned to high schools. Violence increased during 1993 and 1994, culminating in several high-profile drive-by shootings, three deaths, and one critical wounding.

Seattle

Seattle's youth gang problem, like that of many cities in the Pacific Northwest, escalated in the mid-1980's. Gangs from Los Angeles began moving north and had been active in Seattle since 1987. Although the city had a history of youth gangs before this migration, there was little gang violence. In the early 1990's, police identified four major gangs with various "sets": Crips, Bloods, Black Gangster Disciples (BGDs), and Southside Locos. According to the police, there were 125 documented gang members, with an estimated 3,000 to 4,000 youths involved in gang activity. Police estimate that two-thirds of drug sales in the area were by gang-involved youths.

Seattle's gangs were primarily African-American, but also included Samoan, Asian (Filipino, Vietnamese, Cambodian, Laotian), and Hispanic youths. Asian gangs primarily committed property crimes; others were more involved with drug trafficking and drive-by shootings. Although members of a given gang may have been largely from one ethnic group, the gangs were becoming increasingly interracial.

Female Involvement in Gangs

Boston

FORCE staff reported that they had been hearing of female involvement in gangs more often. They felt that while the first FORCE program may have had some impact, the recruitment of younger girls was still active. They reported that females were likely to support criminal activities in the housing developments - boosting, car theft, drug sales, etc. - in support of male gang criminal activity. This was especially true with regard to drug sales. Staff felt that younger girls were being recruited into gang activity. There had also been an increase in the number of 14 to 16 year old females in the developments who had their own apartments. These girls were not in school often and sometimes were living with a male partner who was involved in drug sales. These girls also were seen as being at risk of becoming involved in drug sales. BHA staff reported that there had been an "incredible" rise in violence among younger youth.

A small female gang, the Honeybees, existed in the Charlestown complex. The Honeybees consisted of older females who continued an association that had started in childhood. The Mission

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Hills development was home to the Goya Girls, who were described as associates of a male gang called the Goya Boys. According to staff, these girls held drugs and established turf with respect to outside girls coming in to date boys. Many of the girls had dropped out of school and had children of their own. Vandalism was pervasive among both male and female groups in Mission Hills.

The entire Orchard Park development was described as being organized around drugs, weapons, and murders by a group called the New York Boys. Some girls were reported as being a part of this group. This gang was broken up by an undercover operation in the early 1990's. Staff reported this breakup had somewhat lessened the gang activity in this development.

Franklin Field and Franklin Hill were also described as having female gang activity. There were two homicides in the Franklin Hill complex in the week prior to the first site visit. This area was also known for drug activity, and all the gangs operating in the area were reported to be involved with drugs.

Pueblo

The statement of the problem in the proposal for the MA program described the female gangs in Pueblo as "extremely visible" in the community. "Pueblo gang women hide weapons, drugs and shelter outlaws. Pueblo's female gangs are very much involved in the exacerbation of violence and crime, drug marketing and the precipitation of violence between klikas of opposing gangs. As such, they have a great influence and their role in the gang community is well known." Over a dozen "named" female klikas had been identified with such names as Devastating Queens Possie, Gangster Hood Locas, Girly Girly Posse, and Inca Girls.

The rise in drug and alcohol involvement was seen as particularly true for females. "Inhalants in the gang populations of the Southwest is widely known. What is of particular interest to Pueblo is that here it is largely the female gang members who organize the group 'huffs' as well as secure the spray or gasoline. Additionally, the female gang members often incite the males and younger women into destructive or violent behaviors once the group is under the influence."

Seattle

Female gang activity in Seattle was also on the rise. In 1990, 16% of the youths referred to STFY for services were females. In 1991, the number of adolescent females referred to STFY had increased to 19%. The Seattle Police Department also reported that the young women were forming their own groups, quasi-gangs, or actual gangs. Some of the girls had formed "auxiliary" groups on their own. When acting out, they were often physically more aggressive than the males.

The Seattle Public Schools' Multicultural At Risk Intervention Unit (MARISU) Female Gang/Drug Program's 1991 year-end report showed that an increasing number of females were referred to their program. Of these, 29% reported they were gang involved, 38% reported a family member was gang involved, and 50% had a relative in the criminal justice system. Further, 40% of

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the youths referred to the program had a history of substance abuse and 30% were presently using substances.

Community Response to Gang Activity

Boston

Safe Neighborhoods Program. After an initial period of denial, Boston, under leadership from the Mayor's Office, developed and implemented the Safe Neighborhoods Plan in the early 1990's. The plan was developed with the input of over 150 agency and community-level individuals and called for 50 programs or approaches to reduce the level of youth violence. The plan's aim was to get all agencies and services to work together.

The Safe Neighborhoods Plan was a comprehensive, three-pronged approach to Boston's gang problem. The first prong of the approach was economic development; expanding economic opportunities in the areas most affected by the youth gang problem. Public safety was the second component; this involved increased coordination among law enforcement agencies and streamlining of the justice system with regard to gang prosecutions. The final component involved programs to foster community and parental responsibility. One of the major roles of the Mayor's Office in this plan was to ensure that city agencies worked with each other in implementing the programs associated with the Safe Neighborhoods Plan.

As a part of the City's Safe Neighborhoods Plan, the Community Initiatives Division (CID) of the BHA developed the "Youth on the Rise Program" (YOR) to combat gang involvement among the youth living in Boston's housing developments. According to their mission statement, the role of the CID was to "address the health care, educational, recreational, and cultural needs of Boston's public housing community through a comprehensive and coordinated system of approaches to service delivery, including direct service on site, collaboration with other organizations within the larger community, and referral to a directory of local and city-wide service providers."

The mission of the YOR Program, of which the FORCE program was a part, was to:

- provide opportunities for participation in constructive educational, recreational and cultural activities;
- expose youth to a broad range of multi-racial, multi-cultural experiences and ideas;
- provide information about support services for youth;
- assist youth to develop community structures which will represent and advocate for their interests and needs; and,
- develop relationships with local and citywide agencies in order to meet the needs of BHA communities.

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There were YOR programs in each of the 22 family housing developments operated by the BHA. Youth workers provided outreach, referrals, and on-site activities for BHA residents ages 8-18. These services and activities were available to both male and female youth. Each YOR site sought to provide education programs (homework help, tutoring), social and recreation opportunities (sporting and social events), life skills activities (workshops and seminars), and a family component (parent/guardian-child activities, family movie nights). The sites involved in the FORCE program provided separate services for females, in addition to any YOR activities that might be taking place.

BHA Police Response. At the time of the first site visit, the BHA had a separate 21-person Security Force that had been granted the power to arrest by the Boston Police Department. This force operated from 8 a.m. to midnight. The anti-gang unit focused on outstanding felony warrants. One team went from development to development, every day, five days a week, cleaning up outstanding warrants. The BHA Security Force was beginning to implement a community policing model in the developments. Development-based offices with an officer working Monday through Friday during the day had been established. At night there were six officers and a sergeant for every 4 to 5 developments. Officers also switched from plain clothes to uniforms in an effort to increase the visibility of law enforcement.

Pueblo

As the violence and gang activity described above began to increase during the late 1980's, the Pueblo community initially experienced denial and then began to respond. A 14-member Community Gang Task Force was formed in the summer of 1991 to examine community issues related to gangs. Members of the task force included representatives from law enforcement agencies, schools and social service agencies. The task force interviewed educators, judges, law enforcement personnel, juvenile detention officials, students, and youth identified as gang members in addition to consulting with John Hagedorn, a noted gang researcher from Milwaukee.

In its report, the task force suggested that "rather than building more jails for youthful offenders, the panel suggests that more resources be put to the development of gang prevention and alternative education programs that address the underlying problems of these young people, e.g. dysfunctional families, joblessness, drugs, discrimination and deficiencies in our educational system." Guided by this philosophy, the task force formulated a list of recommendations for dealing with the gang problem for law enforcement, the courts, local government and education.

Initially, actions were taken on several fronts, however, the community lacked the financial resources to undertake any large-scale prevention efforts. A police recreation center was established and drug-free school zones were established. Colorado Senate Bill 94 provided some money to local communities for prevention activities designed to keep youth out of detention. The project director of the AFS project felt that although there were attempts at individual programming, "turf battles" were keeping the community from truly working together.

Several anti-gang activities were focused in the Pueblo area's two school systems. City schools, which experienced the most extensive gang problems, instituted training for parents and

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staff in how to recognize gang activity. School security staff were trained in how to deal with aggressive behavior. A consultant from the Denver Public Schools was brought in to do training. Security was increased at both high school and middle school levels. Police officers were placed in the high schools. An aggressive graffiti removal campaign cleaned school-based graffiti as soon as it appeared. A school anti-gang task force was formed which met monthly to discuss issues related to gang activity in the schools. City schools also developed a student assistance program designed to encourage parents and youth to work with counselors.

The county school system, which was about one-third the size of the city system and served a more rural area, did not experience the same level of gang activity. However, each high school had one sheriff permenently assigned to it. According to the superintendent, the county school district instituted a "zero tolerance policy for threats of death." Students were not allowed to wear hats in school. Stalking was not allowed. Students were suspended for verbal threatening or writing harassing notes. The system also adopted a liberal definition of "off school grounds." As the superintendent said, referring to school security staff, "If they can see it, they intervene or if they know something's going to happen school security will 'be there' along with the sheriff's office."

Seattle

Seattle undertook several responses to the youth gang problem during the early 1990's. The Seattle Police Department implemented a community policing model (including police on bicycles) throughout the city and in July 1990, formed a "very proactive," 32-member gang unit. In addition, in 1991 Seattle passed a 7-year, $8.5 million Families and Education Levy to raise funds to address a variety of local needs, including youth services.

The Seattle Team For Youth (STYF); however, was the central component of Seattle's response to youth problems, which were of considerable concern to Seattle residents. The project served the greater Seattle area and included both public and private agencies in the consortium; identification, referral, assessment, and service delivery were among its functions. While many of the consortium members provided youth services prior to the STFY project, this program was responsible for bringing them together in a coordinated approach to target at-risk and gang-involved youths.

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CHAPTER 2:

PROCESS EVALUATION

Results of the process evaluation are presented in four sections: service delivery; project organization, management and operations, local evaluation efforts and summary and process recommendations. The first three sections are presented in terms of the process objectives and research questions used to guide the evaluation.

PROJECT ORGANIZATION, MANAGEMENT AND OPERATIONS

Overview

The second section addresses study Objective 1, describing the organization and implementation of the three youth gang prevention and intervention projects designed specifically for African-American and Latino females. The following research questions are included:

- What organizational structures were adopted by the programs?
- What were the staffing patterns?
- What types of staff training were necessary to develop and implement the various prevention and intervention strategies?
- What type of monitoring and record keeping systems do the projects use to track services?
- What barriers to implementation were encountered by the projects?

Organizational Structure

What were the organizational structures adopted by the programs?

These three projects had very different styles of organization and implementation. In two of the three sites, the lead agency was a unit of local government. In the third site, the lead agency was a community-based organization. The organizational charts for the three projects are provided in the project description below.

Boston. In Boston, the Community Initiatives Department (CID) of the Boston Housing Authority (BHA) was the lead agency. The office of the director of the CID was located in downtown Boston while the project staff were located were located in BHA housing developments in other parts of the city. Placement of the FORCE program within the CID of the BHA is shown in the organizational chart in Appendix E.

Each of the housing developments also had a resident "task force" that worked with the BHA to provide resident input into development management. These resident governing bodies varied in strength and organization depending on the development, and often added a highly political element to the implementation of the FORCE program. Task Forces controlled the space for FORCE activities and had to be consulted in the hiring of youth workers. Local task force support

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for the program and the youth worker greatly enhanced implementation. Lack of such support, on the other hand, caused problems with space and resources for the program, and with interpersonal problems for the youth workers. In addition, youth workers experienced dual supervision from task force personnel and BHA personnel and expressed stress from the sometimes conflicting expectations.

Pueblo. In Pueblo, the lead agency for the project was the Pueblo Youth Service Bureau, a private, non-profit community-based organization, that had been serving Pueblo, Colorado and the surrounding county since 1973. PYSB was started with Law Enforcement Assistance Administration (LEAA) funding as a city government program and became an independent corporation in 1975. The agency is well-known and well-respected in the community. It is the only major high-risk youth services organization in the area. PYSB provides a wide continuum of services to at-risk and delinquent youth and their families. Programs are supported primarily by Federal funding and various funding programs provided by the State of Colorado. The organizational chart of the PYSB and the MA program is included in Appendix F.

Funding for the MA program provided salaries for project staff. Salaries for the executive director and program clinical director were provided by PYSB. Although PYSB provided many programs, there was a minimum of bureaucratic "layering." All the MA staff had offices in the main PYSB building. MA services were provided at both the PYSB building and in several local schools. Both the executive director and the program clinical director had daily direct contact with youth in the MA program and the staff who provided the services to the youth. This close proximity allowed them to be aware of problems in the program and to respond very quickly. Staff also had easy access to supervisors if they needed guidance in handling problems.

Seattle. The Seattle Team for Youth (STFY) is a consortium of school, social service, and community agencies created in 1990 to prevent or intervene in local youth gang participation. It consists of the Atlantic Street Center, Seattle Police Department, King County Department of Youth Services, Central area Youth Association, Seattle 4-H Challenge and other agencies. The public schools operate the Multicultural At-Risk intervention Services Unit (MARISU), which had begun support services to address female adolescent gang prevention and intervention services. One of these include the Positive Alternatives for Young Women (PAYW) case management support group, which was funded and expanded by the FYSB grant.

The STFY provided overall administration of the grant through the Seattle Department of Housing and Human Services's Division of Youth and Family Services (DYFS). The DYFS subcontracted with the Central Area Youth Association (CAYA) and the Atlantic Street Center. The CAYA was to target teen parents and girls with problems, and AFS was to target court-involved females who needed more intensive case management services. After the first year of services, numerous problems were noted in the operation of the CAYA program, including: (1) not receiving referrals from the targeted sources and thus providing services to girls who were not in the target population; (2) lack of provision of services as planned; (3) inadequate documentation of services, (3) inadequate implementation of the curriculum; and (4) lack of client files. The program was also plagued with significant staff turnover, incomplete evaluation activities, and incomplete documentation of services. During the second year of the project, CAYA was given another chance

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to come into contract compliance, but at the end of the second year, the contract was terminated. The Sisters in Common organization was funded to provide group counseling services during the second year.

The Atlantic Street Center is a non-profit agency that has operated for more than 80 years. It focuses on working with children, youth and families, particularly those who are socially and economically disadvantaged. The African American community is its largest constituency. An ASC subcontract supported three case managers, part of the program coordinator's salary, transportation, dinners for group activities, the cost of developing drug-free messages for girls, and record keeping. The Atlantic Street Center also subcontracted with J.C. Ephraim to provide substance abuse education services. The organizational chart for this project is in Appendix G.

Project Staffing

What were the staffing patterns of staff involved in the projects?

The three projects differed in their staffing patterns. In Pueblo, the executive director of PYSB served as the Project Director for the MA program and had daily contact with program staff. Day-to-day supervision of program activities was provided by a project coordinator. There were three outreach workers who were responsible for the delivering the modules and related services to participants. The project coordinator and the three outreach workers were hired specifically for the MA project.

FYSB funding for Boston's FORCE project provided salaries for the Personal Growth, Leadership, and Family Specialists positions as well as for the Coordinator's position. Additional part-time recreation and support group positions were never consistently filled. Salaries for the youth workers at each of the FORCE sites were provided by the BHA. The specialists and the project coordinator were housed in the CID headquarters. Youth workers were located in the developments where they provided their services. The specialists traveled from site to site for their workshops. This physical separation created real barriers to communication among the staff of this project and the BHA administration. It also made close collaboration and consultation between workers and supervisors extremely difficult.

In Seattle, the Atlantic Street Center provided a case manager and project coordinator who carried caseloads of project girls. All were female; two were Vietnamese and one was African American. Due to the language and interpretation needs, case managers were generally matched based on these needs. The ASC was adding a Minority Outreach Program which focused on Samoan youth. The ASC Minority Outreach Program is a collaboration of agencies, each of which targets different ethnic groups, including Latino, Native American, African American, and Filipino. There was one supervisor for all three case managers. Caseloads averaged from 17 to 20 cases.

There were ten to fifteen women who volunteered their time as mentors for the Sisters in Common program. During the third year of operation, the volunteer group became a 501(c)3 non-profit organization and hired a part-time clerical person. The women remained volunteers.

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In Pueblo, the Project Director felt that certain skills and abilities were important for people working in programs such as MA. These included:

- cultural sensitivity and responsiveness;
- the ability to manage stress;
- good documentation skills;
- a clear understanding of the youth they will be working with and problems they may face;
- being from or known in the communities in which they would be working; and
- willingness to "get down and dirty," to do what it takes (staff shouldn't expect an 8 to 5 office job).

The Director also felt that, all things being equal, she would choose younger people because they know more of what is going on with youth. A mix of males and females was also important, especially because participants needed exposure to positive male role models. Background checks with the police and the abuse registry were also conducted on applicants.

For the most part, at all sites, the staff who worked with the project participants were paraprofessionals, they did not have college degrees, but had received some limited specialized training from their respective agencies. They generally reported to professionals with at least a college degree, though only in Pueblo, did the supervisor have an advanced graduate degree.

Staff Training Needs

What types of staff training were necessary to develop and implement the various prevention and intervention strategies?

Staff training was sometimes problematic for these projects. The staff turnover, which is common in these types of projects, often means that training resources will need to be used to repeat training for new staff. In addition, youth workers may need training in basic organization skills in addition to information in substantive areas concerning youth.

Several staff training and development needs were identified. The MA project director focused staff training on conflict mediation/resolution skills, signs and symptoms of drug and alcohol use, as well as information on sexuality, pregnancy, and sexually transmitted diseases. She also felt it was important that staff learn how to work with different personality styles. In addition to these areas, FORCE staff identified more basic training needs in the areas of stress management, diversity, youth outreach strategies, and developing goals and objectives.

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An interview with a staff member from the Judge Baker Center in Boston was instructive in understanding the training requirements for direct-service staff in these types of programs. The original training goal for the FORCE project was to build a mental health capacity in the youth program. The training staff at the Judge Baker Center assumed a basic level of skills among the youth workers and were planning to build on those skills. In reality, the level of skills necessary for the planned training did not exist among the youth workers. Youth workers had minimal formal professional training and, in the informant's opinion, the basic "infrastructure" did not exist within the BHA to implement the mental health component of the project as planned. Extensive work would have been needed to provide the youth workers with basic skill levels prior to the development of more specialized mental health skills.

Several workers in the FORCE program felt that they had not been provided with the support they needed to carry out the work expected of them despite the annual training held by the BHA. Youth workers in the MA project were less likely to feel that their training needs were not being met. This may be due to the different organizational structures of the two projects. In the MA project, workers worked closely with the project director and senior staff who were always available for consultation and guidance. This type of mentoring relationship did not exist for FORCE workers who were physically separated and therefore, isolated.

As a volunteer organization, Seattle's Sisters in Common did not offer any specialized training for its volunteers. ASC staff did not report any particular training needs.

Monitoring and Record Keeping

What type of monitoring and record keeping systems did the projects use to track services to youth?

Monitoring and record keeping presented a challenge for these projects as they do for many community-based prevention programs. Accurate information on unduplicated counts of youth receiving program services, hours of service, and length of stay in the program were particularly problematic. The projects were not consistent in their approach to keeping individual case records and service plans. The lack of systematic client and service information made it difficult to provide accurate descriptions of the extent of service delivery.

Management information and reporting systems for FORCE program in Boston were the most rudimentary of the three projects. Sign-in sheets were used by the youth workers to record the daily activities at each of the development sites. These sheets contained the name of the girl and a check mark for those activities in which she participated. The Coordinator tallied these sheets by hand each month in order to provide monthly and quarterly reporting information required by the BHA and FYSB. Aside from meeting the Federal reporting requirements, it was not clear how else this information was used.

Pueblo's MA program, which had far fewer participants than the FORCE program, kept individual files on all participants, once consistent program operations began, and kept a detailed, accurate log on participants' attendance. These files included referral forms, service plans, needs

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assessments, documentation on services delivered, consent forms, activity attendance lists, and descriptions of what happened at each session attended. The instrument used to assess the service delivery needs of the participants included information on school problems, family problems, substance abuse, physical problems, involvement in delinquency, peer associations, gang involvement and involvement in the juvenile justice system. It also documented counseling history, abuse history, and gang status. Service plans were developed by MA staff in collaboration with the participant and her mother. Unfortunately, although a personal computer was available to project staff, none of the case file or service delivery information was automated. Staff lacked the training to design and maintain electronic tracking systems, and it was unclear whether the appropriate software was available.

Case tracking and management information was most complicated in Seattle's STFY project due to the use of separate contractors to provide the different service components of the program. Each of the contractors had their own approach to record keeping and the lead agency provided no centralized case tracking for the project. Case manager's activities were the only ones tracked by the ASC database. In addition to filling out a client data form and assessment form, which documented the youth and family history, case managers completed a service plan and running progress notes. Case management forms and progress notes were entered into the ASC database, but data on the females in the gang project were not kept in the ASC database, and demographic information on them was not kept separately. Further, case management was the only activity tracked and monitored consistently during all three project years. All of the other activities, such as the drug education and information workshops and the peer support group run by Sisters in Common, were considered referral services and tracked only by attendance.

Whatever the level of sophistication in record keeping, it seemed clear that, aside from providing some numbers as a part of FYSB reporting requirements, none of the three projects made systematic use of the information they kept on the program participants.

Barriers to Project Implementation

What barriers to implementation were encountered by the projects?

All three projects experienced several implementation problems common to many prevention and intervention programs. These included: (1) staff turnover; (2) lack of transportation for participants; (3) lack of parent participation; (4) problems implementing planned program activities; (5) recruitment and retention; (6) inadequate physical facilities; and (7) inadequate local evaluation. Each of these is described below.

Staff Hiring and Turnover. Staff turnover and difficulty in hiring appropriate staff for prevention programs is a common problem for community-based organizations. In Pueblo, the project director felt that the pressure to begin project activities in a timely fashion rushed the hiring of the original staff and as a result, the "right" people were not selected. There was complete turnover of the service delivery staff after the first year. Similarly, in Boston, several of the workers in the participating housing projects left and when they did, the participants often left with them and

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did not return. In Seattle, the CAYA program, which operated in the first two years of the program, experienced major staff turnover, including the director. This led to inadequate service delivery.

Delayed Implementation of Planned Program Activities. Pueblo had an ambitious plan for program activities; however, the planned service delivery was sporadic during the first project year. According to quarterly reports, staff spent a lot of time making presentations about the program and organizing events to publicize the project in order to generate referrals. Many of the planned service delivery components; however, were "unavailable" at the end of the first year. This situation was greatly exacerbated by the staff turnover described above. Regular program activities increased significantly after January, 1994 but this was well into the second year of funding. Printed monthly schedules showed some program activity taking place almost every day. Delays were particularly troublesome in establishing the mentoring program. In Seattle, the CAYA program was slow to start serving girls, and when they did, they served girls who were not in the target population. This led to the Sisters in Common transitioning from a volunteer organization to that of a non-profit agency.

Recruitment and Retention. In Pueblo, although the project staff engaged in intensive recruitment activities at the beginning of the project, participation decreased dramatically as a result of the staff turnover experienced at the end of the first year. During that period, activities were not consistently presented and the girls reportedly lost interest in program activities. This situation was turned around with the hiring of new staff and the regular scheduling of group activities. In Boston, the attraction of a brand new city recreation center right next door to the rundown facilities of the housing project tended to lure participants away. Also, after one of the projects experienced a break-in and had its equipment stolen, participants were slow in returning because they perceived that the program then had little to offer. Retention was less of an issue in Seattle because the girls were generally court-ordered into the program.

Transportation. Pueblo and the surrounding communities are very spread out and program participants come from different areas. The majority of the girls in the program came from single parent, very low-income families that lacked adequate or had no transportation at all. Inexpensive public transportation (bus, local train, etc.) is not available in Pueblo. It was very difficult to get participants to and from activities. Although it took them away from other responsibilities, staff often used their own cars to transport youth. To address the lack of transportation and in an effort to reach more youth, some programming was moved into three neighborhood schools. Staff also tried to secure a 15-passenger van, but had not been successful at the time of the last site visit. Similar transportation problems were reported in Boston and Seattle; however, since both cities have public transportation systems, both projects gave youth bus tokens to get to services. Each also reported staff transporting girls in their own vehicles.

Poor Physical Plant. At the time of the first Pueblo site visit, PYSB headquarters was located in downtown Pueblo in a building that had significant structural and operational problems. Some of the initial MA services were provided at this location until a session building problem occurred (the ceiling collapsed on staff working in a conference room). Most Pueblo project services were then moved into facilities located in public school buildings. By the time of the second site visit, PYSB had relocated, remaining in the downtown area but in a larger, more adequate physical

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plant. This move allowed some services to return to the main location, although the primary service delivery site remained at the participating schools.

Similarly, most of Boston's FORCE projects were located in rundown housing projects. Some of the facilities could be described as no less than squalid, others were being remodeled, and several were barely adequate. None offered much in the way of resources or adequate recreational space and all workers had to rely on fund-raising techniques from the administrative offices to obtain items, such as TV's, tee shirts, and cooking equipment.

Lack of Parent Participation. Involving parents in all sites was problematic. Pueblo had the most success of the three projects. Parent involvement was an important goal for program staff though such involvement was slow to begin. Staff tried various approaches to engage parents in program activities with mixed success. The more successful efforts included:

- one-to-one contact with parents in their own homes,
- having parents transport their own children to and/or from MA activities, and
- scheduling quarterly family activities.

By the end of the second year, quarterly reports indicated that parental involvement had improved dramatically. Boston's workers engaged parents by offering talent shows, dinners, and mother-daughter nights; Seattle invited parents to the Sisters in Common dinners held after the group meetings.

Lack of Bureaucratic Support. Because the FORCE project was operated by the Boston Housing Authority and each housing development had its own tenant association, several of the projects did not receive sufficient support from the housing development in which they were located. This lack of support and cooperation led to one project's eviction from its space, which also involved having project furniture put on the curb. In another development, project staff were repeatedly locked out of their activity rooms and the children were turned away. This type of internal "squabbling"led to low morale among the workers and lack of interest in the participants.

Monitoring Subcontractor Performance. Problems with the lack of performance on the part of the Central Youth Area Association took up a significant portion of the Division of Youth and Family Services time in terms of auditing compliance and working with the agency to improve it. Problems encountered included: (1) no referrals from the target agencies; (2) staff turnover; (3) lack of evaluation forms; (4) non-implementation of the curriculum; and (5) and lack of referral or client demographic information. Repeated meetings were held with the agency until their contract was terminated at the end of year 2.

Project Monitoring. While the Atlantic Street Center kept case files on each of its case management clients, there was no data other than attendance kept on the Sisters in Common participants or drug education participants. No method of estimating dosage, that is, the amount of service a youth received, was developed nor was there any consistent way to assess length of stay in the program. Actually, some participants continued to participate in SIC meetings even after their cases closed.

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Responsibility for data collection at each site also varied. In Boston, data was reported by each youth worker and aggregated by the project coordinator. Because it was based on a check-off sheet that recorded attendance and not computerized, there was no way to get an unduplicated count of the number of participants served. Only in Pueblo, where detailed logs were kept on each participant, could an unduplicated count of participants be obtained.

The quarterly reports produced by some of the projects, though designed to obtain an unduplicated count of participants, were often filled out inaccurately by the project staff. Quarterly report data were also problematic because projects recorded and reported data inconsistently. For example, some didn't report the number of youth served, some participant numbers were not linked with services provided, and other sites did not always provide an unduplicated count of participants served.

Inadequate Evaluation. All three project evaluations were inadequate. In Boston, the original evaluation plan was never implemented; each year, the evaluation either was not implemented or was not completed. In addition, the contracts were consistently signed too late in the year for the evaluation to be completed, and no final report was ever produced. In Pueblo, though small evaluation contracts were awarded, the quality of the evaluations was poor and the final report was inadequate. In Seattle, only a first year evaluation was completed. There were implementation problems with the instruments, because the workers did not like them and sufficient time was not allowed for their implementation. These issues are discussed further in the next section.

SERVICE DELIVERY

Overview

This section addresses study Objective 2, describing the services and activities of these prevention and intervention projects and the females who participated in them. The following research questions are included:

- What intervention strategies and services were implemented by the grantees?
- What methods were used to recruit and retain youth into the program?
- What were the characteristics of the youth who participated in the projects?

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Services

What intervention strategies were implemented by the grantees?

The approaches taken by these three projects were influenced, in part, by the limitations of the budget. Federal funding was limited to $150,000 per year for each project. Additional "in kind" funding was provided by the applicant agencies. Although the projects were organized differently in each site, all three were focused primarily on providing services to individual youth and (less often) their families. Even the "community-based" strategies were focused primarily at the individual level (e.g. safe haven, cultural enhancement) rather than on community-wide changes such as community organizing. Except for some gender-specific workshops and the "female only" membership, the overall intervention strategies for the female projects were not markedly different from similar prevention programs open to both male and female youths. Although community education was provided, none of the projects emphasized "systems" change.

What types of services were implemented?

Comparing prevention and intervention services among projects is often problematic because commonly accepted definitions of services have not been widely adopted. In order to address this issue in the current study, definitions were developed for services commonly provided by prevention/intervention programs for youth. Service types were grouped into the five areas: (1) individually-based strategies; (2) family-based strategies; (3) school-based strategies; (4) peer-based strategies; and (5) community-based strategies. Services provided by these three projects were labeled according to these definitions, as closely as possible, and grouped into one of these five major types of service. The complete grouping and service definitions are provided in Appendix F.

Service delivery in these projects was not uniform, that is, not every participant received all services or the same mix of services provided by the projects. This was particularly true for the Seattle project where different services were provided by three separate contractors. The duration of service also varied widely from participant to participant although this was hard to measure systematically, given inadequate client tracking systems (discussed later in this chapter). Specific types of services are described below. For a summary of the service delivery of each project, see Figure 2-1.

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Figure 2-1
SERVICE DELIVERY SUMMARY OF THE THREE ADOLESCENT FEMALE GANG PREVENTION PROJECTS

Major Types of Service	Boston	Pueblo	Seattle
Individually -Based Strategies			
Social and Life Skills Training	✓	✓	✓
Alternative Activities	✓	✓	✓
Individual or Group Therapy			✓
Informal Counseling	✓	✓	✓
Tutoring & Homework Support	✓	✓	✓
Mentoring/Positive Role-Model	✓	✓	✓
Case Manage./Service Access		✓	✓
Family-Based Strategies			
Family Therapy			
Family Skills Training			
Parent Training Programs			
Parent Involvement Activities	✓	✓	
Parent Support Groups	✓		
School-Based Strategies			
Teaching Reform			
School SA/Violence Policy			
Goal Setting for Future Educ.			
School-based Youth Advocates			
Peer-Based Strategies			
Positive Peer Clubs or Groups	✓	✓	
Correcting Norm Perceptions		✓	
Peer Resistance Training		✓	
Positive Peer Models			
Peer Leadership Programs	✓		
Peer Counseling		✓	
Peer Support Groups		✓	✓
Community-Based Strategies			
Cultural Enhancement	✓	✓	✓
Crisis Mediation			
Community Service	✓	✓	
Community Education		✓	
Community Organizing			
Safe Haven Programs	✓	✓	✓

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Individually-Based Strategies

Social and Life Skills Training were defined, for this evaluation, as interventions designed to assist youth in developing communication, problem-solving, and decision-making skills, in finding ways to control anger and aggressive impulses (including conflict resolution), in identifying and understanding complex feelings and emotions, and in acquiring or refining basic household skills. All three projects were very active in providing these services. Social and life skills training were the service areas most likely to contain gender-specific materials. Frequently the topics chosen were specifically designed to meet the concerns and needs of adolescent females (e.g., self-esteem, personal grooming and hygiene, pregnancy prevention, career goals, etc.).

In Boston, the FORCE project provided social and life skills training through the personal growth and leadership specialists who traveled to each site one day a week and held sessions with an average of 8 to 12 girls. Neither specialist worked from any established curricula; they gathered their own materials for workshops based on what they felt was needed at the time. The personal growth specialist provided sessions on such topics as self-esteem, physical fitness, personal hygiene and grooming, birth control, and self-confidence. The leadership specialist held workshops as well as organizing other activities such as a debate team, a drill team, self-defense classes, and college and job exploration. She also was responsible for getting girls into GED preparation courses and training programs.

In Pueblo, the MA project was heavily involved in providing social and life skills information through its U*R*IT component. A review of the Summary of Services and Activities reports identified the following social and life skills topics:

- personal safety and self defense;
- pregnancy prevention;
- make-up demonstrations;
- self-esteem;
- nutrition;
- personal hygiene;
- relationships and emotions;
- effective listening skills;
- death,
- loss and grief;
- substance abuse;
- budgeting;
- career choices;
- goal setting; and
- conflict resolution.

These topics were typically a part of the after-school activities that included workshops, guest speakers, lectures and group discussions.

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In Seattle, the Sisters in Common support group curriculum was used most often in providing social and life skills activities. Their 12-week curriculum covered the following topics:

- self-esteem;
- identifying myths/relations;
- spirituality;
- life skills;
- life styles;
- AIDS/sex health;
- sexual harassment/date rape;
- music/dance;
- financial aid/vocational alternatives;
- family health issues;
- substance abuse;
- personal hygiene and grooming;
- multi-cultural community;
- discipline/effective black parenting;
- employment; and
- decision making/money management.

These topics were addressed in a weekly two-hour discussion followed by dinner prepared by the participants, with assistance from the adults.

Alternative Activities in prevention programs typically include organized sports and/or recreational activities in a structured, supervised setting. The goal was to provide prosocial activities as an alternative to gang and drug-related activities. These activities could also provide structure, furnish positive role models and peers, help to develop a sense of personal competence and control. Such activities made up the major portion of the programs at all three of the projects in this study. Frequently, they provided participants with opportunities to experience a range of activities that would not have been available to them normally.

This service was, by far, the largest component of the FORCE project. Activities were most often organized and carried out by BHA youth workers at each site. A general philosophy of "ground up" development of interests guided the selection of alternative activities included in any one development. Youth workers at each site implemented different activities depending on the interests of the particular youth worker and the girls in her development. In some cases, program activities differed significantly from site to site. For example, one athletically inclined youth worker established an athletic league with six teams, including hockey, basketball, and soccer. She also organized a baby sitting club and a program where the girls shopped weekly for elderly residents. In contrast, at another development, the girls participated in talent shows, fashion shows, choir concerts, or essay contests. At other sites, girls participated in debating groups, watched movies, jumped rope, made dolls, went on nature hikes, learned to cook and did community service activities.

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The MA program also provided a wide range of alternative activities to participants. Sports such as skating, softball, volleyball, and swimming were organized. Participants took tours of museums, zoos, art galleries, and botanical gardens. Movies and pizza parties were held as were talent and fashion shows. Staff were very creative in arranging such outings and these activities often took participants to other cities, such as Denver and Colorado Springs. Because of Pueblo's isolated location, they also provided opportunities for travel that these youth might not otherwise have had.

In the STFY project, the Sisters in Common provided a range of alternative activities to participants. Outings such as visits to a battered women's shelter, nursing home, black college fair, play, museum, fashion show, day care center, and other trips were organized by SIC. Camping trips, movies and sleepovers were also provided for the participants.

Individual or Group Therapy includes formal, structured counseling or therapy activities provided by trained psychotherapists. With the exception of the services provided to a few girls by the Atlantic Street Center in Seattle, individual or group therapy with trained psychotherapists was not an integral part of any of these programs.

Informal Counseling involves activities provided by program staff who have not had formal training in counseling and therapy. It often takes place when a "teachable moment" occurs during other program activities. It may also include "crisis counseling," such as when a youth is having an immediate problem and program staff help them to explore solutions. This type of counseling was an important staff role in all three projects. As happens with many community-based prevention programs for youth, much of this type of informal counseling typically took place in connection with other program activities. The participants' interactions with one another were often used as teaching opportunities by the project staff.

Tutoring and Homework Support can be provided by teachers, parent volunteers, program staff, members of the general community, or older students. Both the Boston and Pueblo projects provided some type of tutoring and homework support. The MA program had the most organized educational support component, provided in the context of the U*R*IT program. MA staff were available twice a week after school, in participating schools, to provide this service. The schools provided the MA staff with a room, supplies, and media equipment. School staff who were interviewed for the evaluation felt this was an especially valuable service. In Boston, this activity was left to the discretion of the individual youth workers and was not offered uniformly across sites. Some youth workers successfully incorporated these activities into daily routines while others didn't. Those who didn't seemed to feel that such activities were difficult to enforce or that the meeting space wasn't conducive to studying. Seattle also offered tutoring, primarily to a small group of Southeast Asian youth. Tutors were obtained from the University of Washington.

Mentoring/Positive Role-Modeling programs provide positive role models and adult encouragement. Mentors included program staff, high school and college students, community volunteers, or concerned parents. All three of the projects provided some type positive female role

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models to participants, however, this type of service was more formally organized in the Pueblo and Seattle projects than it was in Boston.

The MA project in Pueblo had the most well-developed formal mentoring component. Participation was voluntary; girls were matched with a mentor only if they wanted to be. Problems with staff turnover during the first year delayed the implementation of the program but it had become well established by the time of the second site visit. All mentor candidates had to satisfactorily complete a background check (including police checks and social service register check for child abuse) and go through a formal training process before being "matched" with a program participant. Each mentor sponsored one girl and contracted for a minimum of two hours per week for nine months.

Typical activities for mentors and their matches included such things as attending community events and events sponsored by PYSB, shopping, talking on the phone, eating out, playing sports, and sometimes just "hanging out" around home. One mentor explained that she was trying to expose her match to new experiences, work-related activities, and alternative life styles to which she might otherwise not be exposed. PYSB also scheduled events for mentors and matches once or twice a month, usually on the weekends.

In the STFY project in Seattle, the Sisters In Common volunteered their time to work with the girls. They provided an interesting model for positive role models. The volunteer Sisters in Common operated the program and served as or arranged for guest speakers. Many of the volunteers themselves presented the curriculum topics. There was a core group of three court employees who founded SIC and, along with other volunteers, took turns being responsible for each week's lesson and meal preparation. (The curriculum they developed was described earlier in the social and life skills training section.)

Although mentoring was included in their proposal, the staff of the FORCE project were never able to organize and implement a formal mentoring program that matched FORCE participants with adult mentors. However, there were activities, such as a debate team sponsored by one of the local colleges, that brought together some FORCE participants with positive role models. Youth workers, who frequently lived in or came from public housing developments themselves, and the leadership and personal growth specialists, also served as positive role models.

Case Management. Both the MA program in Pueblo and the Atlantic Street Center in Seattle were ideally situated to provide these types of service. In Pueblo, the larger PYSB organization had a wide variety of service programs which were available to MA program participants and their families, and close ties to other service organizations in the Pueblo area. While home visits were conducted when a child joined the MA program and individual needs assessments were done for each participant as a part of the intake process, the MA staff was composed of paraprofessionals who did not provide actual case management services. They did not carry caseloads nor were they credentialed social workers. They made referrals to appropriate services when needed.

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Only the case mangers in Seattle's Atlantic Street Center specifically provided case management services to court-involved girls. ASC case management services generally consisted of employment assistance, counseling, drug and alcohol treatment, and tutoring. Participants could also take part in the Sisters in Common support group and drug and alcohol education program (but not all did). Case managers had a minimum of monthly contact with the youths, though usually it was more often and the case managers provided some limited counseling themselves. The average length of stay in case management services was at least a year. Case managers also made attempts to get the family involved in services; however, all acknowledged the difficulty in this, especially those related to drug or cultural problems. Case managers estimated that 85 percent of parents were dysfunctional and not providing structure for their children.

Family-Based Strategies

Family-based prevention strategies can include a range of activities from such things as family therapy provided by trained psychotherapists, to parent involvement activities, designed to increase the interaction between program participants and their parents. Other strategies include family skills training, parent training programs and parent support groups. Aside from trying to involve parents in program activities, family-based strategies were not a central component of any of the three programs.

Parent Involvement Activities are typically recreational and informal in nature. These three projects, like many community-based prevention programs for youth, struggled to find successful strategies for including parents in program activities with their daughters. In Pueblo, the MA program met with some success with involving parents by sponsoring periodic events such as an annual awards dinner which was well attended by parents, participants and mentors.

In the Boston project, parent involvement activities were to be coordinated by the family specialist according to the original proposal. However, this position was vacant for much of the project period and a formal program was never developed. Service activity logs from the quarterly reports indicate that there were some activities designed to involve parents with youth. Examples included two mother-daughter functions, a Father's Day celebration, "family" events and a small (45 participants) family conference during the first year. Some type of parent involvement activity took place in almost every quarter of the project but it is unlikely these activities took place regularly at every site.

In Seattle, the ASC ran the Family Center, which offered a variety of activities, unfortunately, the parents of the case management participants did not necessarily attend. A few families were involved with family counseling, however, the case managers said that involving families in counseling was the most important thing they would like to do. Little success was achieved in engaging parents in services.

Parent Support Groups included regular meetings which provide a place for parents of at-risk youth to meet together to discuss common problems and share solutions with one another. Of

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the three sites, only Boston attempted to provide parent support group services. Quarterly reports indicated that the family specialist had organized parents in some of the developments during the second year of the project. However, these groups were not seen during the site visits and there is very little substantive information on their activities in the written reports from the BHA.

Peer-Based Strategies

Positive Peer Clubs or Groups encompass activities to establish peer groups with prosocial attitudes and values. This can include youth groups that have been established to emphasize positive social and life skills development, non-drug use, alternatives to violence and delinquency, as well as community participation and assistance.

Providing a positive peer group was one of the main goals of the FORCE program, which offered a prosocial group for girls in the housing developments. The concept worked so well that groups of girls in developments that were not funded by FYSB organized their own "FORCE" groups. The main difference was that the FYSB-funded sites were visited by the leadership and personal growth specialists. FORCE groups that were not FYSB-funded were essentially the same in their other activities. This caused considerable confusion during the evaluation because all FORCE groups were somewhat interchangeable to youth and BHA staff.

Peer Leadership Programs teach high-risk youth how to speak before an audience, how to organize tasks and communicate effectively with peers and adults, and how to facilitate group process. Youth are often provided with opportunities to speak at conferences and meetings, or to co-lead prevention activities. A few youth in both the Boston and Pueblo projects were involved in activities designed to enhance their communication skills. In Boston this activity took the form of a debate team sponsored by one of the local colleges. In Pueblo, some of the MA participants were very active in planning and taking part in the annual gang conference sponsored by the Pueblo Youth Services Bureau.

Community-Based Strategies

Cultural Enhancement components of prevention programs focus on both increasing youth awareness of other cultures and increasing their knowledge of their subculture's history, traditions, and values as well as reinforcing positive cultural identity and pride. All of the projects attempted to broaden the cultural horizons of participants.

In Pueblo, the MA staff organized a variety of activities addressing cultural diversity. Many activities such as attending cultural fairs and listening to guest speakers on different cultures, were designed to acquaint program participants with cultures different from their own. Other activities focused on the richness of the Hispanic cultural heritage. Introducing participants to other cultures was sometimes challenging due to the isolation of the Pueblo community. Staff would organize trips to Colorado Springs and Denver in order to provide these experiences whenever possible.

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Cultural enhancement activities in the FORCE program in Boston included participation in large city-wide events such as the Martin Luther King tribute and Latino Pride Day, and a field-trip to the Breakheart Indian Reservation. There also was participation in a multi-cultural festival, the FORCE Multi-cultural Fashion Show, and Kwanza celebrations. With the exception of the Martin Luther King tribute, the Latino Pride Days and the multi-cultural festival, these events did not appear to involve large numbers of FORCE participants.

In Seattle, Sisters in Common staff organized a variety of activities addressing cultural diversity. Many activities such as, attending various cultural fairs and presenting guest speakers on different cultures, were designed to acquaint program participants with other cultures.

Community Service activities provide youth with the opportunity to make positive contributions to their community e.g., organizing crime watches, painting building, graffiti removal, cleaning up parks, or volunteering in community programs. Community service was not a major organized activity in the FORCE program sites although some individual youth workers did include some community service in their activities with the girls. In one development, for example, FORCE participants did weekly grocery shopping for some of the elderly residents.

Community/Media Education includes such activities as media campaigns and public service announcements to raise community awareness of the gang/drug problem and to recruit participants and volunteers. Of the three sites, the Pueblo project was the most active in providing community education. PYSB and MA staff and participants were very active in educating the Pueblo community about the need for youth programming in general and gang prevention specifically. They organized and hosted the First Annual Violence Prevention and Intervention Skill Building Symposium, a two-day, community-wide conference. The MA project director, and the PYSB clinical director also served as resources for information on youth prevention programming and made numerous presentations to community groups and professional meetings. Media contacts were used to publicize the MA program itself and recruit participants.

Safe Haven programs provide a secure area for youth, particularly in neighborhoods heavily influenced by gangs and drug dealers. Two of the three projects provided a safe haven for the youth who participated. All Safe Haven activities had adult supervision. In the housing developments in Boston, the facilities provided for the FORCE program were often open for several hours after school, and even longer during the summer, providing a structured, supervised environment that was close to home. In Pueblo, youth "hung out"in the MA offices after school and on weekends. After hours, the schools provided a safe and supervised location for their activities. The Seattle ASC building did not appear to be used as a safe haven by the participants.

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Recruitment and Retention

What methods were used to recruit and retain youth into the program?

Participation was voluntary in both the Pueblo and Boston progarms and youth workers in both projects were primarily responsible for recruitment of youth into the program (although there were some referrals from other sources). In contrast, participants in the Seattle project were referred as a part of their conditions of probation. Program participation was mandatory rather than voluntary.

The national evaluation of the FYSB Youth Gang Drug Prevention Program (Cohen, *et al.*, 1994) identified several barriers to recruiting and retaining youth in prevention programs similar to the ones in the current study. For example, the evaluation pointed out that new prevention programs can take a long time to gain the community acceptance necessary to maintain a consistent level of participation. Lack of such acceptance can be a significant problem for new projects with funding limited to three years. Program names may affect program acceptance. Prevention programs that include such phrases as "gang" or "drugs" may deter parents (and some youth) from participating because of the stigma associated with these terms. Transportation has often been cited as a major problem for recruiting and retaining youth. Frequent staff turnover and the associated lapses in service delivery also have been identified as contributing to youth dropping out of prevention projects.

The three projects reviewed in this evaluation were able to avoid some of these barriers but not others. The Pueblo Youth Services Bureau and the Atlantic Street Center in Seattle were the best situated in terms of "name recognition" and acceptance in the local community. Both organizations had long, positive connections to the communities they served, which enabled them to establish a new program without losing the time usually needed to gain community acceptance. In contrast, the FORCE project faced considerable resistance to establishing the program in some of the housing developments. Considerable effort was necessary to increase the project's visibility and the level of trust in the community.

Both the Boston and the Pueblo projects avoided potentially stigmatizing project participants by using positive project titles that didn't include the words "gangs" and drugs." Movimiento Ascendencia (Upward Movement) and FORCE (Females Obtaining Resources and Cultural Enrichment) are both names chosen for the positive images they project, an important factor for some parents in allowing their daughters to participate. Although the project in Seattle did not use an overall project name, the Sisters in Common component also projected a positive name and image for the girls who were involved in their activities.

The projects were less successful in overcoming the barriers to consistent participation posed by the lack of transportation and staff turnover. Access to reliable transportation was a problem for all three of the projects. It was especially problematic for the MA project since the distances covered by the project were large, and public transportation was lacking. Staff turnover (described in detail

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above) was a significant problem in Boston and Pueblo. Some programs changed services and times of operation in order to better accommodate participants. Hiring staff from the community being served whenever possible proved to be a helpful tactic for ensuring program participation.

Recruitment

There was no uniform approach to recruiting girls across the three projects. In Pueblo, the MA staff recruitment efforts focused on the wider Pueblo community. Referral packets were distributed to principals, vice-principals and counselors throughout the two school districts in the Pueblo area. Packets were also given to law enforcement, parole and probation departments, and social service agencies. At the beginning of the project particularly, staff made presentations to a wide range of public and private organizations, institutions, and media outlets. Articles appeared in both Pueblo newspapers. A local radio station aired a one-hour interview with outreach staff and a local television station covered the program.

Presentations were used to develop community-wide awareness of the MA program, to generate referrals, and to encourage an ongoing, cooperative relationship between MA and various educational, judicial, social services, health and government institutions. These types of activities continued in years two and three of the project. Recruitment events oriented specifically to youth, such as pizza parties in the schools, were also held. During the second year, staff adjusted their work schedules to allow for more street outreach between 6 and 10 p.m. As the program became more established and well-known in the community, the girls themselves recruited their friends and parents referred their daughters. There were also some self-referrals.

In Boston, recruitment activities of the FORCE youth workers were more narrowly focused on the girls in each development where they worked; although the FORCE program was described in the CID literature on youth programs. There was no uniform approach to recruiting girls across the housing developments.

In Seattle, recruitment per se was not necessary because referrals to the Atlantic Street Center's Positive Alternatives for Young Women case management program came from the King County Juvenile Court and court probation counselors. All participating youths were preadjudicated or had some court involvement. Referrals to the Sisters in Common program came from the juvenile court or police, and all girls were court-involved. Referrals to the drug and alcohol component came from the ASC case management component.

ASC case managers reported that they would have liked to open up referrals because they received calls for girls who weren't in the juvenile justice system yet, but were involved in illegal behavior or had completed probation. They felt they could have handled more referrals than those just from the Division of Youth and Family Services (DYFS) alone, but when they took referrals from other agencies, they then would have to turn DYFS referrals away.

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Retention

In Boston and in Pueblo, retention became an issue when the projects experienced staff turnover. For example, Boston's FORCE project had significant problems with maintaining participant attendance, in part because of the high turnover of youth workers and the resulting interruption of program activities. In an attempt to increase commitment, the Personal Growth and Leadership Specialists developed a "contract" system for the program participants. The two specialists were primarily responsible for working with the girls in each site to develop the rules and regulations and the record keeping system to measure "contract compliance." The rules and penalties were decided by the girls themselves.

One group contract, for example, had penalties for behaviors such as making racist comments, stealing, fighting, swearing, name calling, lying, showing off, being late, not paying attention, etc. Penalties for being late included verbal warnings, written warnings, writing what you did 50 times, two-day suspensions from the Teen Center, loss of one city-wide FORCE trip, and loss of FORCE membership. A behavior chart was used to monitor contract compliance. The Specialists always monitored behavior during their workshops. At the sites, some youth workers monitored behavior daily and others didn't. The Specialists felt that the contract process had some affect on girls' behaviors, at least in the leadership and personal growth activities. At the time of the site visit, no one had ever lost their membership due to contract violations although a few girls had missed activities.

The FORCE staff was split in its own commitment to the contracting process; the specialists (who designed the system) supported it, while the youth workers (who worked with the participants daily and were primarily responsible for implementing the system) did not appear to support it. Youth workers had very little involvement with the development of the process and didn't like the idea of a contract when it was first introduced. They felt it introduced too much structure and created more paperwork for them. Those youth workers who were the most opposed to the implementation of a contract, tended to be those who provided the least structure in their daily activities with the girls.

Another approach to increasing commitment was an attempt to produce identification cards for the girls who had become FORCE "members." These ID cards had pictures and thumb prints. Each girl who wanted to be a FORCE member, and agreed to the terms of the contract, was eligible for a membership card. There were problems, however, in getting the resources from the BHA to have the cards laminated, so this effort was largely unsuccessful.

Number Served and Characteristics of Program Participants

What were the characteristics of the youth who participated in the project and how many were served?

Pueblo's MA program target population included 240 pregang-involved females and 120 gang-involved females, their families, and their extended families. While formal admission criteria (gang-involved or at-risk of gang involvement) existed, in reality, no one was turned away from the

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program. Staff considered all females to be at some degree of risk because of the overall increase in gang activity, the small size of Pueblo, and the economic situation, particularly within the Hispanic population described in Chapter I. Staff did acknowledge; however, that girls who were severely emotionally disturbed, highly sexually active, very withdrawn from the group, and/or unable to follow rules, would not have profited from program activities. These girls were referred to more appropriate services by Pueblo Youth Services Bureau staff.

The MA program's goal was to provide prevention services to 240 pre-gang females and intervention services to an additional 120 gang-involved females between the ages of 8 and 20. According to service delivery information, during the course of the project they served 234 youth. The average age of the total group was 13.7 years; almost 90% were between the ages of 10 and 17 years. Of those categorized, 139 females were at-risk, but not yet gang-involved and 84 were gang involved. Fourteen were not categorized by gang status. The average age for pregang participants was 13.1 years compared to 14.6 years for gang-involved participants. Nearly one-third of the pregang group were between 8 and 11 years years old compared to none of the gang-involved group. Although the program was open to all racial/ethnic groups, 87% of the participants were Hispanic, a proportion higher than the incidence of Hispanics in Pueblo, but consistent with the percentage of adjudicated youth in Pueblo, according to project personnel.

Boston's FORCE project hoped to serve 400 girls, ages 11 to 17 years, living at six BHA developments. Both reports from staff and observations during site-visits indicated, that few, if any, girls were turned away from program activities. Several girls routinely brought their younger sisters to the program site. On occasion, the specialists had to change planned presentations if the subject matter was inappropriate for very young girls. The project's lack of detailed record keeping made it impossible to accurately assess how many individual people were served by this project. Quarterly reports were unreliable and, at times, appeared to use the same numbers from quarter to quarter. The ethnic distribution of the developments was primarily African American (63%), followed by Latino (32%), with a small group of European American and Asian residents (5%). One site served white girls primarily, the remaining five were predominantly African American.

In Seattle, the STFY project goals were to serve 75 pre-adjudicated or adjudicated female youth in Seattle, primarily African American, 30 with regular case management, and 45 in support group and other activities. Seattle's program statistics show that the Sisters in Common program served 104 young women in the third year. Fourteen of these youth were referred for mental health evaluation. Atlantic Street Center's Positive Alternatives for Young Women program provided case management services to 44 young women. Statistics were not available on the number of young women who received the Drug and Alcohol Education and Awareness workshops nor on the number who received tutoring services. The project reported an increase in the number of parents who became involved in the programs, but no numbers were reported. In addition, they reported that only one youth re-offended, two completed their GEDs, and two transitioned from alterative school to regular school. One enrolled in a community college.

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Participant Descriptions from Outcome Interviews

Interviews were conducted with a sample of available girls at each site over several months (see Chapter 1 for discussion of outcome data). Based on the clients interviewed from each site, there were significant differences in the populations served at each site. It is also important to remember that each group of program participants were selected using different procedures. The 60 girls from Pueblo were a representative random sample of a larger population of girls served. The 58 girls from Boston represented a non-probabilistic sample of available girls attending program events on selected days. The nineteen clients from the Seattle project were the only girls available over a period of three months.

Age

Across the three program sites, the average age for program participants interviewed was fourteen. The girls served by FORCE in Boston were significantly younger than the girls served by MA in Pueblo. The girls served by STFY in Seattle were significantly older than those served by MA. The mean and median ages for participants from each program are shown in Table 2-1. A one-way analysis of variance produced an F statistic of 16.6, which is statistically significant at the .001 level. A non-parametric test for differences in means for the three groups is also statistically significant at the .001 level. T-tests between each pair of groups are statistically significant at the .01 level.

Table 2-1. Age of Clients by Program Site

Program	n	Median	Mean	Standard Deviation
Pueblo	60	15	14.8	1.87
Boston	58	13	13.5	1.70
Seattle	19	16	16.1	1.79
Differences statistically significant at .01 level.				

Ethnicity

The program proposals identified different goals for the ethnicity of service populations. The MA program in Pueblo was designed to serve a predominantly Mexican-American population. The other two programs anticipated serving mixed populations with a majority of African-American clients. As can be seen in Table 2-2, the interview data revealed populations that were consistent with proposal guidelines.

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Table 2-2. Ethnicity of Clients by Program Site Based on Interview Data						
	Pueblo		Boston		Seattle	
Ethnicity	n	%	n	%	n	%
Latina	57	95.0	1	1.8	0	0.0
African American	0	0.0	43	75.4	17	89.5
Asian	0	0.0	0	0.0	2	10.5
White	2	3.3	12	21.1	0	0.0
Other	1	1.7	1	1.8	0	0.00

Gang Involvement

All three programs were selected for the study because they proposed to work with both girls who were involved in gangs and girls "at-risk" for becoming involved in gangs. In the outcome portion of the study, gang membership was assigned according to the response to a self-report question, "Are you a member of a gang?" Studies using self-reported gang membership as the method for identifying gang members (Fagan, 1990; Esbensen and Huizinga, 1992; Thornberry, *et al.*, 1992) have repeatedly found that self-reported gang membership is associated with self-reported delinquency. Former gang members were identified by the question, "Have you been a member of a gang in the past?" This second question was asked only of girls who answered the first question negatively.

The original study design required equal numbers of gang (30) and non-gang (30) girls to be interviewed from each program. The difference between the planned 30-30 breakdown and the outcome from the Pueblo site resulted from a lag in communication between the evaluators and the on-site interviewers. (A preliminary count had shown that the interviewers had interviewed proportionally more gang-involved girls than non-gang involved girls. Also, one gang member girl was interviewed twice at the beginning and end of the interview period of about six months. Her answers matched perfectly across the two interviews, but one interview had to be discarded.) In Boston, the 12 program participants who reported being a current or former gang member were the only ones that the field interviewers and program staff could locate after three months of trying. (Incentive to find female gang members in the program was $30 per interview with an additional $25 to be given to each girl.) Finally, it was decided to interview additional non-gang program girls in hopes of gaining additional information on the dynamics of pre-gang involvement in Boston. The eight former gang member girls from the project reflect the complete population of nineteen girls from Seattle who were participating in the project.

Table 2-3 shows the breakdown of program participants at each site by gang membership status. A chi-square statistic for the difference in reporting ever being a gang member is statistically significant at the .01 level, but the difference is clearly between Boston and the other two sites.

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Table 2-3. Gang Membership Status of Clients by Program Site						
	Pueblo		Boston		Seattle	
Gang Membership Status	n	%	n	%	n	%
Current Gang Member	19	31.7	5	8.6	0	0.0
Former Gang Member	9	15.0	7	12.1	8	42.1
Ever Gang Member	28	46.7	12	20.7	8	42.1
Never Gang Member	32	53.3	46	79.3	11	57.9
Differences in response "Ever a Gang Member" statistically significant at .01 level.						

Curry and Spergel (1992) used a set of six indicators to measure levels of gang involvement among male juveniles who did not identify themselves as gang members. These included associational measures and symbolic behaviors reflecting commitment to gang discipline. The association measures included: (1) hanging out where gang members hang out; (2) having gang members as friends; and (3) engaging in deviant behavior with gang members. The symbolic behaviors included: (1) wearing gang colors; (2) flashing gang signs; and (3) becoming involved in gang conflicts. Engaging in deviance with gang members was measured by answering affirmatively to at least one of three items about substance abuse, vandalism, or theft with gang members. Involvement in gang conflict was measured by reporting having been attacked or being the attacker in a gang-related incident. The differences are pronounced between Boston participants and participants at the other two sites, who have never been gang members. Table 2-4 displays the gang involvement at each site by the associational measure of gang activity.

Table 2-4. Gang Involvement Measures for Clients by Program Site						
	Pueblo		Boston		Seattle	
Gang Involvement Measures	n	%	n	%	n	%
Hang Out with Members	19	59.4	16	13.0	8	72.7
Friends with Members	31	58.5	14	25.5	10	52.6
Deviance with Members	13	40.6	0	0.0	6	54.5
Worn Gang Colors	15	46.9	4	8.7	9	81.8
Flashed Gang Signs	5	15.6	0	0.0	4	36.4
Engage in Gang Conflict	7	21.9	0	0.0	2	18.2
Average Gang Involvement	2.3		0.39		3.1	
Differences between Boston and other two sites statistically significant at .05 level.						

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Juvenile Justice System Involvement

Juvenile justice system involvement data was gathered from interviewees at each site. At the Pueblo and Seattle sites, juvenile justice system experience could be confirmed by interviewers. In Boston, juvenile justice system contact is self-reported. Three measures -- ever arrested, ever on probation, and ever incarcerated -- are compared across sites in Table 2-5. The program participants in Seattle were significantly more likely to have had contact with the juvenile justice system. The component of the Seattle program from which girls were selected for interviews was designed for more seriously delinquent girls. These findings reflect that purpose. The program participants in Boston were significantly less likely to have had contact with the juvenile justice system. The Boston program clearly was implemented as a prevention program, at least in terms of its client population. Based on participant contact with the juvenile justice system, the Pueblo program had the broadest focus, incorporating both prevention and intervention strategies into its program efforts.

Table 2-5. Juvenile Justice Involvement for Clients by Program Site

Juvenile Justice System Involvement	Pueblo		Boston		Seattle	
	n	%	n	%	n	%
Ever Arrested	28	46.7	3	5.2	16	84.2
Ever on Probation	19	31.7	0	0.0	14	73.7
Ever Incarcerated	6	10.0	0	0.0	8	42.1
Average # Arrests (Only those arrested)	2.6		1.0		3.1	

Summary

Both process and impact interview data indicate that the service populations at the three program sites varied dramatically. To a great extent, this variation reflected program design. The FORCE program in Boston was, in its implementation, a prevention program dealing with younger girls. Though designed as a female gang prevention and intervention program, the Boston project had limited contact with gang members or gang-involved girls. The STFY project in Seattle focused on a small number of older girls with histories of serious and chronic delinquency. Girls who participated in the Seattle program were not allowed to be currently active members of gangs. Both the Boston and Seattle programs served ethnically mixed populations with a majority of African-American participants. The MA project in Pueblo served the predominantly Mexican-American population in its catchment area. In its implementation, the Pueblo program served girls in need of both prevention and intervention services.

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LOCAL EVALUATION EFFORTS

Overview

If they are well designed and executed, local evaluations can provide information that can be used to run prevention programs more effectively and efficiently, to improve the quality of services delivered, and to show whether services are producing intended results. Local evaluation findings can also contribute to the general knowledge base of prevention programming for youth.

The following section addresses study Objective 3, to describe the local efforts and program evaluation and the results from local evaluations. The following research questions are included:

- What evaluation approaches were chosen by the projects for their local evaluation efforts?
- How effective were projects in carrying out their local evaluations?
- What were the findings from the local evaluations?

Local Evaluation Design

What evaluation approaches were chosen by the projects for their local evaluation efforts?

All of the projects funded under the FYSB gang-prevention initiative for adolescent females were required to implement a local evaluation. Generally, less than 10 percent of their budget was to be set aside for this effort. The proposals for each of these projects presented evaluation plans with strong designs that included both process and outcome components and plans for conducting local evaluations. MA and FORCE contracted with outside evaluators. The STFY project used the staff evaluator at the Department of Housing and Human Services.

The original proposal for FORCE outlined an ambitious evaluation plan that was to be implemented by the Judge Baker Center and Health and Addictions Research, Inc. The design called for both qualitative and quantitative data collection assessing the effectiveness of program implementation and outcome. Program implementation was to be documented from focus groups, group meetings, participant observation, minutes of staff meetings, and the daily logs of specialist activities. Program outcomes were to be assessed by pre- and post-measures of social competency, psychological well-being, school performance, parent-youth relationship, and peer relationships. Measures were to include age-appropriate standardized scales and in-depth interviews with a subsample of participants and parents were to be conducted.

In terms of design and organization, the Pueblo project also had the potential for completing a strong local evaluation. The original plan for the local project evaluation called for both process and impact data collection and analysis. The impact evaluation was to include pre- and post-testing of program participants and control group subjects from a neighboring town.

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The Seattle project's outcome component of its local evaluation consisted of: (1) a self-esteem questionnaire completed by staff for each participant pre- and post-program completion; (2) self-report questionnaire completed by each participant at the beginning and end of each group; and (3) a decision-making questionnaire completed by each participant at the beginning and end of each group. In addition, attendance forms and quarterly report forms were to be completed on all participants. According to the evaluator, the forms were developed in conjunction with staff from both programs, and the volunteers. They were designed specifically for these populations. Because the forms were developed and implemented in the Spring, the most extensive evaluation data was available for the 25 girls enrolled in the winter/spring group.

Implementation of Local Evaluations

How effective were projects in carrying out their local evaluations?

Unfortunately, none of the three projects were able to implement their evaluations as planned. The experience of these local evaluations reflects many of the common problems that community-based prevention programming has had in effectively evaluating their programs.

The original evaluation plan for the FORCE project was never implemented. Progress reports from the first year indicated some progress in instrument development and administration however, Judge Baker Center staff withdrew from the evaluation, and the year one evaluation was never completed. BHA assumed responsibility for contracting for the evaluation of the project for years two and three. The BHA contracting personnel required that the scope of work outlined in the original proposal be maintained in the Year 2 and Year 3 evaluations, despite the lateness of its implementation. The budget for year two was $7,500. The contract for the second year of evaluation (which was not signed until August, 1994) allowed only two months for evaluation activities. During these two months, interviews were conducted with FORCE staff, youth workers, parents, task force members and BHA staff. No report was produced from this effort because the two-month period ended prior to the completion of interviewing. The evaluator was able to find 41 pre-tests that had been administered to FORCE participants during the first project year. Post-test data was apparently not collected. The budget for year three was $25,000. BHA contracting regulations required that awards of this size be put out to bid, which further delayed evaluation activities. The third-year contract still had not been signed at the time of the second site visit in March 1995.

The local evaluator for Pueblo's MA project also had difficulty fulfilling the ambitious evaluation plan described in its proposal. Three data collection instruments were to be developed specifically for this evaluation: the Cultural Competency Measurement Instrument (CCMI), the Youth Social Support Scale (YSS), and the Conflict Resolution Model Evaluation Questionnaire. At the time of the first site visit (two years into the project) the local program evaluator had completed a brief process evaluation of the first year and developed two of the three evaluation instruments. The third instrument, assessing anti-social behavior and the impact of the conflict resolution component, was not developed until the last year of the project.

The delay in completing the evaluation instruments resulted in very low completion rates for the outcome instruments. Of the 237 participants enrolled in the project, 144 completed the CCMI.

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Of those, 28 took both pre and post tests. For the YSS, 136 of the 237 participants took the pretest and 49 took both the pre and post-test. Only 4 participants completed the Conflict Resolution Model Evaluation Questionnaire.

The final evaluation report provided no detailed description of the instruments or the specific items. It also had no information on instrument development and norming. Therefore, it is difficult to assess the extent to which the evaluation was, in fact, measuring those factors being addressed by program activities. It is unlikely, however, given the limited number of participants completing the instruments, that these results would provide an accurate assessment of the success or failure of program impact on participants.

Local Evaluation Findings

What were the findings from the local evaluations?

Seattle's Findings. According to the year one evaluation, a total of 69 young women (duplicated count) were enrolled in at least one of the three Sisters in Common support groups. Of the 25 girls enrolled in this group, 17 attended the group at least four times, and the average attendance was 13 young women and six visitors. Only six of the 25 participants completed both the pre- and post-group questionnaires. The volunteers reported that four participants showed positive change in the areas of being more supportive of peers, having more positive peer interaction, actively participating in group discussion, and volunteering to lead an activity. The six participants who completed the pre-post decision making survey showed positive changes in being able to identify more specific goals related to getting a job, finishing high school or getting a GED, and improving interpersonal relationships.

The evaluation reported that interviews with the participants showed them to be ambivalent about the group, and their resentment about being forced to attend the group. They suggested having more topics discussed during each session, having more entertainment (like acting, dancing and singing) and having more interactive activities requiring their input instead of listening to lectures and presentations. More field trips were suggested.

The volunteers reported that they felt they had become part of the young women's extended families. Many maintained contact with the girls when the programs ended. They had planned to provide the girls with a community service component, offer small business skills, increase parent involvement, and increase opportunities for creative arts. During the first year, 19 young women received case management services. The case manager completed pre- and post-questionnaires on 10 participants who terminated case management services.

Pueblo and Boston Findings. There were no findings available in either site.

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CHAPTER 3:

IMPACT EVALUATION

The impact evaluation was limited by the data available from each program. The first step in this evaluation of program impact focuses on the composition of the population served by each program and the processes by which non-participants obtained information about each program. Service and comparison populations for the study were obtained by different methods at each location. This was the result of program organization, the politics of program implementation, and the social context or local gang problem within which the program was implemented. Assessing the degree to which programs served populations most at risk of gang involvement and delinquency is tightly intertwined with each of these issues. For this reason, a site by site analysis scheme is followed.

DEMOGRAPHIC AND SOCIAL CHARACTERISTICS

This section addresses study Objective 4, describing the background characteristics, family interactions, peer relationships, school involvement, delinquent activities and gang and drug involvement of the youth in the study. The general question addressed in this section is "What was the level of risk of program participants in comparison to other girls in the community?" Specific research questions included:

- Did program participants' family patterns and living situations differ significantly from non-participants?
- Did program participants differ significantly from non-participants in the self-reported academic performance and drop-out rates?
- Does the self-esteem of program participants differ significantly from non-participants?

Pueblo

As described in Section I, program participants in Movimiento Ascendicia were randomly selected. An early count (after about 50 girls had been interviewed) showed more gang than non-gang girls in the program sample. It was that preliminary count that may have led to there being four fewer gang girls in the program sample from Pueblo. A chi square test comparing the recorded percentage of girls ever reporting being a gang member with a 50-50 breakdown showed no difference that was statistically significant. Therefore, it is reasonable to report that the program served equal numbers of gang and non-gang girls. The snowball sample of non-program-participants relied on schools and juvenile justice system contacts to recruit a sample of non-program girls for comparison. The girls in the comparison group who were ever gang members were more likely to describe themselves as "former" gang members than the girls in the program (55.2% compared to 32.1%). The difference was not statistically significant. The snowball sample of comparison girls tended to be slightly older (15.4 years) in comparison to the program participants (14.8). The difference was not statistically significant. Former gang members were somewhat older than current

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gang members in both the program and comparison groups, but current and former gang members in the program were younger than those not in the program.

Gang involvement can be measured as a gradual process as well as simple self-reported membership. Using a population of minority males from gang problem neighborhoods in Chicago, Curry and Spergel (1992a or b) found that a number of self-reported gang-involvement behaviors could be predictive of self-reported delinquency. We use six of these measures here: wearing gang colors, hanging out with gang members, having gang members as friends, engaging in minor deviance such as drug use with gang members, flashing gang signs, and participating in gang fights. Patterns of involvement vary greatly because gangs vary greatly. For example, some gangs do not have colors or hand signs. Girls who reported never being a member of a gang in the program had a slightly higher average score on the number of these six behaviors ever reported than did non-program, non-gang involved girls (2.3 versus 1.9), but the difference was not statistically significant.

Girls who had never been in a gang who were participating in the program were less likely to report that there were gangs in the communities where they lived (31.3% compared to 50%). This difference was not statistically significant. Another risk factor for gang involvement identified in a wide variety of other studies is the presence of a gang member in a youth's household or family. Girls who have never been in a gang who were participating in the program were somewhat less likely to report a gang member in their family than the comparison group of non-members (21.9% compared to 25%). This difference was not statistically significant. According to Campbell's (1990) research on female gang members, another important risk factor for female gang involvement was relationships with boys who were in gangs. Equal numbers of program and non-program non-members (37.5%) reported that they dated gang members.

In general, the household structures of girls in the program and girls not in the program were quite comparable. Of the girls in the program, 45% live in a household with both parents present. Of the girls not in the program, 44.3% fit this criterion. With 31.7% of the program girls reporting only the presence of their mother in the home and 29.5% of the non-program girls with only their mother present, the two samples are not statistically different on the two most common living situations. There are differences in less common categories of living arrangements. Of the girls in the program, 10% live with their mother and a stepfather, compared to only one girl in the non-program sample reporting such a household arrangement. Just over 8% of the non-program sample reported living with their fathers with their mother absent from the home, while only one program girl reported living in household where her father was the only parent. For girls living in households other than these four categories, the difference is not great at 11.7% of program girls compared to 16.4% of non-program girls.

In terms of school participation, again the difference was not statistically significant. Of program girls, 13.3% had dropped out of school. Of non-program girls, 19.7% had dropped out of school. Among the key variables in our analysis are the three scales of "self-esteem" developed by Hare. The Hare measure of self-esteem was specifically designed for use with populations of minority youth. It can be argued that the Hare measures of self-esteem can just as easily be interpreted as measures of social attachment or social efficacy in particular types of relationships. Avoiding continuing arguments in the literature about what self-esteem is, we treated the Hare scales

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as a measure of how a youth feels about his or her relationships with household members, teachers and students at school, and the peer group. This made the measures important indicators of a child's relationship with key institutions and informal groups in his or her environment. We compute the Hare scores as sums within each relational category so that the larger scores represent a better feeling about the relationship. When the average scores on the Hare scales for program participants and non-participants were compared, no significant differences were found. Table 3-1 presented the results.

Table 3-1. Means for Hare Self-Esteem Inventory by Relationship Types (Two Pueblo, Colorado, samples)

Program Participation	Relations		
	Household	School	Peer
Program Participants	30.23	24.33	29.53
Non-Program Participants	29.00	24.77	28.93
No pair of means statistically different at the .05 level.			

Interviewers in Pueblo had access to police and juvenile court worker information on individual girls, so that official records information obtained from girls could be checked. Program participants were slightly more likely to have been arrested than the comparison population (46.7% compared to 41.0%). Program participants were more likely to have ever been on juvenile probation than non-program girls (31.7% versus 21.3%). Still, fewer numbers of the program girls had ever been incarcerated (10.1% compared to 21.3%). This latter finding may be an artifact of the fact that currently incarcerated girls could be part of the comparison group while there were no currently incarcerated girls in the program. The comparison sample of girls also reported a greater number of total arrests (3.9 compared to 2.7). None of these differences were statistically significant at the .05 level. Table 3-2 shows selected results.

Table 3-2. Officially Recorded Contact with Juvenile Justice System (Two Pueblo, Colorado, samples)

Program Participation	System Contact					
	Arrested		Probation		Incarcerated	
	n	%	n	%	n	%
Program Participants	28	46.7	19	31.7	6	10.0
Non-Program Participants	25	41.0	13	21.3	13	21.3
No difference is statistically significant at the .05 level.						

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Since it has long been assumed that the largest proportion of juvenile offending is not officially detected, official contact with the juvenile justice system is supplemented with self-report data when possible. The interview schedule contained a number of self-report items that we first simply translated into ever using violence, ever committing a property offense, ever using alcohol, and ever using other drugs. As can be seen from the Table 3-3, program girls were more likely to report having ever committed each kind of delinquency than were the non-program sample.

Table 3-3. Self-Reported Delinquency by Type (Two Pueblo, Colorado, samples)

Program Participation	Delinquency Type							
	Violence		Property***		Alcohol		Other Drug*	
	n	%	n	%	n	%	n	%
Program Participants	34	56.7	51	85.0	46	76.7	45	75.0
Non-Program Participants	30	49.2	32	52.5	40	65.6	33	54.1

*** Difference statistically significant at the .001 level.
* Difference statistically significant at the .05 level.

From these comparisons, we feel that it is safe to draw an important outcome conclusion. The girls being served by the program were as much at risk of gang involvement and delinquency as a comparable sample of girls from the community served.

Boston

Two efforts were made to develop a sampling frame for girls participating in the FORCE program in Boston. Very few of the girls selected from either sampling frame could be contacted through program staff. Finally the girls who could be contacted through the program staff were interviewed. So unlike the random sample of Pueblo program participants, the FORCE program participants constitute a non-probabilistic sample of convenience. In addition, girls willing to identify themselves as gang members were hard to find among program participants and in the community served by the program.

Only five girls who identified themselves as current gang members could be found in the program. Only two could be found in the community served. Seven former gang members were identified in the program, and seven former gang members were contacted in the community. For the Boston site, we have interviews with 58 girls who were participating in the FORCE program and 47 girls from the community who were not participating in the program. Only twelve of the girls in the program and nine of the girls not in the program reported ever being a gang member.

Of the program girls interviewed, more (74.1%) were African-Americans than the 66.0% of the comparison girls. This difference was not statistically significant. A greater portion of the

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program girls was white than were the non-program girls (21.1% versus 12.8%). On the other hand, there were six Puerto Rican girls in the comparison sample and only one in the program sample. Of the five self-reported current gang members in the program, four were African-American and one was white. One of the two current gang members not in the program was African-American and the other was Puerto Rican. Of the seven former gang members in the program, six were African-Americans and one was Puerto Rican. All seven of the former gang members interviewed outside the program were African-Americans.

There was not a statistically significant difference between the average ages of the girls in the program (13.5 years) and the average ages of girls not in the program. All of the program girls were still enrolled in school and only four (8.5%) of the non-program girls had dropped out of school. Of the four, three identified themselves as former gang members. About the same proportions of girls in the program and not in the program lived in homes with single mothers (60.3% in the program, 66.0% not in the program), but there were major differences in this statistic with respect to ethnicity. White girls in the program were more likely to come from single mother homes (83.3%) than white girls not in the program (33.3%). African-American girls in the program (53.5%) were less likely than African-American girls not in the program to come from single mother homes.

Looking at professed gang membership alone, it appeared that the program was reaching a proportion of girl gang members comparable to those available in the service community population. If we treat gang involvement as a broader range of behaviors as we did above, a somewhat different picture emerges. Based on the six gang-involvement behaviors identified by Curry and Spergel (1992), a larger proportion of the girls in the program reported no involvement with gang members or gang culture (69.6%) than reported no involvement among the non-program girls (57.9%). The difference is not statistically significant. Comparing the average numbers of gang-involvement behaviors reported by girls who report such behavior did produce a result significant at the .05 level. The fourteen girls in the program reporting at least one gang involvement behavior reported on the average 1.26 behaviors. The sixteen girls not in the program reporting at least one gang involvement behavior reported on average 2.06 behaviors. Comparing program and non-program girls on other isk factors produced ambiguous results. Non-program girls were more likely to report dating gang members (28.9% versus 15.6%). More program girls reported that gangs were active in their community (62.2% versus 42.1%), but more non-program girls reported that a member of their family belonged to a gang (10.5% compared to 6.5%).

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Table 3-4. Means for Hare Self-Esteem Inventory by Relationship Types (Two Boston Populations)

Program Participation	Relations		
	Household	School	Peer
Program Participants	30.48	25.21	28.14
Non-Program Participants	31.19	25.80	28.40
No pair of means statistically different at the .05 level.			

Table 3-4 shows the results of comparing Boston program participants with non-participants by their average scores on the three components of the Hare self-esteem inventory. There are no statistically significant differences.

Table 3-5. Self-Reported Contact with Juvenile Justice System (Two Boston Populations)

Program Participation	System Contact					
	Arrested		Probation		Incarcerated	
	n	%	n	%	n	%
Program Participants	3	5.2	0	0.0	0	0.0
Non-Program Participants	5	10.6	3	6.4	0	0.0
No difference is statistically significant at the .05 level.						

At the Boston site, interviewers did not have access to juvenile justice records. The results in Table 3-5 represent self-reported contact with the juvenile justice system. In comparison to the Pueblo site girls, contact with the juvenile justice system was relatively rare. Differences are not statistically significant. Only one of the three non-program girls reporting having been on probation reported ever having been a gang member.

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Table 3-6. Self-Reported Delinquency by Type (Two Boston Populations)

Program Participation	Delinquency Type							
	Violence		Property		Alcohol		Other Drug	
	n	%	n	%	n	%	n	%
Program Participants	23	39.7	20	34.5	21	36.2	8	13.8
Non-Program Participants	14	29.8	13	27.7	24	51.1	10	21.3

No difference is statistically significant at the .05 level.

For self-reported delinquency, an interesting pattern emerged. Greater proportions of program participants reported violent and property offenses, and greater proportions of non-program girls reported using alcohol and other drugs. The results are shown in Table 3-6. None of the differences were statistically significant at the .05 level.

Given the organization and record keeping capacity and especially the client tracking capacity of the Boston FORCE program, it is difficult to draw any strong conclusions about the client population that they served when it is compared to a population of girls collected through snowball sampling in the community. Overall, it does seem safe to conclude that program staff for the FORCE program were not in contact with girls who were willing to identify themselves as having ever been gang members. As far as can be determined by the available data, the program was a prevention program open to all girls in the community. There were no observable distinctions between girls served by the program and those who were not.

Seattle

A different respondent recruitment design was employed in Seattle. Access was only granted to nineteen girls enrolled in one component of the program. The interviewers were three women selected by the group Sisters in Common. Sisters in Common leadership had already identified the kinds of gang affiliation respondents to be assigned to each interviewer. One interviewer, who worked with a religious-based prevention program for at-risk girls, was to interview girls "at-risk-for" gang membership who had never been gang members. Another interviewer who was a probation counselor with the juvenile court was charged with interviewing only current or former gang members. Finally, a community organizer who worked as a counselor at a program for homeless girls was charged with finding ten gang-involved and ten non-gang-involved respondents from the communities around the Atlantic Street Center using her contacts in other community-based organizations providing services to adolescent girls. To compare participants in the intensive supervision program at Atlantic Street Center to girls not participating in the program, it was necessary to treat the comparison populations as three separate snowball samples. This data is presented in Table 3-7.

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Table 3-7. Self-Reported Gang Membership by Source of Respondent (Four Seattle Populations)

Gang Membership	Population/Sample							
	Program		Comparison Samples					
			Juvenile System		CBO Programs		Church Program	
	n	%	n	%	n	%	n	%
Never	11	57.9	0	0.0	10	50.0	20	100.0
Current	0	0.0	7	43.8	7	35.0	0	0.0
Former	8	42.1	9	56.3	3	15.0	0	0.0

When we examined gang behavior other than membership reported by girls who had never been a gang member, there were no significant differences across the three groups of respondents that included non-members. Girls recruited through the CBO programs were somewhat more likely to report no gang involvement behaviors. As seen in Table 3-8, the average number of gang involvement behaviors was highest for the program girls and lowest for the church program girls. The girls in the church program were the most likely to report a gang member in their family and the least likely to report dating gang members.

Table 3-8. Gang Involvement among Non-Members by Source of Respondent (Four Seattle Populations)

Gang Involvement	Population/Sample			
	Program	Comparison Groups		
		Juvenile System	CBO Programs	Church Program
Never a Gang Member	11	0	20	10
No Reported Gang Behavior	1 (9.1%)	na	2 (20.0%)	1 (5.0%)
n with At Least 1 Gang Behavior	10	na	8	19
Mean Number Reported Gang Behaviors	3.40	na	3.00	2.32
Gang Member in Family	1 (9.1%)	na	2 (20.0%)	7 (35.0%)
Date Gang Members	5 (45.5%)	na	6 (60.0%)	4 (20.0%)

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The oldest group was the girls interviewed by the homeless program counselor with an average age of 16.3 years. The youngest group was the girls interviewed by the probation counselor with an average age of 15.24. The girls from the church-affiliated program (mean age = 15.5) and those from the Atlantic Street program (mean age = 16.11) fell between the other two groups. In terms of ethnicity, the Atlantic Street Center program participants consisted of seventeen African Americans (80.5%) and two Asian Americans (Japanese, 10.5%). The comparison girls contacted through the church program were all African American. The other two groups were more heterogeneous. Half of the respondents recruited by the probation counselor were African Americans (50%), but one of the two girls from this group who had never had official contact with the juvenile justice system was an African American. Two of girls recruited from the juvenile justice system by the probation counselor were white (12.5%). Two (12.5%) were Asian Americans, and three (18.8%) were Native Americans. One respondent recruited by the probation counselor was Mexican American. The girls recruited from the CBO social service programs were even more ethnically diverse. Seven (35.0%) were Asian Americans including Laotian, Thai, Chinese, Vietnamese, and Filipino. Four (20.0%) were African Americans. In addition, there were three whites, a Native American, a Mexican American, two Samoans, and two girls of mixed parentage (African American and white, and Asian American with white). The ethnicity of the respondents is presented in Table 3-9.

Table 3-9. Ethnicity of Respondents by Source of Respondent (Four Seattle Populations).

Ethnicity	Population/Sample							
	Program		Comparison Groups					
			Juvenile System		CBO Programs		Church Program	
	n	%	n	%	n	%	n	%
African-American	17	89.5	8	50.0	4	20.0	20	100.0
Asian-American	2	10.5	2	12.5	7	35.0	0	0.0
Chicana	0	0.0	1	6.3	1	5.0	0	0.0
Native American	0	0.0	3	18.7	1	5.0	0	0.0
Samoan	0	0.0	0	0.0	2	10.0	0	0.0
White	0	0.0	2	12.5	3	15.0	0	0.0
Mixed	0	0.0	0	0.0	2	10.0	0	0.0

The distribution of respondents by living situation is shown in Table 3-10. The proportion of girls in each respondent population living with their mothers without their fathers present in the home is comparable. In the one group (the sample collected through the juvenile justice system)

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where the proportion is somewhat lower, the difference is balanced by more girls living with mothers and stepfathers. Atlantic Street Center program girls and girls recruited through the juvenile justice contact were less likely to come from two parent households than the girls from the community-based programs or the church-affiliated program.

Table 3-10. Living Situation by Source of Respondent (Four Seattle Populations)

Type of Contact	Population/Sample							
	Program		Comparison Groups					
			Juvenile System		CBO Programs		Church Program	
	n	%	n	%	n	%	n	%
Mother-Headed	8	42.1	5	31.3	8	40.0	8	40.0
2 Parent Household	1	5.3	2	12.5	7	35.0	6	30.0
Father Only	3	15.8	1	6.3	0	0.0	0	0.0
Mother/Step Father	0	0.0	5	31.3	1	5.0	3	15.0
Other Relative	6	31.5	3	18.8	0	0.0	3	15.0
Homeless	0	0.0	0	0.0	4	20.0	0	0.0
Boyfriend	1	5.3	0	0.0	0	0.0	0	0.0

The highest percentage of school enrollment was among the girls recruited from the church program. (See Table 3-11) All were attending school. Only two of the program girls had dropped out of school (actually had been expelled). Both were older, one aged 19, the other 20. The dropout rate was highest among those girls recruited through the juvenile justice system (43.8%). The dropout (or in most cases, suspension) rate for the girls recruited from the other community-based social service organizations (25%) was higher than the rate for the girls in the Atlantic Street Center program, but the difference was not statistically significant.

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Table 3-11. School Enrollment by Source of Respondent (Four Seattle Populations)

School Status	Population/Sample							
	Program		Comparison Groups					
			Juvenile System		CBO Programs		Church Program	
	n	%	n	%	n	%	n	%
Attending	16	84.2	9	56.3	15	75.0	20	100.0
Not Attending	2	11.5	7	43.8	5	25.0	0	0.0
GED	1	5.3	0	0.0	0	0.0	0	0.0

The data in Table 3-12 demonstrates that the only difference in averages between groups on the Hare self-esteem inventory that was statistically significant was that between girls recruited by the juvenile justice system representative and the girls recruited by the church program administrator on the school-based component of the inventory. The girls from the religious-based program had the highest average scores on home-based and school-based items. The girls from the other community-based organization programs had the highest average score on peer-based items. The lowest average scores on home-based and school-based items were recorded for the girls recruited through the juvenile justice system. The Atlantic Street Center program girls had the lowest average scores on the peer-based items.

Table 3-12. Means for Hare Self-Esteem Inventory by Source of Respondent (Four Seattle Populations)

Relationship Type	Population/Sample			
	Program	Comparison Groups		
		Juvenile System	CBO Programs	Church Program
Household	28.7	28.4	28.7	31.7
School	25.1	22.9	25.1	26.4
Peer	29.7	30.1	31.3	30.7

Difference between Juvenile Justice System and Church Program on School component is statistically significant at .01 level.

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A majority (13 or 68.4%) of the girls in the Atlantic Street Center intensive supervision program had been assigned to the program by the juvenile court. Of the other six, referred by school counselors, three (half) had a history of juvenile offending. In almost all of her cases, the probation counselor interviewer contacted her respondents directly through the court. In only two instances did she interview two former gang members who had never had contact with the court. In each of these cases, she was referred by other respondents who were already on probation. These two girls and one gang member who was being held on a kidnaping charge pending trial were the only three girls contacted by the probation counselor interviewer who had not been on probation. Half of the girls contacted through the CBO programs had an offense history and a fourth had been on probation. Only three of the girls from the church program had had official contact with the juvenile justice system. All three had been contacted through YMCA staff rather than from the religiously-oriented program administered by the interviewer. These three included a 14-year-old with multiple violent offenses, probation, and a three-week custodial placement; a 17-year-old with an assault charge and 3 weeks custodial placement but no probation; and a 17 year-old with two car theft offenses and probation at ages 13 and 14, but no placement or subsequent offenses. These three girls clearly constitute outliers in the population recruited through the religiously-based program. This data is summarized in Table 3-13.

Table 3-13. Officially Recorded Justice System Contact by Source of Respondent (Four Seattle Populations).

Type of Contact	Population/Sample							
	Program		Comparison Groups					
			Juvenile System		CBO Programs		Church Program	
	n	%	n	%	n	%	n	%
Arrested	16	84.2	14	87.5	10	50.0	3	15.0
Probation	14	73.7	13	81.3	5	25.0	2	10.0
Incarceration	8	42.1	11	68.8	8	40.0	2	10.0

As with most populations, self-reported delinquency was highly correlated with official contact with the juvenile justice system for the girls interviewed in Seattle. Atlantic Street Center program girls self reported somewhat less offending than did the girls contacted through the juvenile justice system. The Atlantic Street Center program girls self reported more offending in every category except one than the girls recruited through the community organizer or the religiously-based program. The exception was that a greater proportion of the girls from the community-based programs reported violent offending. (See Table 3-14)

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Table 3-14. Self-Reported Delinquency by Source of Respondent (Four Seattle Populations)

Type of Offense	Population/Sample							
	Program		Comparison Groups					
			Juvenile System		CBO Programs		Church Program	
	n	%	n	%	n	%	n	%
Violent	8	42.1	11	68.8	10	50.0	2	10.0
Property	13	68.4	16	100.0	10	50.0	10	50.0
Alcohol Use	16	84.2	15	93.8	16	80.0	9	45.0
Other Drug Use	16	84.2	14	87.5	14	70.0	6	30.0

On the basis of these data, it is possible to make some conclusions about the recruitment processes for the Atlantic Street Center intensive supervision program. These conclusions must remain tentative due to the small number of girls in the program and the different sources of comparison respondents. While a majority of the girls included in the program were referred by the juvenile court, there is evidence in comparing them to the girls recruited through the juvenile justice system that they are probably not the "worst" of the female juvenile offenders in the system. This could easily be explained by the voluntary nature of the program. The population of girls at risk for gang involvement and delinquency in Seattle is a very diverse one, ethnically, culturally, and in terms of risk factors. The Atlantic Street Center is unquestionably serving a small, but very needy portion of that population.

PROGRAM OUTREACH

Analyses in this section were designed to answer the following outcome research question:

- How effective was each program at outreach to at-risk girls in the community?

Respondents who did not participate in the program at each site were asked a series of questions in an effort to assess how effective each program had been at outreach to at risk populations. The number of non-program girls who responded affirmatively to the question "Before we contacted you about this study, did you know the program existed?" varied significantly across sites. Table 3-15 presents the results. Project FORCE was known by a majority of respondents not in the program. Pueblo Youth Services Bureau had been "heard of" by slightly less than half of the non-participants interviewed. Atlantic Street Center was significantly less likely to be known to girls not participating in a program there. However, the result for Seattle was shown to vary significantly across non-participant respondent groups. As can be seen in Table 3-16, half of the girls recruited through the juvenile justice system had heard of Atlantic Street Center programs.

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Table 3-15. "Ever Heard of Program" by Site (Program Non-Participant Samples)

Response	Population/Sample					
	Pueblo		Boston		Seattle	
	n	%	n	%	n	%
Yes	29	47.5	33	68.8	16	28.6
No	32	52.5	15	31.3	40	71.4
Chi square is statistically significant at .001 level.						

Table 3-16. "Ever Heard of Program" by Respondent Source (Three Seattle Program Non-Participant Populations)

Response	Population/Sample					
	Juvenile System		CBO Programs		Church Program	
	n	%	n	%	n	%
Yes	8	50.0	5	25.0	3	15.0
No	8	50.0	15	75.0	17	85.0
Chi square comparing Justice System with other groups combined is statistically significant at .05 level.						

Non-program participants were asked a series of five questions about what they knew specifically about the program. These questions concerned program location, activities, hours, organizational affiliation, and purpose. The results are presented in Table 3-17. For each kind of information, non-program participant respondents from Boston were more likely to report knowing program specifics. These five items had a Cronbach's alpha coefficient of reliability of .69. Removing any item lowered the value of this coefficient. Scoring each type of knowledge as a 1 and "not knowing" as 0 produced a measure of program knowledge ranging from 0 to 5. The mean knowledge score for the non-participants who had heard about the program in Boston was 3.24, significantly higher than the mean for Pueblo of 1.86 or for Seattle of 1.69 at the .001 level. It appeared that program outreach of FORCE in Boston was more effective at making non-participants aware of the program and at providing non-participants with a wider range of information about the program than the other two programs. The question then becomes how did this transpire.

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Table 3-17. Knowledge of Program by Site (Program Non-Participant Samples)

Respondent Knew	Population/Sample					
	Pueblo		Boston		Seattle	
	n	%	n	%	n	%
Location	13	44.8	24	72.7	9	56.3
What Program Does	17	58.6	23	69.7	7	43.8
When Open *	3	10.3	18	54.5	2	12.5
Who Operates *	8	27.6	21	63.6	2	12.5
Program Purpose	13	44.8	21	63.6	7	43.8

* Difference is statistically significant at .01 level.

An additional issue was how well were programs reaching particular kinds of girls. There were no statistically significant differences by gang involvement status, arrest status, school enrollment, or any of the Hare self-esteem measures. Respondents were, however, asked a question about whether each knew anyone involved with the program that was the object of the national evaluation. Table 3-18 shows that a large proportion of those at each site who had heard of the program knew someone involved in the program. In most cases, these program contacts were friends who were participants, but a respectable proportion also knew staff at the local prevention/intervention program. A few at each site knew a family member or relative who participated in some aspect of the program.

Table 3-18. "Know Someone Involved in Program" by Site (Program Non-Participants Who Had "Heard of Program")

Relation of Person(s) Involved	Site					
	Pueblo		Boston		Seattle	
	n	%	n	%	n	%
Anyone	21	72.4	31	93.9	14	87.5
Family Member	2	9.5	14	45.2	4	28.6
Friend	17	81.0	29	93.5	7	50.0
Staff	13	61.9	20	64.5	6	42.9

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To test whether contact with someone involved in the program or some other organizational feature (say publicity) is more important to knowledge of the program, a multivariate analysis of variance (MANOVA) was conducted with level of program knowledge as the dependent variable and site and contact with someone in the program as the independent variables. The MANOVA results are presented in Table 3-19.

Table 3-19. MANOVA of Program Knowledge for Selected Variables (Program Non-Participants Who Had "Heard of Program")

Variable	Sum of Squares	df	Mean Sum of Squares	F
Site	1.418	2	.709	.364
Know Anyone Involved	21.520	1	21.520	11.052***
Interaction	4.405	2	2.203	1.131
Residual	140.191	72	1.947	7.260
Explained Variation (Adjusted R^2)		.771		

The MANOVA result suggests that it is patterns of personal connection between non-participants and persons involved in the programs that accounts for variations across sites. This pattern can be seen in Figure 3-1 and in the first two rows of Table 3-20. Once personal contacts are controlled, site does not explain a statistically significant portion of the variation in program knowledge.

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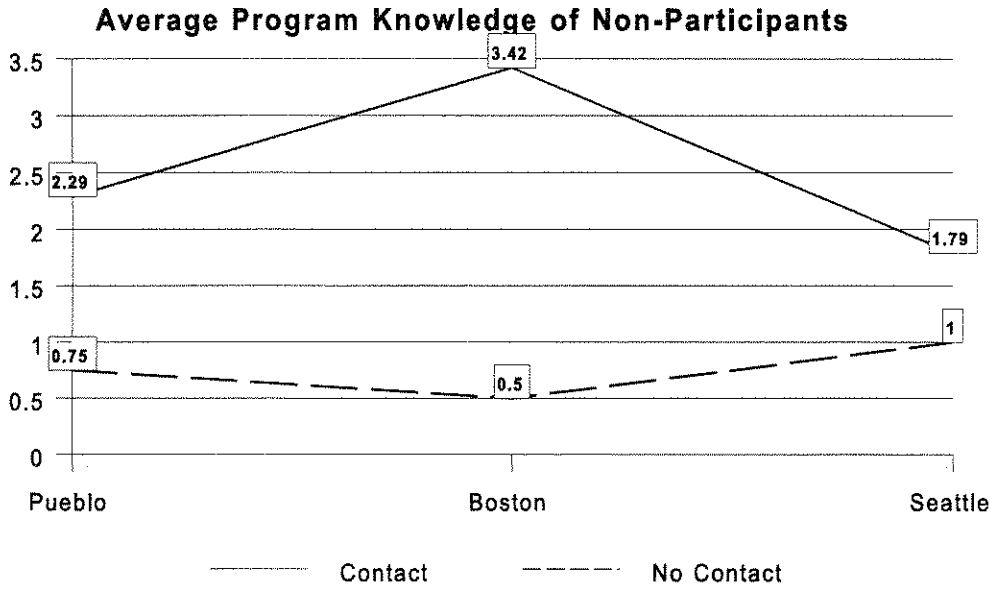
Figure 3-1



There is one additional question that could be important to policy and practice: *Was any kind of personal connection to someone involved at the center as important as any other in explaining variations in program knowledge among non-participants?* Table 3-20 shows the means for each kind of personal connection by site. The only consistent difference in means across sites is found for knowing staff. Still, knowing family members and friends who are participants appears to important in Pueblo and Boston, but not Seattle. If a new variable is constructed that takes into account any contact with a participant, whether it be family member or friend, a more parsimonious MANOVA model with greater explanatory power can be produced. This model is shown in Table 3-21. (Only the largest of the interaction terms was included in the model. It's level of significance was .086. All other interaction terms were both smaller and less significant). From this model, it can be seen that contact with staff was the key factor in explaining the variation in the dissemination of program knowledge to non-participants across sites. In a secondary role, especially in Boston, contact between non-participants and participants was also statistically significant at the .05 level.

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Table 3-20. Average Program Knowledge by Site and Connections to Program (Program Non-Participants Who Had "Heard of Program)

Relation to Person(s) Involved		Site		
		Pueblo	Boston	Seattle
Anyone	Yes	2.29	3.42	1.79
	No	.75	.50	1.00
Family Member	Yes	4.00	3.50	1.25
	No	1.70	3.05	1.83
Friend	Yes	2.35	3.48	1.43
	No	1.17	1.50	1.89
Staff	Yes	2.92	3.60	2.67
	No	1.00	2.69	1.10

Table 3-21. Multivariate Analysis of Variance of Program Knowledge for Selected Variables (Program Non-Participants Who Had "Heard of Program)

Variable	Sum of Squares	df	Mean Sum of Squares	F
Site (1)	.270	2	.135	.201
Know Staff Member (2)	24.411	1	24.411	14.683***
Know Participant (3)	7.799	1	7.799	4.691*
Interaction (1 & 3)	8.434	2	4.217	2.536
Residual	118.043	71	1.663	
Explained Variation (Adjusted R^2)			.805	

* Statistically significant at .05 level.
*** Statistically significant at .001 level.

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Summary and Conclusions

Despite considerable variation in how girls were interviewed across sites and considerable variation in the nature of the gang problems across sites, certain conclusions can be drawn from the preceding analyses.

Each program reached populations of girls at risk of gang involvement and delinquency comparable to the general level of risk faced by the population of girls in the community.

In Pueblo and Seattle, the programs both reached girls at high risk for gang involvement and delinquency. Pueblo served far more girls and documented their service more thoroughly than did Seattle. From the preceding process evaluation, it is clear that the Boston project suffered from institutional disorganization and weak client-tracking. Still, based on the analyses in this chapter, the Boston program reached girls who were just as at risk as the general population of girls in the community.

Each program disseminated information about the program to populations of girls not involved in the program. The primary method by which information about the program was conveyed to non-participants was through personal contact with staff and secondarily through personal contact with program participants. Once levels of personal contacts were controlled, there were no other significant site-specific effects on the dissemination of program knowledge.

The results of examining how widely known FORCE was among non-participant adolescent girls in the community brings a new dimension to understanding, and appreciating, the program. From the lists that were used to develop sampling frames, it was evident that large numbers of girls were participating in FORCE's program components. Despite problems in client-tracking and staff turnover at FORCE, these results about program knowledge revealed the program to be a visible social "force" in its community. The findings on the connections between personal contact and knowledge about all of the programs supports other research (Stack, 1974) that has argued for the importance of personal networks and informal contacts in the organization of poorer communities.

From these results, the three programs can be viewed as falling along an organizational continuum from very institutionalized and structured to something more akin to a mass movement. The Atlantic Street Center intensive supervision program falls at the more structured end of the continuum. Most of Atlantic Street Center's referrals came directly from the juvenile justice system. The program served a very small number of girls, most of whom already had comparatively serious delinquency problems. At the other end of the continuum is Boston's FORCE program with its wide diversity of activities, but broad visibility and recognition within the public housing communities. Movimiento Ascendicia of the Pueblo Youth Services Bureau falls somewhere in between. It reached a narrower, more troubled population of girls than FORCE and provided them with structured case management and client-tracking.

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CORRELATES OF GANG INVOLVEMENT AMONG ADOLESCENT FEMALES

A major goal of this research effort was to increase what is known about gang involvement among adolescent females. This examines the social correlates of gang involvement among girls. Research questions addressed in this section include:

- Did program participants who are gang-involved differ significantly from participants who are not gang-involved in their delinquency, neighborhood, families, drop out status and peer association?

Gang Membership and Self-Reported Delinquency

Despite agency input on perceived gang involvement, the identification of girls as current or former members was totally up to the girl at the time of the interview. On most variables examined in this chapter, there were not statistically significant differences between current and former members. The most important distinction in these analyses was between girls who had ever considered themselves gang members and girls who had never considered themselves gang members. This practice has been followed in other research (Esbensen, *et al.*, 1997). The arguments for this approach are strong. Longitudinal research on gang membership (Thornberry, *et al.*, 1993; Esbensen and Huizinga, 1993) has shown that gang membership is a comparatively transient phenomenon for most adolescents. Field research (Short and Strodtbeck, 1965; Hagedorn, 1988; Decker and Van Winkle, 1996) has described gang membership as a rather fluid status, sometimes changing day to day. As will be shown below, the perception of oneself as a gang member, whether past or current, is a rather important consideration, especially in its repercussions on delinquency.

Table 3-22. Gang Membership and Self-Reported Delinquency (n=301).

Type Delinquency	Membership Status			
	Non-Member		Gang Member	
	n	% involved	n	% involved
Violence ***	55	29.1	77	68.8
Theft ***	72	38.1	93	83.0
Alcohol Use ***	89	47.1	98	87.5
Other Drug ***	58	30.7	88	78.6
Totals	189		112	

*** Difference statistically significant at the .001 level.

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Table 3-23. Gang Membership and Self-Reported Delinquency by Site

Pueblo	Membership Status			
	Non-Member		Gang Member	
Type Delinquency	**n**	**%**	**n**	**%**
Violence ***	23	35.9	41	71.9
Theft ***	35	54.7	48	84.2
Alcohol Use ***	33	52.6	53	93.0
Other Drug ***	29	45.3	49	86.0
Totals	64		57	
Boston	**Membership Status**			
	Non-Member		**Gang Member**	
Type Delinquency	**n**	**%**	**n**	**%**
Violence **	24	28.6	13	61.9
Theft ***	20	23.8	13	61.9
Alcohol Use *	31	36.9	14	66.7
Other Drug **	9	10.7	9	42.9
Totals	84		21	
Seattle	**Membership Status**			
	Non-Member		**Gang Member**	
Type Delinquency	**n**	**%**	**n**	**%**
Violence ***	8	19.5	23	67.6
Theft ***	17	41.5	32	94.1
Alcohol Use **	25	61.0	31	91.2
Other Drug ***	20	48.8	30	88.2
Totals	41		34	

* Difference statistically significant at the .05 level.
** Difference statistically significant at the .01 level.
*** Difference statistically significant at the .001 level.

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In our study populations, current gang members and former gang members were equally likely to self-report participation in violence, property crime, alcohol use, and other drug use. The differences between gang members and girls who had never been members did not conflict with prior research. As can be seen in Table 3-22, girls ever considering themselves gang members were significantly more likely to report engaging in each of four kinds of delinquency than were non-members. For three of the types of delinquency, gang members were more than twice as likely as non-members to report the activity. Table 3-23 reveals that the relationship between gang membership and self-reported delinquency was consistent over all three sites.

Gang Membership and Involvement with the Juvenile Justice System

Official record data from the juvenile courts were available to interviewers at the Pueblo and Seattle study sites. Contact with the juvenile justice system for Boston was self-reported. Being or having been a gang member was associated with juvenile justice system involvement and the seriousness of the involvement. While for each site gang members were significantly more likely than non-members to have been involved in the juvenile justice system, there were significant differences across sites. Only 19% (four) of the 21 gang members from Boston reported ever being arrested. This was in contrast to the 63.2% of gang members arrested in Pueblo and the 82.4% arrested in Seattle; 73.5% of the gang members from Seattle had been on probation, as had 42.1% of the gang members from Pueblo. Of the Seattle gang members, 61.8% had been incarcerated. These differences in justice system contact could result from subject recruitment strategies for gang members described earlier. Table 3-24 presents a summary of the data.

Table 3-24. Gang Membership and Juvenile Justice Involvement (n=301)

Type Delinquency	Membership Status			
	Non-Member		Gang Member	
	n	%	n	%
Arrested ***	36	19.0	68	60.7
Probation ***	19	10.1	50	44.6
Incarcerated ***	12	6.3	36	32.1
Totals	189		112	

*** Difference statistically significant at the .001 level.

Gang Involvement among Non-Gang Members

As noted earlier, gang involvement can be viewed as an incremental process. Girls who do not consider themselves to have ever been members of a gang may still have worn gang colors, flashed gang signs, hung out with gang members, have gang members as friends, or even engaged in delinquency with gang members. The relationships between delinquency and these kinds of

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behaviors among girls who do not consider themselves gang members can provide insights into the nature of gang involvement in each community. First, let us identify girls who report wearing gang colors, flashing signs, hanging out with members, or having members as friends as gang associates with non-delinquent involvement. Second, let us identify girls who do not consider themselves to have ever been gang members but who report having engaged in substance abuse, vandalism, or stealing with gang members or being a participant in a gang-related fight as gang associates with delinquent involvement. By creating these categories, shown in Table 3-25, it was possible to see the range that exists in gang involvement among girls who have never considered themselves gang members.

Table 3-25. Gang Involvement among Non-Members (n=189)

Type of Involvement	Membership Status					
	Pueblo		Boston		Seattle	
	n	%	n	%	n	%
No Gang Association	18	28.1	50	59.5	4	9.8
Non-Delinquent Gang Association	20	31.3	30	35.7	23	56.1
Delinquent Gang Association	26	40.6	4	4.8	14	34.1
Totals	64		84		41	

Table 3-26 examines the differences in self-reported delinquency between non-delinquent gang involved girls and girls with no gang association. (Examining self-reported delinquency for girls who also report delinquent activity with gang members would be redundant.) As can be seen, non-delinquent gang association is significantly related to self-reported theft and other drug use, but is not significantly related to self-reported violence or alcohol use.

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Table 3-26. Non-Delinquent Gang Association and Self-Reported Delinquency (n=301)

Type Delinquency	Gang Involvement			
	No Gang Association		Non-Delinquent Gang Association	
	n	%	n	%
Violence (ns)	14	19.7	20	28.2
Theft **	13	18.3	28	39.4
Alcohol Use (ns)	22	31.0	25	35.2
Other Drug *	5	7.0	14	19.7
Totals	71		71	

(ns) Not statistically significant at the .05 level.
* Difference statistically significant at the .05 level.
** Difference statistically significant at the .01 level.

Table 3-27 illustrates the relationship between engaging in delinquent behavior with gang members and being involved in the juvenile justice system. The difference between non-delinquent association and delinquent association is rather dramatic. Over half of the girls with delinquent gang associations had been arrested compared to less than 8.5% of the girls with non-delinquent gang associations and 5.6% of girls with no gang association.

Table 3-27. Gang Involvement and Juvenile Justice Involvement

Justice System Involvement	Gang Involvement					
	No Association		Non-Delinquent Association		Delinquent Association	
	n	%	n	%	n	%
Arrested ***	4	5.6	6	8.5	26	55.3
Probation (nt)	3	4.2	1	1.4	15	31.9
Totals	71		71		47	

(nt) No test due to small expected cell size.
*** Difference statistically significant at the .001 level.

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As these series of results have indicated, gang involvement is more than a simple matter of membership. For the girls in this study, we have identified four stages of involvement: no association with gangs, non-delinquent association, delinquent association, and membership. Each was differentially associated with self-reported delinquency and involvement with the juvenile justice system. Still, it is important to note that even among members, involvement in delinquency was not universal. The choice of self-perception as a gang member is, however, observed to be a serious one. Other types of gang involvement, especially participation in delinquency with gang members, indicate a gradation in level of delinquency risk that comes with such involvement. One study of male gang members (Decker, 1996) found that the process of moving from gang associate to gang member takes on average one year. These findings are compatible with that observation.

Community and Neighborhood Factors and Gang Involvement

The importance of community setting in this study has already been underscored in the differences in access to gang members across the three program sites reported in previous sections. Neighborhood factors have been shown to be related to gang membership in other research as well (Curry and Spergel, 1992; Hill, *et al.*, 1997). Information about the neighborhoods in which girls lived was obtained from girls at each of the program sites.

A number of items that were included in our instruments as possible hypothetical correlates of gang involvement among the study populations of females were not found to be associated. Among these, were measures of poverty and personal level social control. Bursik and Grasmick (1993) in their analysis of crime and communities noted the persistence of gangs in many neighborhoods with strong levels of social organization at the personal level. The personal level of social organization refers to the strength and durability of ties among friends and families. Several measures of the strength of these kinds of personal ties in neighborhoods were included in our interviews. These items included: "Families know each other;" "people move frequently;" "Most of my friends live in my neighborhood;" and "Do you know most of your neighbors?" None of these measures were significantly related to gang involvement.

From analyses of community areas in Chicago, researchers (Curry and Spergel, 1988) have noted that poverty alone was not a necessary condition for community-level gang problems. Among the girls in the current study, two measures related to the availability of employment and levels of unemployment were not significantly related to gang involvement. Two items addressed general perceptions of neighborhood safety for young people. The first was a general item that "In my neighborhood, it is safe for youth to play outside," and the second asked, "How safe do you feel in your neighborhood?" Neither of these two questions were significantly related to gang involvement. These findings suggest that we look to other factors than poverty, weak personal ties, and general perceptions of safety as explanations for gang involvement.

Two subsets of items and several individual items about neighborhoods were found to be correlates of gang involvement, at least at the bivariate level. A range of items associated with levels of neighborhood weapons threat listed in Table 3-28 was internally reliable with a Cronbach's alpha of .777. Each of the individual items was significantly related to gang involvement. The mean scores on this index were 1.73 for non-gang members and 2.76 for gang members. This difference

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was statistically significant at the .001 level. A set of measures concerning the visibility of neighborhood substance abuse problems, listed in Table 3-29, also proved to have internal reliability as an index and was significantly related to gang involvement. The Cronbach's alpha for the four items was .773. Treating seeing drugs used and sold "sometimes" and drugs used and sold "often" as compounding the visibility of substance resulted in a six-point scale over the four items. Summing these items and calculating the means for non-members and members resulted in a mean of 3.77 for members and a mean score of 3.02 for non-members. This difference was statistically significant at the .01 level.

Table 3-28. Items Transformed into Indices of Neighborhood Characteristics Measures of Neighborhood Weapons Threat
In my neighborhood, I have seen someone getting hurt by someone with a weapon.
In my neighborhood, a lot of youth carry some kind of weapon to protect themselves.
Have you ever seen anyone on the street in your neighborhood with guns?
Have you ever seen anyone on the street in your neighborhood with knives?
Cronbach's Alpha = .777.

Table 3-29. Items Transformed into Indices of Neighborhood Characteristics Measures of Neighborhood Substance Abuse
People getting drunk is a big problem in my neighborhood.
People using drugs is a big problem in my neighborhood.
How often do you see someone in your neighborhood using drugs?
How often do you see someone in your neighborhood selling drugs?
Cronbach's Alpha = .773.

Table 3-30 presents the list of other neighborhood measures that were significantly related to gang involvement. There is no question that gang involvement was related to a number of neighborhood factors. It is important, however, to determine which neighborhood factors retain their significance when other factors are controlled. An exploratory multiple logistic regression analysis of gang membership made it possible to narrow our focus to two key neighborhood correlates. A forward conditional method of entering variables produced a model of gang membership that included only two of these variables -- the perceived weapons violence scale discussed above and perceptions of youth relations with police. These results are shown in Table 3-31 and are compatible with prior research.

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From their study of gangs in St. Louis, Decker and Van Winkle (1996) concluded that a major motivation among the gang members they interviewed for joining their gangs was the perceived threat of violence. For the girls in this study, one of the two neighborhood factors associated with gang involvement when other neighborhood variables were controlled was the perception of threat from other armed youths.

Table 3-30. Neighborhood Items Related to Gang Involvement

Answer "Mostly True" or "Mostly False"	
Around here it's hard to make money without doing something that's against the law.**	Crime is a big problem in my neighborhood.*
Lots of youth in my neighborhood have been in trouble with the police.*	There are lots of things for youth to do in my neighborhood.***
Answer "Never," "Sometimes," or "Often"	
How often do you see police riding in police cars? *	How often do youth your age have a good relationship with the police?**
How often do youth your age get picked up by or arrested by the police?***	How often do you see someone hurt in a fight or beating?**

* Difference statistically significant at the .05 level.
** Difference statistically significant at the .01 level.
*** Difference statistically significant at the .001 level.

Table 3-31. Logistic Regression Model for Gang Membership with Neighborhood Measures

Independent Variable	b
Perceived Weapons Threat Scale	.482 ***
Frequency of Good Relationship with Police	-.498 *
* Statistically significant at the .05 level. *** Statistically significant at the .001 level.	
Model Improvement in -2 Log Likelihood = 40.77 ***	

From his studies of gangs in New York and Chicago, Irving Spergel (1995) has argued that law enforcement officers play a special role in exacerbating or reducing gang problems through their interactions with community youth. Spergel's concern is supported by our finding here that the perceived frequency or possibility of good relationships between youth and police in neighborhoods is negatively related to gang membership. Table 10-32 shows how the two gang involvement categories other than member differ from the "no association" category on this measure.

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The combined effect of both these neighborhood variables as predictive tools was limited. A classification analysis using this logistic regression model with its two neighborhood variables resulted in a prediction rate of gang membership that was only a five percent improvement over chance. While gang problems are recognized as community problems, other factors associated with family, school, and peers continue to be considered as important in determining which youth in gang neighborhoods choose to join gangs. We examine these kinds of factors below.

Table 3-32. Perceived Police Relations and Gang Membership

How often do youth your age have a good relationship with the police?**

Response	Non-Members		Gang Members	
	n	%	n	%
Never	82	44.3	67	59.8
Sometimes	80	43.2	38	33.9
Often	23	12.2	7	6.3

** Difference statistically significant at the .01 level.

Gang Involvement and Family

Theories that tie female delinquency and gang involvement to family factors have been more common for girls than for boys (Chesney-Lind and Shelden, 1992; Chesney-Lind, 1997). Research on female gang involvement has been more likely to emphasize conflict with family members and particularly sexual abuse (Moore, 1991). (In order to avoid difficulties over controversial items in the human subject protection process and with the cooperating social service agencies, this study avoided inquiring about sexual abuse.) In our interviews, a detailed description of each girl's household was obtained. Variables measuring household structure, particularly the presence of a father in the home, were not consistently related to gang involvement nor delinquency for the girls in this study. There were some scattered differences. For instance, girls who did not live with either parent in Seattle were more likely to have gotten in trouble with the juvenile justice system and to self-report each kind of delinquency. This finding did not hold for the other sites.

Two family measures were significantly related to gang involvement. These were the Hare measure of family-based self-esteem and whether a girl reported that a member of her household or family was a current or former member of a gang. The Hare measure of self-esteem is a ten-item scale that reflects how a child feels about themselves as a member of their family or household. Each item has four alternative answers ranging from "strongly disagree" to "strongly agree." Statements are both positive and negative in nature. Inverting scores for negative items, scoring items from one to four, and summing results in scores produce a score for each girl that ranges from 10 for the most extreme negative family-based self-esteem to 40 for the most positive family-based

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self-esteem. The average family-based self-esteem score for non-members was 30.8. The average for members was 28.6. The difference in means was statistically significant at the .01 level.

The presence of other gang members in the family or household has been found to be related to gang involvement in other studies (Curry and Spergel, 1992). This relationship was also found for the current study. Of non-gang members, 32 (16.9%) reported that a household or family member was a gang members. Of gang members, 57 (50.9%) reported the presence of another gang member in their household or family. Constructing a logistic regression model for gang membership revealed that both of these family/household variables remained a statistically significant correlate of gang membership when the other was controlled. This result is shown in Table 3-33.

Table 3-33. Logistic Regression Model for Gang Membership with Family/Household Measures

Independent Variable	b
Family-Based Self-Esteem Score	- .071 **
Gang Member in Family/Household	1.608 ***
** Statistically significant at the .01 level. *** Statistically significant at the .001 level.	
Model Improvement in -2 Log Likelihood = 47.37 ***	

Gang Involvement and School

The relationship between dropping out of school and delinquency is one on which most researchers agree. Since the time of Thrasher's (1927) research on Chicago gangs in the early twentieth century, it has been observed that gang members are less likely than their non-gang counterparts to be enrolled in school. What has not been clear is whether gangs pull members away from school or school disciplinary codes push gang members out (Hagedorn, 1988; Decker and Van Winkle, 1996; Curry and Decker, 1998). The relationship between school participation and gang involvement is apparent from an analysis of current school enrollment in this population of girls. Table 3-34 reports school enrollment by gang involvement status. Of the girls who had ever been a gang member, 29.5% were no longer enrolled in schools. The comparable statistic for girls who had never been a gang member was 3.2%. The negative relationship between gang membership and school enrollment is statistically significant at the .001 level. The girl gang members who had dropped out of school were significantly more likely to describe themselves as current members (59%) as opposed to former members (25.6%).

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Table 3-34. School Enrollment and Gang Membership				
School Status	Gang Status			
	Non-Member		Gang Member	
	n	%	n	%
Enrolled	183	96.8	79	70.5
Dropout	6	3.2	33	29.5
Difference is statistically significant at the .001 level.				

That the school experience is different for gang members and other girls was also reflected in other variables. Table 3-35 shows selected school measures by gang membership status. Each girl still enrolled in school was asked about the importance of grades to her. On a scale from 4 for very important to 1 for not at all important, girls who had no gang association and girls who were non-delinquent gang associates scored significantly higher than girls who were delinquent gang associates. Gang members still attending school were not significantly different on this measure from either of the other three categories of girls.

Self reported grades were scored on a scale from 4 for "A's and B's" to 1 for "D's and F's." Among girls still in school, non-gang member girls reported significantly higher average grades than girls who were gang members. Girls who had dropped out of school were asked to report grades they were getting when they dropped out. Gang members who had dropped out of schools reported average grades significantly lower than those reported by any of the categories of girls still attending school.

Hare school-based self-esteem scores were obtained on each girl whether or not they were attending school. As with family-based self-esteem as measured with the Hare instrument, scores varied by gang membership status. Girls who had never been gang members scored significantly more positively on this measure than did gang members.

Table 3-35. School Variables and Gang Membership		
School Measure	Gang Status	
	Non-Members	Gang Member
Mean Grades ***	3.1	2.7
Mean Hare School-Based Self-Esteem Score ***	25.5	24.1
*** Difference is statistically significant at the .001 level.		

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Applying forward conditional stepwise entry to construct models of school-based correlates of gang involvement resulted in model for gang membership shown in Tables 3-36. As far as school is concerned, the most predominant variable for gang member girls is their dropping out. Grades, while not as important, remain a statistically significant component of the model.

Table 3-36. Logistic Regression Model for Gang Membership with School Measures

Independent Variable	b
Enrolled in School	-2.51 ***
Self-Reported Grades	- .27 *
* Statistically significant at the .05 level. *** Statistically significant at the .001 level.	
Model Improvement in -2 Log Likelihood = 50.18 ***	

Gang Involvement and Peers

Since gang activity is peer-based behavior, other measures of peer behavior are entangled with the processes of being a gang member. Some researchers (Decker and Van Winkle, 1996) have suggested that male gang members might become isolated from non-gang peers. Our findings indicated that this was not the case for most of the girl gang members in this study. Here it is useful to return to the division that we made above among non-gang members. Our three categories of non-members were those with no association, non-delinquent gang associates, and delinquent gang associates. By definition, gang members would be expected to have some interaction with other gang members. Similarly, our category of no gang association precluded being friends with and hanging out with gang members. Still, the adolescent world of the girls in this study was one in which gang members and non-members were exposed to one another on a daily basis.

In their interviews, the girls were asked to make a distinction between girls who were associates and girls who were friends as well as girls who were gang members and girls who were not. The girls were provided with a list of ten non-delinquent social activities and four delinquent activities. They were asked if they participated in these activities with gang member friends, gang member associates, friends not in a gang, and associates not in a gang. Of the girl gang members, only five (4.5%) of 110 answering these items reported that they engaged in all of their social activities with only girls who are gang members. One of the non-delinquent associates and one delinquent associates also reported that they socialized only with gang member friends. The link between gangs and delinquency was evident in the greater portion of gang members, 27 (33.8%), who engaged in the listed delinquent activities with only other gang members. Ten (22.7%) of the delinquent associates reported participating in delinquent activity only in the company of gang members.

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Boyfriends are another way in which peer factors can interact with gang membership. Gang members and delinquent gang associates (72.3% for each group) were significantly more likely to have boyfriends than girls with no gang involvement (29.6%) or non-delinquent gang association (46.5%). Of the non-delinquent associates, only three (9.1% with boyfriends) reported that their boyfriends were gang members. For delinquent associates, ten (29.1%) reported that their boyfriends were gang members; and the statistic for gang members was 58%.

An additional complication emerged for the Hare peer-based measure of self-esteem. As with the family-based and school-based self-esteem components in the Hare scale, the peer-based measure was designed to assess the child's self-image within a particular social context. For the population of girls in this study as a whole, the three components of the Hare self-esteem scale are positively correlated at a level that is statistically significant. However, where gang members scored statistically lower than their peers on family-based and school-based self-esteem, they score higher than other youths on the peer-based self-esteem measure. Non-members averaged 28.8, while gang members averaged 29.9. The difference was statistically significant at the .01 level. This finding suggests that approaches to gang prevention and intervention based on self-esteem enhancement should take the sources of self-esteem into account.

Modeling Female Gang Involvement

The preceding sections of this chapter have identified factors in neighborhood, family, school, and peer group that were statistically significant correlates of gang membership for girls at the three sites included in this study. Assuming that peer factors are too entangled with gang membership to treat them as predictive factors, it is possible to develop a multiple logistic regression model of gang involvement using neighborhood, family, and school factors. Using a forward conditional stepwise variable entry procedure resulted in a model of gang membership with three explanatory variables. The resulting model is displayed in Table 3-37. It is a model in which neighborhood threat levels operate to produce and maintain community-level gang behavior at a collective level. Strong ties to a family or household (especially parents as opposed to family gang members) can serve to mediate these neighborhood effects. Finally, school offers an additional potential for mediating the collective pulls and pushes of community gang problems. *That this final model contains independent variables from neighborhood, family, and school suggests that effective prevention programs would have to operate at all of these levels to maximize success.* The three programs studied here were financially and politically more limited in scope. The degree to which they may have been effective despite these limitations in scope is examined in the next section.

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Table 3-37. Multiple Logistic Regression Model for Gang Involvement	
Dependent Variable = Gang Membership	
Independent Variable	**b**
Perceived Neighborhood Violence Threat	.375 ***
Family-Based Self-Esteem	-.067 **
Enrolled in School	-2.28 ***
Model Improvement in -2 Log Likelihood = 68.67 ***	
** Statistically significant at the .01 level. *** Statistically significant at the .001 level.	

ESTIMATING PROGRAM IMPACT FOR SELECTED OUTCOME MEASURES

This section draws tentative conclusions about the impact of the specific programs on their participants. The analyses in this section address the following research questions:

- Were the services provided by each program perceived helpful by the participants?
- Were the programs effective in reducing the delinquency, increasing educational attainment and improving the self-esteem of participants?

Due to variation in the research design and data quality across sites, cross-site comparisons cannot be made. As noted previously, the most systematic design was used for studying MA in Pueblo. Program subjects included in the evaluation were randomly selected. The quality of program data was also much better at that site. Subject selection was totally based on availability for the Boston site and based on purposive selection by local actors for the Seattle site. Useful program records were for the most part unavailable at the Boston and Seattle sites. Measurements of program participation in Boston was partially based on participant recall and partially based on program records. At the Seattle program, program participation was completely measured by participant recall

Before beginning this analysis of impact, it is useful to note limitations in available outcome measures. All were obtained directly from the girls. The interview instruments sought information on a variety of forms of delinquent behavior. Most items were worded so that time could not be taken into account. Seven items, however, were specifically worded to compare more recent with past behavior. Program participants were first asked whether they had engaged in any of seven delinquent activities since becoming involved in the program. Then, they were asked to recall if they had ever engaged in any of the behaviors before becoming involved in the program. Girls who were not program participants were asked about the same behaviors, but with the time frame being in the last year and anytime prior to one year ago. There are known methodological problems with

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such retrospective questions. If there is a built-in bias to the question format, we would expect it to be in favor of the program having an effect especially since in most cases the interviewers approached the program girls through their connection with the programs. The seven delinquency items included: thrown objects (such as rocks, snowballs, or bottles at cars or people), purposely damaged or destroyed property that did not belong to you, run away from home, knowingly bought, sold or held stolen goods (or tried to do any of these things), stolen or tried to steal something worth less than $50 from a store or some other place, stolen or tried to steal something worth more than $50 from a store or some other place, and carried a hidden weapon other than a plain pocket knife. In addition to these measures of delinquency, we have self-reported grades in school obtained in the same retrospective recall format. For the two programs with self-esteem building components identified, we compare the Hare measures of self-esteem discussed in the previous sections.

Pueblo

Services and Perceived Helpfulness of Services

Service data was extracted from program files for 60 girls. Services were recorded by program name, staff classification of service by type, dates of service, and hours of service. Table 3-38 shows Pueblo services by type, average hours received per girl, proportion remembering the service, and perceived helpfulness. The duration of girls' participation from first service to last service recorded ranged from 1.3 months to 20 months. The average duration of program participation was 8 months. The median duration was six months.

Table 3-38. Helpfulness of Services by Type - Pueblo

Service Type	Mean Hours	% Remembered	% Very Helpful	% Helpful	% Not Helpful
Seasonal Activities	10.7	91.5	16.3	81.4	2.3
Self-Esteem Building	6.3	91.7	25.0	66.7	8.3
Conflict Resolution	4.6	69.2	25.9	72.2	1.9
Mentoring	3.6	88.9	30.2	62.8	7.0
Cultural Awareness	3.5	83.1	25.9	66.7	7.4
Community Service	2.8	92.0	13.6	81.8	4.5
Educational Support	2.6	95.8	43.5	56.5	0.0
Advocacy	0.6	87.5	57.1	42.9	0.0
Group Counseling	0.2	100.0	33.3	66.7	0.0

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Self-Reported Delinquency

Pueblo's program did not exclude current or active gang members from participating in its programs. Given the correlation between gang membership and other types of delinquency reported in Section C, it is important to control for this variable in assessing the impact of the program and its components on self-reported delinquency. There were no differences in ever reporting delinquent behaviors between girls who identified themselves as current gang members and girls who identified themselves as former gang members. Therefore, in the analyses that follow, gang involvement is defined as ever having been a gang member. It is also important to control for prior delinquent behavior in our analysis. Logistic regression models made it possible to control for prior delinquency and gang membership in measuring program impact. The results of these logistic regression analyses for each type of delinquency is presented in Table 3-39. As would be expected, the regression coefficients for prior reporting of each type of delinquent behavior were statistically significant. For all seven types of delinquent behavior, program effects are negative meaning that self-reported delinquency was reduced; and for five, the coefficients are statistically significant. For the Pueblo sample, even when prior delinquency was controlled, gang membership had a statistically significant impact on four of the delinquent behaviors.

The seven delinquency items for behavior since becoming a program member had a Cronbach's alpha of .801 and for prior behavior of .793. This made it feasible to treat the seven items as a measure of an underlying general measure of delinquency. For each continuation of delinquency or non-delinquency from time one to time two, we added a zero to a girl's individual score. For each new report of delinquency not engaged in before, we added a one. For each type of delinquency engaged in time one not reported for time two, we subtracted a one. This computation can be treated as a delinquency change score. For girls not in the MA program in Pueblo, the average delinquency change score was -0.38. For program participants, the average delinquency change score was -1.42. The difference is statistically significant at the .01 level.

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Table 3-39. Logistic Regression Coefficients Regressing Self-Reported Delinquency on Self-Report of Same Activity Prior to Program Involvement or One-Year Previous, Ever Being a Gang Member, and Program Participation for Pueblo Sample

Delinquent Activity	Prior Report	Gang Member	Program
Throwing Objects	1.88 ***	.65	-1.46 **
Damaging Property	1.41 ***	.76	- .97 *
Running Away	2.03 ***	.97 *	-1.36 **
Stolen Goods	2.18 ***	1.76 **	-1.12 *
Stealing Less than $50	2.16 ***	1.02	- .79
Stealing More than $50	1.50 ***	1.76 *	-1.53 *
Concealed Weapon	2.07 ***	1.65 **	- .42

* Difference statistically significant at the .05 level.
** Difference statistically significant at the .01 level.
*** Difference statistically significant at the .001 level.

School Success

As noted earlier, the program in Pueblo excelled in outreach to girls at risk for gang involvement and delinquency. Girls who were participants in Movimiento Ascendicia were somewhat more likely to have been high school dropouts than girls in the Pueblo control group. Another indicator of targeting at risk girls was reflected in the program participants' reporting lower current and prior grades in comparison to girls not in the program. Of program participants, 46 percent reported making "D's and F's" before entering the program, and 34 percent reported "C's and D's." Of girls from Pueblo not in the program, the comparable percentages for previous year's grades were 36% and 14%. Giving "A's and B's" a value of 4, "B's and C's," 3, "C's and D's, 2, and "D's and F's, 1," resulted in statistically significant increases in average reported grades for both program and non-program girls in Pueblo. The period one difference in means of 1.86 for program girls compared to 2.42 for girls not in the program was statistically significant at the .05 level. At time two the means of 2.70 and 2.97 still indicated lower grades for program girls, but the gap between the two groups had narrowed and was no longer statistically significant.

Self-Esteem Measures

Correlations between number of hours recorded in self-esteem enhancement activities were computed with each of the three components of the Hare self-esteem scale. None of the components were significantly related to the number of hours of self-esteem programing.

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Boston

Services and Perceived Helpfulness of Services

The diversity of services provided by the FORCE program was wide. In some cases where girls were found who were included in program records, program participation was measured from the records. In a number of other cases where girls were available for interviewing, but program records for them were not found, program measures relied on participant recall alone. The major service available and in which all girls participated at FORCE was social recreation. Only a handful of girls rated programs as not helpful. (See Table 3-40) How long that they had been in the program could not be remembered by six girls. Based on the combination of program records and estimates of the girls, the mean and median time that they had been participating in the program was calculated to be fourteen months. The range was from one month to 44 months. (Boston and Seattle both had had pre-existing gang prevention grants for programs for adolescent females.)

Self-Reported Delinquency

The results of using logistic regression to test for program effects controlling for prior delinquent activity and gang membership in predicting each of the seven kinds of delinquency are presented in Table 3-41. In all but one delinquent activity, prior self-reported delinquency is a statistically significant predictor of subsequent delinquency. Once prior delinquency is controlled, the importance of gang involvement in predicting subsequent delinquency is less significant than it was for the Pueblo sample. There were no statistically significant program effects found for the Boston sample. None of the signs of the program effect coefficients were in a direction (negative) indicating delinquency reduction.

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Table 3-40. Helpfulness of Services by Type - Boston

Service Type	Recipients	% Remembered	% Very Helpful	% Helpful	% Not Helpful
Social Recreation	57	82.6	16.3	69.6	14.0
Self-Esteem Building	39	71.7	14.9	72.7	12.4
Educational Support	39	75.5	27.0	73.0	0.0
Cultural Awareness	21	51.2	31.8	54.5	13.6
Hygiene Programs	18	58.1	12.0	84.0	4.0
Conflict Resolution/Gangs	10	69.2	11.1	88.9	0.0
Individual Counseling	6	85.7	66.7	33.3	0.0
Community Service	6	100.0	33.3	66.7	0.0
Support Group	4	0.0	na	na	na
Community Organization	3	66.7	0.0	33.3	66.7
Drug/Alcohol Help	1	100.0	0.0	100.0	0.0

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Table 3-41. Logistic Regression Coefficients Regressing Self-Reported Delinquency on Self-Report of Same Activity Prior to Program Involvement or One-Year Previous, Ever Being a Gang Member, and Program Participation for Boston Sample

Delinquent Activity	Prior Report	Gang Member	Program
Throwing Objects	3.16 ***	.07	.20
Damaging Property	2.43 ***	.24	.24
Running Away	3.55 ***	.60	.74
Stolen Goods	3.96 ***	-.45	.62
Stealing Less than $50	2.83 ***	1.42 *	.54
Stealing More than $50	2.05	1.85	1.15
Concealed Weapon	4.11 ***	.885	.25

* Difference statistically significant at the .05 level.
*** Difference statistically significant at the .001 level.

School Success

In Boston, the girls in FORCE reported average grades before beginning the program that were slightly higher than the grades reported by the non-program girls for one year prior. The difference was not statistically significant. Based on paired t-test results, both program and non-program girls reported significant declines in their grades. While these differences were statistically significant within groups for the two points in time, the differences between groups was not statistically significant at either point in time.

Self-Esteem Measures

As reported in Table 3-40, 39 of the 57 program participants in FORCE participated in activities designed to enhance self-esteem. As measured by the Hare self-esteem scale components, there were no significant differences in self-esteem on any component between girls participating in self-esteem building activities and girls not participating in those activities regardless of whether the comparison was made with program girls not participating in those parts of the program or with girls not in the program.

Seattle

Services and Perceived Helpfulness of Services

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As reported earlier, the Atlantic Street Center's intensive service program served nineteen girls. No case management files were maintained for the girls in the program. Program staff members were requested to rate girls' participation in the program activities as "high," "moderate," or "low." No level of participation was recorded for three girls. Of the remaining sixteen, program staff rated level of participation in a majority of activities by twelve as "high." Participation in at least half of the activities by the other four girls was rated as "moderate." Reported duration of participation in the program ranged from one month to two years. The mean time of participation was nine months, and the median, eight months. Very few participants reported activities as not helpful. Employment preparation, housing assistance and social recreation were rated as very helpful by over half of the respondents.

Table 3-42. Helpfulness of Services by Type - Seattle

Service Type	Recipients	% Remembered	% Very Helpful	% Helpful	% Not Helpful
Educational Support	16	100.0	37.5	50.0	12.5
Individual Counseling	9	100.0	22.2	66.7	11.1
Employment Preparation	8	100.0	62.5	25.0	12.5
Support Group	7	100.0	14.3	85.7	0.0
Drug/Alcohol Group	5	100.0	40.0	60.0	0.0
Social Recreation	5	100.0	75.0	25.0	0.0
Housing Assistance	4	100.0	50.0	50.0	0.0
Family Counseling	3	100.0	66.7	0.0	33.3
Direct Services	1	100.0	0.0	100.0	0.0

Self-Reported Delinquency

As described earlier, the comparison groups in Seattle represented three separate populations. The logistic regression approach should not be affected by this diversity in the control group. Still, we also constructed logistic regression models omitting the girls from the church program from the analysis. The results were not significantly different. The analyses in Table 3-43 included all of the comparison girls from Seattle regardless of recruitment source. For only one of the types of delinquency, carrying a weapon, was there a statistically significant program effect. The sign of the coefficient was in the direction of reducing delinquency. The evidence for this effect can be found through a closer examination of the girls' reports on carrying weapons. A majority of girls in the program and in the comparison groups reported never carrying a weapon. Of the 22 girls not in the

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program who had carried weapons previously, only two reported not having carried them in the past year. Of the nine girls in the program who reported carrying weapons prior to the program, five reported that they had not carried weapons since beginning the program. Since 14 of the 19 program girls in Seattle were on probation, it was important to examine whether the reduction in carrying weapons was simply due to supervision by the court. Nineteen non-program girls were also on probation. Among these girls, thirteen reported carrying a weapon in the past year. Only one of the comparison girls on probation who reported carrying a weapon previously had desisted in the past year compared to the five program girls who had desisted from such behavior since joining the program. Four non-program girls on probation who had not carried a weapon previously reported carrying one in the past year.

Table 3-43. Logistic Regression Coefficients Regressing Self-Reported Delinquency on Self-Report of Same Activity Prior to Program Involvement or One-Year Previous, Ever Being a Gang Member, and Program Participation for Seattle Sample

Delinquent Activity	Prior Report	Gang Member	Program
Throwing Objects	3.09 ***	.73	.70
Damaging Property	3.02 ***	1.66 *	.25
Running Away	2.23 ***	.18	- .98
Stolen Goods	2.47 ***	1.07	-1.04
Stealing Less than $50	1.84 ***	1.19 *	- .01
Stealing More than $50	1.55 *	2.08**	-.02
Concealed Weapon	4.04***	2.34**	-2.69 *

* Difference statistically significant at the .05 level.
** Difference statistically significant at the .01 level.
*** Difference statistically significant at the .001 level.

School Success

Only three (15.8%) of the program girls were not currently enrolled in school. This was in comparison to 43.8 percent not in school in the juvenile justice sample and 25 percent of the girls recruited from other social programs. All of the girls in the church program were still in school. In terms of self-reported grades one year earlier or before entering the program, program girls reported significantly lower grades than any of the other groups including the six girls still in school from the justice system sample. At the time of the interview, girls in the program reported improved grades. Only the girls in the church group also reported improved grades. The girls in the justice system and from the other community agencies reported declines. On average, the grades reported by girls in the program since joining were not significantly lower than the recent grades of any of the other three

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groups of girls. There were no program activities at the Atlantic Street specifically designed to boost self-esteem.

Summary

Using measures of seven types of self-reported delinquency, prior reported delinquency was not surprisingly found to be the most effective predictor of subsequent delinquency. Even when prior delinquency was controlled, gang membership in the Pueblo sample was a statistically significant correlate of most kinds of delinquency. Controlling for prior delinquency and gang membership, there were statistically significant program effects in reducing five of the seven types of delinquency for the Pueblo program. For the Pueblo program, all of the program effect coefficients had negative signs indicating a reduction in delinquent behavior associated with program participation. With the exception of a significant program effect in reducing carrying weapons among program girls in Seattle, there were no statistically significant program effects for delinquency reduction observed for the Boston nor Seattle gang programs.

There were increases in reported grades over time for both program girls and comparison girls in Pueblo. A statistically significant gap between program girls and non-program girls appeared to have been narrowed by program participation. In Boston, both program girls and comparison girls experienced a decline in reported grades. In Seattle, program girls experienced moderate increases in reported grades since joining the program. This was in comparison to a decline in reported grades observed in two of the Seattle comparison groups. As in Pueblo, the Seattle program was associated with a relative narrowing of the grade gap between program girls and comparison girls. Neither of the two program components to enhance girls' self-esteem in Pueblo and Boston were associated with higher self-esteem scores on any of the components of the Hare scale.

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CHAPTER 4:

SUMMARY AND CONCLUSIONS

This chapter summarizes the changes found in outcome behavior and the findings from the major objectives in the process evaluation. The process findings are presented by objective below. The impact evaluation findings are presented by objective in the next section.

SUMMARY OF PROCESS EVALUATION FINDINGS

Objective 1. Describe the organization and implementation of three youth gang prevention and intervention projects designed specifically for African-American and Latina females.

Organization

The three projects had very different styles of organization. In two of the three sites, the lead agency was a unit of local government. In Boston, the Community Initiatives Department (CID) of the Boston Housing Authority (BHA) was the lead agency. The project was implemented in six housing projects. In Seattle, Seattle Team for Youth (STFY) was a consortium of school, social service, and community agencies created in 1990 to prevent or intervene in local youth gang participation. The project was conducted by two subcontracted agencies. In the third project, the lead agency was a community-based organization, the Pueblo Youth Services Bureau, a private, non-profit community-based organization, that had been serving Pueblo, Colorado and the surrounding county since 1973.

The three projects also differed in their staffing patterns. In Pueblo, the executive director of PYSB served as the Project Director for the MA program and had daily contact with program staff. A project coordinator and three outreach workers were also hired specifically for the MA project. In Boston, funding provided salaries for the Personal Growth, Leadership, and Family Specialists positions as well as for the Coordinator's position. Additional part-time recreation and support group positions were never consistently filled. The BHA provided a youth worker for each of the six project sites. In Seattle, the Atlantic Street Center (ASC) provided a case manager and project coordinator who carried caseloads of project girls. There was one supervisor for all three case managers and caseloads averaged from 17 to 20 cases. In addition, there were approximately ten women who volunteered their time as mentors for the Sisters in Common program.

In Pueblo, the MA project director focused staff training on conflict mediation/resolution skills, signs and symptoms of drug and alcohol use, as well as information on sexuality, pregnancy, and sexually transmitted diseases. In addition to these areas, the FORCE staff in

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Boston also identified more basic training needs in the areas of stress management, diversity, youth outreach strategies, and developing goals and objectives. Unfortunately, compared to the MA staff the FORCE staff felt that they had not been provided with adequate training. For the most part, service delivery staff were paraprofessionals who had specific training needs. This may have been due to the differences between the two projects in the organizational structure. The MA project staffers worked closely with the project director. This type of supervisory relationship did not exist for FORCE workers who were much more isolated.

Finally, monitoring and record keeping also presented a challenge for these projects as they do for many community-based prevention programs. Accurate information on unduplicated counts of youth receiving program services, hours of service and length of stay in the program were particularly problematic at all sites. The projects also were not consistent in their approach to keeping individual case records and service plans. As a result, the lack of systematic client and service information made it difficult to provide accurate descriptions of the extent of service delivery.

Implementation

All three projects also experienced several implementation problems common to many prevention and intervention programs. These included staff turnover, lack of transportation for participants, lack of parental participation, problems in implementing planned program activities, recruitment and retention problems, inadequate physical facilities, and inadequate local evaluation. Staff turnover and difficulty in hiring appropriate staff for prevention programs was the most serious difficulty in the implementation of each of the projects. In Pueblo, the project director felt that the pressure to begin project activities in a timely fashion rushed the hiring of the original staff. As a result, the "right" people were not selected and there was complete turnover of the service delivery staff after the first year. Similarly, in Boston, several of the workers in the participating housing projects left and when they did, the participants often left with them and didn't return. In Seattle, the CAYA program, which operated in the first two years of the program, experienced major staff turnover, including the director, which led to inadequate service delivery and cancellation of their subcontract. Consequently, these staffing problems precipitated a delay in the implementation of program activities.

Involving parents in all sites was also problematic for the implementation of each of the projects. In Pueblo, parent involvement was an important goal for program staff though such involvement was slow to begin. Staff tried various approaches to engage parents in program activities with mixed success and by the end of the second year, quarterly reports indicated that parental involvement had improved dramatically. Boston's workers engaged parents by offering talent shows, dinners, and mother-daughter nights and Seattle invited parents to the Sisters in Common dinners held after the group meetings.

The poor physical condition of the buildings was an additional problem associated with the implementation of two of the projects. At the time of the first Pueblo site visit, the PYSB headquarters was located in downtown Pueblo in a building that had significant structural and operating problems. Similarly, most of Boston's FORCE projects were located in rundown

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housing projects. Some of the facilities could be described as no less than squalid, others were being remodeled, and several were barely adequate.

Finally, the transportation to and from each site contributed to the difficulty in the implementation of the programs. In Pueblo, the targeted surrounding communities were very spread out, program participants came from different areas and public transportation was deficient. Consequently, it was very difficult to get participants to and from activities. Similar transportation problems were reported in Boston and Seattle. Both projects gave youth bus tokens to get to services and staff reported transporting girls in their own vehicles.

Objective 2: Describe the services and activities of these prevention and intervention projects and the females who participated in them.

Although the projects were organized differently in each site, all three were focused primarily on providing services to individual youth and (less often) their families. Even the "community-based" strategies were focused primarily at the individual level (e.g., safe haven, cultural enhancement) rather than on community-wide changes such as community organizing. Based on a list of more than thirty types of services, each project was assessed as to whether it offered the particular type of service. All of the projects provided social and life skills training, alternative activities (generally recreation), informal counseling, tutoring or homework support, mentoring and positive role models, cultural enhancement, and a safe haven.

The service delivery model implemented in these projects differed from site to site and within programs with multiple service delivery sites. In Seattle, services were provided by three different subcontractors and participants received some but not all of the services. In Boston, though the personal growth and leadership specialists presented their workshops each week in every site, each youth worker tended to implement different activities, depending on their interests and those of the youths. Services were implemented most uniformly in Pueblo, with most participants receiving social and life skills training. This training was typically a part of the after-school activities which also included workshops, guest speakers, lectures and group discussions. The Pueblo MA program also had the most well-developed mentoring program.

Based on the clients interviewed from each site, there were some differences in the populations served at each site. The average age for program participants across the three program sites was fourteen. The girls served by FORCE in Boston were significantly younger than the girls served by MA in Pueblo. The girls served by STFY in Seattle were significantly older than those served by MA in Pueblo. In addition, the ethnicity of each group was mixed with the majority of participants being African American in Boston and Seattle. The Pueblo site identified different goals for the ethnicity of the service population. Consequently, program participants were 95% Latina.

The characteristics of the females who participated in each program differed because there was no uniform approach to recruiting girls across the three projects. For instance,

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participation was voluntary in both the Pueblo and Boston programs where youth workers were primarily responsible for recruitment. In Pueblo, the staff recruitment efforts focused on the wider Pueblo community. In Boston, recruitment activities of the FORCE youth workers were more narrowly focused on the girls in each development in which they worked. In contrast, participants in the Seattle project were referred as a part of their probation conditions. Consequently, program participation was mandatory rather than voluntary. In addition, retention was also an issue in both Boston and Pueblo when the projects experienced staff turnover, but not in Seattle, due to the mandatory nature of their participation.

There clearly was a difference between Boston and the other two sites in terms of prior delinquency and gang involvement. The program participants in Boston were significantly less likely to have had contact with the juvenile justice system and be involved in gang activity. In fact, the Boston project had limited contact with gang members or gang-involved girls. To a great extent, this variation reflected program design. The FORCE program in Boston was essentially a prevention program dealing with younger girls. On the other hand, the Seattle project focused on a small number of older girls with histories of serious and chronic delinquency and the MA project in Pueblo served girls in need of both prevention and intervention services.

Objective 3. Describe the implementation of the local evaluations.

The proposals for each of these projects presented evaluation plans with strong designs that included both process and outcome components and plans for conducting local evaluations. MA and FORCE contracted with outside evaluators. The STFY project used the internal evaluator on staff at the Department of Housing and Human Services.

The original proposal for FORCE outlined an ambitious evaluation plan. The design called for both qualitative and quantitative data collection assessing the effectiveness of program implementation and outcome. The Pueblo project also had the potential for a strong local evaluation. It called for both process and impact data collection and analysis. The impact evaluation was to include pre- and post-testing of program participants and control group subjects from a neighboring town. Finally, the Seattle project's outcome component of its local evaluation consisted of a self-esteem questionnaire completed by staff for each participant pre- and post-program completion; a self-report questionnaire filled out by each participant at the beginning and end of each group; and a decision-making questionnaire completed by each participant at the beginning and end of each group. In addition, attendance forms and quarterly report forms were completed on participants.

Unfortunately, all three project evaluations were implemented inadequately. In Boston, the original evaluation plan was never implemented and each year, the evaluation was either not funded or not completed. The contracts were consistently signed too late in the year for the evaluation to be completed, and no final report was ever produced. In Pueblo, though small evaluation contracts were awarded, the quality of the evaluation was poor and the final report

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comprehensive services than the other two projects and had the most impact on the program participants.

2) Organizational structure is key to the success of a project. The most successful project in this evaluation as well as others studied by the authors (Cohen et al, 1994) have proven to be operated by private, non-profit organizations with strong leadership. The directors of these projects show dedication and commitment to their work , keep open lines of communication, and provide their staff with adequate training, supervision, and support. Projects operated or overseen by government (i.e., city or county agencies) especially those with large, cumbersome bureaucracies are frequently wrought with problems of mismanagement, staff turnover, lack of oversight, and problems with funding and subcontracting.

3) All three projects had major problems with their local evaluations, ranging from contracting issues (too little funding, subcontracts signed too late), to lack of familiarity with the program, and lack of adequate databases. At the time these evaluations were funded, these projects generally set aside 5 percent of their budgets for evaluations. Today local evaluations are most often funded at a higher proportion, such as 15 percent. Recent evaluation experiences with other agencies (e.g., A Meta-analysis of Violence Prevention Program Grantees, Center for Substance Abuse Prevention, Cohen and Johnson, 1998), showed a significantly higher quality evaluation to be more common in recent similar drug prevention demonstration programs. In addition, some demonstration programs now require the participation of all grantees on a steering committee to plan a cross-site evaluation. These evaluations are a generation improved over the local evaluations of the projects reported on here.

4) The outcome evaluation was hampered by a lack of adequate control groups at two of the three sites, as well as by being forced to use a retrospective pre/post design due to the evaluation being funded after the projects began. The government should fund evaluations prior to the time the projects are funded, require the grantees to generate comparison or control groups, and require the use of a minimum set of instruments at all sites, whenever possible. The government also should require local evaluators to submit quarterly evaluation status reports, which would provide detailed updates of the research design, data collection efforts on treatment and control groups, and any problems encountered.

5) The government should require each grantee to submit a written plan of objectives that contains a minimum number of outcome objectives as well as process objectives and a data collection plan which states how the data will be collected to measure the achievement of the outcome objectives. The government could assist grantees with this by providing sample forms to be used in data collection as well as technical assistance and training in measuring objectives each year.

6) All of the projects suffered from a lack of parental involvement. The Pueblo site was the most successful of all three in obtaining partial parental involvement. Projects should be

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provided with training on "what works" to involve parents, especially recent strengthening family curricula, such as that developed by Kumpfer (1998).

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was inadequate. In Seattle, only a first year evaluation was completed. There were implementation problems with the instruments, the workers did not like the instruments and refused to use them, thus halting further evaluation.

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Objective 4. Describe background characteristics, family interactions, peer relationships, school involvement, delinquent activities and gang and drug involvement for African-American and Latino females.

The impact evaluation focused on the characteristics (i.e., household structures, school participation, self esteem, juvenile delinquency and ethnicity of gang-involved youth) of the population served by each program. However, the evaluation was limited by the data available from each program. Service and comparison populations were obtained by different methods at each location. For this reason, a site by site analysis scheme was followed.

Pueblo

An equal number of gang and non-gang girls were surveyed. Former gang members were somewhat older than current gang members in both the program and comparison groups, but current and former gang members in the program were younger than those not in the program. In terms of school participation, fewer program girls had dropped out of school than non-program girls. Program participants were slightly more likely to have been arrested than the comparison population. Program participants were more likely to have ever been on juvenile probation than non-program girls. Still, fewer numbers of the program girls had ever been incarcerated. This latter finding may be an artifact of the finding that currently incarcerated girls could be part of the comparison group while there were no currently incarcerated girls in the program. Nevertheless, none of these differences were statistically significant at the .05 level. From these comparisons, we feel that it is safe to conclude that the girls being served by the program were as much at risk of gang involvement and delinquency as a comparable sample of girls from the community served.

Boston

Given the organization and record keeping capacity and especially the client tracking capacity of the Boston FORCE program, it is difficult to draw any strong conclusions about the client population that they served when it is compared to a population of girls in the community. There was not a statistically significant difference between the average ages of the girls in the program and the average ages of nonparticipants. All of the program girls were still enrolled in school and only four of the non-program girls had dropped out of school. Overall, it does seem safe to conclude that program staff for the FORCE program were not in contact with girls who were willing to identify themselves as having ever been gang members.

There were no observable distinctions between girls served by the program and those who were not. There were, however, two interesting findings. First, comparing program girls who reported at least one gang involvement behavior to their non-program counterparts on the average number of gang-involvement behaviors revealed that non-program girls were more

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delinquent than program girls. However, comparing program and non-program girls on other risk factors produced ambiguous results. Secondly, about the same proportion of girls in the program and nonparticipants lived in homes with single mothers, but there were major differences in this statistic with respect to ethnicity. White girls in the program were more likely to come from single mother homes than white girls not in the program. African-American girls in the program were less likely than African-American girls not in the program to come from single mother homes. However, overall the program participants were as much at risk for gang involvement and delinquency as a comparable group of girls living in the same community.

Seattle

A different respondent recruitment design was employed in Seattle. Access was only granted to nineteen girls enrolled in one component of the program. To compare participants in the intensive supervision program at Atlantic Street Center to girls not participating in the program, it was necessary to treat the comparison populations as three separate snowball samples. The findings indicated that there were no significant differences across the three comparison samples with respect to gang behavior. The average number of gang involvement behaviors was highest for the program girls and lowest for the church program girls. Moreover, the girls in the church program were the most likely to report a gang member in their family and the least likely to report dating gang members.

The oldest group was the girls interviewed by the homeless program counselor with an average age of 16.3 years. The youngest group was the girls interviewed by the probation counselor with an average age of 15.3. In terms of ethnicity, the Atlantic Street Center program participants consisted of mostly African Americans. The comparison girls contacted through the church program were all African American. The other two groups were more heterogeneous. Atlantic Street Center program girls and girls recruited through the juvenile justice contact were less likely to come from two parent households than the girls from the community-based programs or the church-affiliated program. The highest percentage of school enrollment was among the girls recruited from the church program. The dropout rate was highest among those girls recruited through the juvenile justice system. The dropout (or in most cases, suspension) rate for the girls recruited from the other community-based social service organizations was higher than the rate for the girls in the Atlantic Street Center program, but the difference was not statistically significant. The girls recruited by the juvenile justice system representative had higher self esteem than the girls recruited by the church program administrator on the school-based component of the inventory. Atlantic Street Center program girls self-reported somewhat less offending than did the girls contacted through the juvenile justice system. The Atlantic Street Center program girls self reported more offending in every category except compared with girls recruited through the community organizer or the religiously-based program. The exception was that a greater proportion of the girls from the community-based programs reported violent offending.

Finally, while a majority of the girls in the program were referred by the juvenile court, there was evidence that they were probably not the "worst" of the female juvenile offenders in

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the system. Moreover, the population of girls at risk for gang involvement and delinquency in Seattle was a very diverse one, ethnically, culturally, and in terms of risk factors. The Atlantic Street Center was unquestionably serving a small, but very needy portion of that population. However, these conclusions must remain tentative due to the small number of girls in the program and the different sources of comparison respondents.

Objective 5. Describe the reasons why some youth participated in intervention/prevention programming while others did not.

Despite considerable variation in how girls were interviewed across sites and considerable variation in the nature of the gang problems across sites, certain conclusions can be drawn from the preceding analyses. Each program reached populations of girls at risk of gang involvement and delinquency comparable to the general level of risk faced by the population of girls in the community. In Pueblo and Seattle, the programs both reached girls at high risk for gang involvement and delinquency. Pueblo served far more girls and documented their service more thoroughly than did Seattle. Moreover, while it is clear that the Boston project suffered from institutional disorganization and weak client-tracking, it still reached girls who were just as at high risk as the general population of girls in the community.

In addition, each program disseminated program information to populations of non-involved girls. The primary method by which this information was conveyed to non-participants was through personal contact with staff and secondarily through personal contact with program participants. Once levels of personal contacts were controlled, there were no other significant site-specific effects on the dissemination of program knowledge. For instance, the results of examining how widely known FORCE was among non-participant adolescent girls in the community brought a new dimension to understanding, and appreciation to the program. From the lists that were used to develop sampling frames, it was evident that large numbers of girls were participating in FORCE's program components. Despite problems in client-tracking and staff turnover at FORCE, these results about program knowledge revealed the program to be a visible social "force" in its community.

Consequently, the three programs can be viewed as falling along an organizational continuum from very institutionalized and structured to something more akin to a community organizing. The Atlantic Street Center's intensive supervision program fell at the more structured end of the continuum. Most of the Atlantic Street Center's referrals came directly from the juvenile justice system. The program served a very small number of girls, most of whom already had comparatively serious delinquency problems. At the other end of the continuum was FORCE with its wide diversity of programs, but broad visibility and recognition in its community. The MA program in Pueblo fell somewhere in between. It reached a narrower, more troubled population of girls than FORCE and provided them with structured case management and client-tracking.

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Objective 6. Provide a comparison between gang-involved and nongang-involved African-American and Latino females on the dimensions of background characteristics, family interactions, peer relationships, school involvement, delinquent activities and drug involvement.

A major goal of this research effort was to increase knowledge on gang involvement among adolescent females. The study compared program participants who were gang-involved to participants who were not gang-involved along the dimensions of delinquency, neighborhood, families, drop out status and peer association. The analysis indicated that differences between gang members and girls who had never been members did not conflict with prior research. Girls ever considering themselves gang members were significantly more likely to report engaging in delinquency than were non-members. Moreover, being or having been a gang member was associated with juvenile justice system involvement and the seriousness of the involvement. Still, it is important to note that even among members, involvement in delinquency was not universal.

Neighborhoods and family factors were also found to be correlates of gang involvement. The level of neighborhood weapons threat and the visibility of substance abuse problems were both significantly related to gang involvement. The Hare measure of family-based self-esteem and whether a girl reported that a member of her household or family was a current or former member of a gang were the two family measures that were significantly related to gang involvement. Moreover, these family variables remained a statistically significant correlate of gang membership when the other was controlled.

As far as school is concerned, the most predominant variable for gang member girls is their dropping out. Girls who had been a gang member were significantly more likely to drop out of school compared to girls who had never been a gang member. The girl gang members who had dropped out of school also were significantly more likely to describe themselves as current members as opposed to former members. While not as important, grades also remain a statistically significant component of the model. Grades were more important for girls who had no gang association and girls who were non-delinquent gang associates than girls who were delinquent gang associates. However, gang members still attending school were not significantly different on this measure from either of the other three categories of girls. Moreover, among girls still in school, non-gang member girls reported significantly higher average grades than girls who were gang members. Gang members who had dropped out of school reported average grades (before they dropped out) significantly lower than those reported by any of the categories of girls still attending school.

Peer association is another factor that may influence gang activity. For instance, having a boyfriend can affect the interaction with gang membership. This study found that girl gang members and delinquent gang associates were significantly more likely to have boyfriends than girls with no gang involvement or non-delinquent gang association. Of the non-delinquent associates, only three (9.1% with boyfriends) reported that their boyfriends were gang members. For delinquent associates, ten (29.1%) reported that their boyfriends were gang members and the statistic for gang members was 58%.

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Finally, an interesting development emerged for the Hare peer-based measure of self-esteem. While gang members scored statistically lower than their peers on family-based and school-based self-esteem, they scored higher than other youths on the peer-based self-esteem measure. Non-members averaged 28.8, while gang members averaged 29.9. The difference was statistically significant. This finding suggests that approaches to gang prevention and intervention based on self-esteem enhancement should take the sources of self-esteem into account.

Objective 7: Understand the impact of the service provided to the participants by each of the programs.

This section draws tentative conclusions about the impact of the specific programs on their participants. Using measures of seven types of self-reported delinquency, prior reported delinquency was not surprisingly found to be the most effective predictor of subsequent delinquency. Even when prior delinquency was controlled, gang membership in the Pueblo sample was a statistically significant correlate of most kinds of delinquency. Finally, even controlling for prior delinquency and gang membership, there were statistically significant program effects in reducing five of the seven types of delinquency for the Pueblo program. For the Pueblo program, all of the program effect coefficients had negative signs indicating a reduction in delinquent behavior associated with program participation. With the exception of a significant program effect in reducing carrying weapons among program girls in Seattle, there were no statistically significant program effects for delinquency reduction observed for the Boston nor Seattle gang programs.

There were increases in reported grades over time for both program girls and comparison girls in Pueblo. A statistically significant gap between program girls and non-program girls appeared to have been narrowed by program participation. In Boston, both program girls and comparison girls experienced a decline in reported grades. In Seattle, program girls experienced moderate increases in reported grades since joining the program. This was in comparison to a decline in reported grades observed in two of the Seattle comparison groups. As in Pueblo, the Seattle program was associated with a relative narrowing of the grade gap between program girls and comparison girls. Neither of the two program components to enhance girls' self-esteem in Pueblo and Boston were associated with higher self-esteem scores on any of the components of the Hare scale.

Conclusions and Recommendations

1) A model of factors associated with gang involvement that contains independent variables from neighborhood, family, and school suggests that effective prevention programs would have to operate at all of these levels to maximize success. The government should fund projects whose designs call for comprehensive service models that address as many risk factors for gang and drug prevention as possible. The Pueblo project offered more

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APPENDIX A.

REFERENCES

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APPENDIX A:

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APPENDIX B.

CASE STUDY: MOVIMIENTO ASCENDENCIA, PUEBLO, COLORADO

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CASE STUDY:
MOVIMIENTO ASCENDENCIA

Pueblo Youth Services Bureau
Pueblo, Colorado
Funding Period 10/1/92 - 9/30/95

PROJECT BACKGROUND AND PROFILE

Brief Project Description

Movimiento Ascendencia (Upward Movement) is one of a continuum of service programs provided by the Pueblo Youth Services Bureau (PYSB) in Pueblo, Colorado. It was established to provide young females with positive alternatives to self-destructive substance abuse and gang involvement. The program was designed to serve 240 pregang and 120 gang-involved females and their families/extended families. Project activities were designed around three main components: mediation/conflict resolution, self-esteem/social support, and cultural awareness.

COMMUNITY CONTEXT

Community Risk Factors

According to proposal documentation and site visit observations, the Pueblo community exhibits many of the risk factors commonly associated with gang and drug activity. The area has suffered over a decade of economic depression, especially among minority populations. In 1989, of the 319 U.S. metropolitan areas, Pueblo ranked 281st in the level of wages, according to the U.S. Bureau of Labor Statistics. Most employment opportunities are entry level, service jobs which pay minimum wage or less and are filled primarily by Hispanics and other minorities. Almost 14% of the population fell below the poverty level in 1990. The area has experienced an increase in transiency due to people having lost their homes.

The Hispanic population in the Pueblo community fair particularly badly. The population is about 40% Hispanic, but almost two-thirds of the families with poverty incomes are minorities. Hispanic students accounted for 60% of the total number of school dropouts. Hispanic females make up 85% of the teens who gave birth in 1991. Despite their large number in the population, Hispanic residents are under represented in the political structure of the community.

Youth involvement in both drugs and delinquency rose during the early 1990s. Data from Pueblo Treatment Services, a drug and alcohol treatment agency, indicated that youth between the ages of 12 and 19 had the highest number of drug abusers. The same age group had the second highest number of alcohol abusers. The proposal identified alcohol, marijuana, and solvent inhalants as the drugs of choice among youth in Pueblo, in part because they are more available and are less expensive than other types of illicit drugs.

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This was seen as particularly true for females. "Inhalants in the gang populations of the Southwest is widely known. What is of particular interest to Pueblo is that here it is largely the female gang members who organize the group 'huffs' as well as secure the spray or gasoline. Additionally, the female gang members often incite the males and younger women into destructive or violent behaviors once the group is under the influence."

Information on the presence of youth gangs and gang activities in the Pueblo area comes from the project proposal, interviews with police representatives, project personnel, school personnel, and the report of findings from the Community Gang Task Force. The general consensus among these sources was that the gangs found in the area during the early 1990s were locally organized and had little or no formal ties with nationally recognized gangs such as the Crips and Bloods, despite comments from some local gang youth who said they "identified" with these larger groups. Many of the gangs were associated with old barrio neighborhoods. The activities of the gangs had largely been confined to intergang violence and a variety of petty crimes. According to the Task Force report there was no evidence that they had developed into sophisticated, for-profit organizations that have evolved in some urban areas.

A Pueblo Police Department Crime Analysis and Gang Unit summary report from April, 1994 showed 29 identified gangs and 630 listings in their gang roster: 519 were males and 111 were females. The Unit had adopted the Los Angeles definition of "gang member." Individuals were listed as gang members if they met the following criteria:

- When an individual admits membership in a gang and displays a knowledge of the gang's activities.
- When a reliable informant or other law enforcement agency identifies an individual as a gang member.
- When an informant of previously untested reliability identifies an individual as a gang member **and** it is corroborated by independent information.
- When an individual resides in or frequents a particular gang area and repeatedly affects their style of dress, jewelry, symbols, hand signs or tattoos.
- When an individual has been arrested several times in the company of identified gang members for offenses consistent with gang activity.

Fifty-seven percent of the individuals listed were Hispanic males, 15% were white males, 10% were black males, 14% were Hispanic females, 3% were white females, and less than 1% were black females. Two-thirds of the group are between the ages of 16 and twenty; a quarter are between the ages of 21 and 30.

According to the police, problems caused by gangs included graffiti and intimidation - both each other and strangers. In the early 1990's most of the intimidation was taking place in the schools but this activity decreased once police officers were assigned to high schools. Violence increased

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during 1993 and 1994, culminating in several high-profile drive-by shootings, three deaths, and one critical wounding.

The statement of problem in the proposal for the MA program described the female gangs in Pueblo as "extremely visible" in the community. "Pueblo gang women hide weapons, drugs and shelter outlaws. Pueblo's female gangs are very much involved in the exacerbation of violence and crime, drug marketing and the precipitation of violence between klikas of opposing gangs. As such they have a great influence and their role in the gang community is well known." Over a dozen "named" female klikas had been identified with such names as Devastating Queens Possie, Gangster Hood Locas, Girly Girly Posse, and Inca Girls.

Community Response

As the violence and gang activity described above began to increase during the late 1980's, the Pueblo community initially experienced denial and then began to respond. A 14-member Community Gang Task Force was formed in the summer of 1991 to examine community issues related to gangs. Members of the task force included representatives from law enforcement agencies, schools and social service agencies. The task force interviewed educators, judges, law enforcement personnel, juvenile detention officials, students and youth identified as gang members in addition to consulting with John Hagedorn, a noted gang researcher from Milwaukee.

In its report, the task force suggested that "rather than building more jails for youthful offenders, the panel suggests that more resources be put to the development of gang prevention and alternative education programs that address the underlying problems of these young people, e.g. dysfunctional families, joblessness, drugs, discrimination and deficiencies in our educational system." Guided by this philosophy the task force formulated a list of recommendations for law enforcement, the courts, local government and education to deal with the gang problem.

Actions were taken on several fronts, however, the community lacked the financial resources to undertake any large-scale prevention efforts. A police recreation center was established and drug-free school zones were established. Colorado Senate Bill 94 provided some money to local communities for prevention activities designed to keep youth out of detention. The project director of the AFS project felt that although there were attempts at individual programming, "turf battles" were keeping the community from truly working together.

Several anti-gang activities were focused in the Pueblo area's two school systems. City schools, which experienced the most extensive gang problems, instituted training for parents and staff in how to recognize gang activity. School security staff were trained in how to deal with aggressive behavior. A consultant from the Denver Public Schools was brought in to do training. Security was increased at both high school and middle school levels. An aggressive graffiti campaign cleaned graffiti as soon as it appeared. Police officers were placed in the high schools. A school anti-gang task force was formed which met monthly to discuss issues related to gang activity in the schools. City schools also developed a student assistance program designed to encourage parents and youth to work with counselors.

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The county school system, which is about one-third the size and serves a more rural area, did not experience the same level of gang activity. However, each high school has one sheriff assigned on a permanent basis. According to the superintendent, the district instituted a "zero tolerance policy for threats of death." Students aren't allowed to wear hats in school. Stalking is not allowed. Students are suspended for threatening or harassing notes. The system has also taken a liberal definition of "off school grounds." As the superintendent said, "if they can see it, they intervene or if they know something's going to happen school security will 'be there' along with the sheriff's office."

PYSB Needs Assessment

As a part of an ongoing planning process for the MA program, PYSB staff held a series of focus groups with different groups in the community to learn more about the specific needs of adolescent females. Two focus groups were held at a Young Women's Leadership Conference ("Creciendo Juntas/Mujeres Valientes") organized by MA staff. The female participants at this conference ranged in age from 12 to 18, were predominately Latina and expressed a diverse array of views. Another focus group was conducted at an elementary school with 30 fifth grade girls and five focus groups were held at a middle school with each drawing an average of 10 girls from sixth, seventh and eighth grades.

Some of the most consistently expressed areas of concern were:

- strong peer pressure to participate in gang-related activities;
- absence of self-esteem or pride, either as individuals or members of a community;
- lack of awareness of alternatives to poverty, disenfranchisement, and marginalized lifestyles;
- lack of education on health issues such as HIV/AIDS or other sexually or drug transmitted diseases;
- the inability to establish a supportive and respectful relationship with family members.

The findings from these focus groups were used to plan for the activities of the MA program.

In the year between the first and second site visits (1994 - 1995) the MA project director indicated that the gang problems had worsened, drive-by shootings had increased as had other types of violence. The Police Department had developed a gang task force and was doing "sweeps" in low income areas. The sweeps had increased tension in the community. Female involvement in gang activity increased during the period and younger girls were becoming involved. Girls were starting gangs of their own, rather than being girlfriends of boys in gangs. The project director also reported that some parents were supportive of gang involvement, seeing such involvement as more of a social rather than a criminal activity.

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Violence prevention activities had also increased during this time including a domestic violence project as well as more general violence prevention efforts. The police department had obtained a new graffiti removal machine and local community groups were doing "paint-overs." The police department had also increased citizen as well as officer education efforts by bringing in local and outside gang experts. The sheriff's department had started citizen patrols. In addition, a curfew of 10 p.m. weeknights and 11p.m. on weekends was in place.

PROJECT MANAGEMENT

Organizational Structure

The Pueblo Youth Services Bureau, Inc. (PYSB), is a private, non-profit agency, that has been serving Pueblo, Colorado and the surrounding county since 1973. It was started with Law Enforcement Assistance Administration (LEAA) funding as a city government program and became an independent corporation in 1975. The agency is well-known and well-respected in the community. It is the only major high-risk youth services organization in the area.

PYSB provides a wide continuum of services to at-risk and delinquent youth and their families. Programs are supported primarily by Federal funding and various funding programs provided by the State of Colorado. In addition to the MA program, PYSB also operates:

- *Volunteers in Action (VIA) and the Full Circle Intergenerational Program (FC)* are "significant other" programs pairing children and youth with adult volunteers;

- *All Hispanics Organized for Responsible Actions (AHORA)* markets healthier lifestyles along with alcohol, tobacco and other drug prevention to the Hispanic/Latino populations of Pueblo County and six other communities in southern Colorado;

- *Pueblo County Runaway and Homeless Youth Center Project (RHY)* provides a 24-hour crisis line, shelter care referral/placement, reunification services, counseling, independent living skills training, job training, tutoring, drug and alcohol services, and aftercare services designed to stabilize youth in their homes and communities and divert them from running away;

- *La Calle (LC) - Drug Abuse Prevention Program* provides street outreach, prevention and intervention counseling, treatment referral and monitoring, and reunification services to runaway and homeless youth who are at risk of using/abusing alcohol and other drugs;

- *Proyecto Esperanza (PE) - Project Hope* serves pre- and post-adjudicated youth with alternatives to the juvenile justice system through direct community-based services such as educational support, shelter care, ATOD prevention, and cultural, recreational, and social activities;

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- *Juvenile Diversion Program* targets repeat misdemeanor offenders or first-time felony offenders, providing tutoring, job training, independent living skills and counseling to divert them from any further involvement in the juvenile justice system;

- *Resititution/ Community Service Program (R/CS)* supervises and provides services to youths ages 14 through 18 who have been court ordered to complete a designated number of community service hours and/or pay resititution;

- *Intake and Case Management Unit (ICM)* provides an interagency approach to intake, screening, and recommendation services for preadjudicated, sentenced and committed juveniles;

- *Secure Work Adjustment Program (SWAP)* provides an alternative to secure detention through home detention monitoring, electronic monitoring, as well as family crisis intervention, counseling and other support services;

- *Home Builders' Family Preservation Program (FPP)*

- *Lyle Alzado Youth Home (LAYH)* provides residential treatment for 13 court-involved males, including counseling, job skills, educational placement, tutoring, recreation and other support services;

- *Transitional Living Program (TLP)* provides residential and support services to committed older males who are being reintegrated into the community;

- *Residential Proctor Care Program (PC)* arranges foster homes and support services with an emphasis on independent living skills for committed male and female youth who are being reintegrated into the community;

- *Enhanced Parole Services (EPS)* provides non-residential transition services such as weekly group sessions and intense monitoring, to paroled youth in order to successfully reintegrate them into the community;

- *Transitions Adolescent Program (TAPS)* provides outpatient and residential alcohol and drug treatment specifically designed for adolescents.

This wide array of services provided by the PYSB is readily available to the participants in the MA program if they are needed.

Although PYSB provides many programs, bureaucratic "layering" has been kept to a minimum. Both the Executive Director and the Program Clinical Director have daily direct contact with youth in the programs and the staff who provide the services. This close proximity allows them to be aware of problems in the program and to respond very quickly. Staff also have easy access to supervisors if they need guidance in handling problems.

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Project Staff

The Executive Director of PYSB serves as the Project Director for the MA program and has daily contact with program staff. Day-to-day supervision of program activities is provided by a project coordinator. There are three outreach workers who are responsible for the providing the modules and related services to participants. The project coordinator and the three outreach workers were hired specifically for the MA project.

The Project Director felt that the certain skills and abilities were important for people working in programs such as MA. These included:

- cultural sensitivity and responsiveness (staff need to be able to respond to differences in a positive way);
- ability to manage stress (staff shouldn't take things personally when kids act out);
- good documentation skills (staff should be able to keep up with paper work);
- have a "realistic" view of gang issues (staff need a clear understanding of the youth they will be working with and problems they may face);
- being from or known in the communities in which they will be working; and
- willingness to "get down and dirty", to do what it takes (staff shouldn't expect an 8 to 5 office job).

The Director also felt that, all things being equal, she would choose younger people because they know more of what is going on with the youth. A mix of males and females was also important, especially because participants need exposure to positive male role models. Background checks with the police and the abuse registry were also conducted on applicants.

MA experienced a 100% turnover in the staff hired for the project. The Project Director felt that the turnover was due, in part, to not taking enough time to select people with the right "fit" for the job. They initially felt pressure to hire staff quickly in order to keep to the schedule presented in the proposal. In retrospect, it would have been better to take more time in screening and selecting staff. When the first set of staff members left, more time was taken in selecting their replacements. A "role playing" component was added to the application process to determine how candidates would react to typical situations found in working with the MA population.

Staff Training Needs. The Project Director identified the need for staff training and development in several areas. These included conflict mediation/resolution skills, signs and symptoms of drug and alcohol use in youth, as well as information on sexuality, pregnancy, and sexually transmitted diseases. She also felt it was important that staff learn how to work with different personality styles.

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At the time of the first site visit, staff training had been offered in substance abuse, time management, crisis intervention, group facilitation skills, and family work. One of the consultants was to do a formal conflict mediation/resolution training designed specifically for the MA project. Staff training takes place at special training events as well as at the weekly MA staff meetings. Staff also receive one-to-one clinical supervision from the PYSB clinical director.

Management Information and Reporting Systems

The staff of the MA program began maintaining case files on project participants six months prior to the first site visit. No program files had existed prior to the hiring of the second project coordinator. Files were kept on all participants and included the referral form, service plans, a needs assessment instrument, documentation on services delivered, consent forms, activity attendance list, and a description of what happened at each session attended. The instrument used to assess the service delivery needs of the participants assessed school problems, family problems, substance abuse, physical problems, involvement in delinquency, peer associations, gang involvement and involvement in the juvenile justice system. It also documented counseling history, abuse history and gang status. Service plans were developed by MA staff in collaboration with the participant and her mother. The project did not, however, keep track of each of the types of service or the hours of services delivered for each participant.

Finally, although a personal computer was available to project staff and the proposal called for an automated database for the project, no project information was computerized. The staff lacked the training to design and maintain data tracking systems and it was unclear whether the appropriate software was available.

Target Population

The MA program target population included 240 pregang-involved females and 120 gang-involved females and their families and extended families. The program served girls between the ages of 8 and 19. While formal admission criteria (gang-involved or at-risk of gang involvement) existed, in reality, no one was turned away from the program. Staff considered all females to be at some degree of risk because of the increase in gang activity, the small size of Pueblo, and the economic situation, particularly within the Hispanic population. However, staff did acknowledge that girls who were severely emotionally disturbed, highly sexually active, very withdrawn from the group, and/or unable to follow rules would not have profited from program activities. These girls would, however, be referred to more appropriate services by PYSB staff.

Recruitment and Retention

MA staff were quite active in outreach and recruiting activities. Referral packets were distributed to principals, vice-principles and counselors throughout the two school districts in the Pueblo area. Packets were also given to law enforcement, parole and probation departments, and social service agencies. Particularly at the beginning of the project, staff made presentations to a wide range of public and private organizations, institutions, and media outlets. Articles appeared in both Pueblo newspapers. A local radio station aired a one-hour interview with outreach staff and

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a local television station covered the program. The objective of these presentations was to develop community-wide awareness of MA, to generate referrals, and to encourage an ongoing, cooperative relationship between MA and various educational, judicial, social services, health and government institutions. These types of activities continued in years two and three of the project. Recruitment events oriented specifically to youth, such as pizza parties in the schools, were also held. During the second year, staff adjusted their work schedules to allow for more street outreach between 6 and 10 pm which they felt was very successful.

Participation in the MA program was voluntary and there were several ways to become involved. Because MA staff were present in the Pueblo city schools and were known to students and school staff, most of the program participants came into the program through referral from schools in this district. (The superintendent of the county schools felt that the MA needed a higher profile in the County schools and suggested that they attend the monthly meetings held by principals and counselors in that system.) Referrals also came from the police, juvenile probation and parole officers, and judges. These sources were very familiar with PYSB through contact with its many other programs.

Youth who were referred to the MA program experienced varying degrees of "risk." Girls referred by school personnel were not necessarily directly involved in gangs but were seen as "wannabees" and "at risk" for such involvement. They were typically doing poorly in school, had excessive absences, and were involved in petty delinquency. Youth referred from the probation and parole departments tended to be more deeply involved in delinquent and gang activity. Probation officers interviewed referred clients to PYSB because of MA but also for the other services that the agency provided. These girls were typically from single parent families who didn't have support and showed physical evidence of gang affiliation. The parole officer reported that those girls who had been committed were almost always gang members.

As the program became more well established and well-known in the community, the girls themselves also "pitched" the program and recruited their friends and parents referred their daughters. There were also self-referrals. MA staff also provided some outreach activities such as organizing evening activities and supporting a softball team in the city league.

The program had developed a detailed referral form which included referral source, family composition, ethnicity, substance abuse history, gang involvement, employment status, educational status, history of abuse, and mental health problems. This information, supplemented by an even more detailed intake needs assessment form provided the basis for service plan development.

The referral sources who were interviewed were all very pleased with the program. There was no waiting list and they reported no significant problems with the referral process. Because of confidentiality rules, the schools had to develop an internal process for notifying parents prior to making a referral to MA. However, once the procedures were in place, this did not present a problem.

Girls who had been referred were able to begin program activities immediately. There was no fixed length to the MA program and participants continued with the program for varying lengths

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of time. Some girls had been in the program since it started; others who come at the "suggestion" of their probation officers left as soon as the probationary period was over.

Girls dropped out of the MA program for several reasons according to program staff including lack of commitment and being grounded by their parents. Those girls who came at the "suggestion" of their probation officers sometimes left when they finished probation. There were also some seasonal participants who would be involved in activities during the school year but would be away for the summer. However, the biggest challenge to keeping youth in program activities was posed by the lack of regular structured programming during the first year of program activities. Most of the participants from year one dropped out because of the change of staff and the lack of activities that followed. Participation increased with the arrival of new staff who put out a monthly calendar of events so that youth would know what to expect. Staff also called participants to remind them of events and activities.

PROJECT GOALS

The original proposal for the MA program outlined the plan for project startup and operations in extensively detailed goals and objectives. Major process goals for the three project years were to:

- establish operating procedures and protocols;
- develop gang female-specific conflict mediation modules;
- engage a total of 180 female substance abusing gang members and pre-gang members in conflict resolution and substance abuse prevention and intervention;
- compile and analyze process and outcome data, clarifying initial areas for revision of the design and materials;
- have youth participants plan, execute and develop two half-hour videos on conflict resolution and gang mediation for dissemination with project modules;
- engage an additional 180 female substance abusing gang members and pre-gang members in conflict resolution and substance abuse prevention and intervention; and
- evaluate effectiveness of prevention and early intervention efforts.

Through these activities, project staff anticipated the following benefits to participants, their families, and the Pueblo community:

- increased knowledge and skills among female gang-involved youth and their families and extended families about positive ways to resolve conflicts between individuals and between small groups or klikas;

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- establishment or improvement of intra-family resolution of conflicts between female youth and parents or extended family members;
- increased awareness among gang-involved and pregang-involved youth and their family members of community resources available to serve their needs regarding gang member substance abuse and particularly inhalant abuse;
- non-participation or delayed involvement among early adolescent females into the gang and substance abuse lifestyle;
- reduced arrests due to violent activities and/or assaults and violent crimes, as well as for acts of destruction to property;
- process and impact understanding through documentation regarding female gangs and drug abuse (particularly inhalants) and the dynamics of female gang behaviors in similar communities;
- improvement in self-esteem and self-efficacy of both gang members (intervention) and pregang (prevention), at-risk females; and,
- a replication package for dissemination within the community and use elsewhere.

SERVICE DELIVERY

Major Services Provided

As the table below indicates, most of the MA activities focused on individual and peer-based prevention and intervention strategies. For a variety of reasons, direct service delivery was slow to start. Much of the first six months of the project were taken up with planning and outreach and community education about the program. Service delivery suffered another setback due to major staff turnover which was described in the project history. During the second project year, new MA staff members developed the "U*R*IT Program", a tutorial self-enhancement program for middle and high schools. Workshops were held twice a week in middle and high schools and included tutoring as well as self-enhancement workshops focusing on self-esteem, cultural awareness, and conflict-resolution. This program formed the core of the services provided by MA. Specific activities are described below.

Individually-Based Strategies

Social and Life Skills Training were defined, for this evaluation, as interventions designed to assist youth in developing communication, problem-solving, and decision-making skills, in finding ways to control anger and aggressive impulses (including conflict resolution), in identifying and understanding complex feelings and emotions, and in acquiring or refining basic household skills. The MA program through its U*R*IT component was heavily involved in providing these activities. A review of the Summary of Services and Activities reports identified the following

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topics that were provided: personal safety and self defense; pregnancy prevention; make-up demonstrations; self-esteem; nutrition; personal hygiene; relationships and emotions; effective listening skills; death, loss and grief; substance abuse; budgeting; career choices; goal setting; and, conflict resolution. These topics were typically a part of the after-school activities that included workshops, guest speakers, lectures and group discussions.

Alternative Activities in prevention programs typically include organized sports and/or recreational activities. The goal was to provide prosocial activities as an alternative to gang and drug-related activities. The MA program provided a wide range of alternative activities to participants. Sports such as skating, softball, volleyball, and swimming were organized. Participants also took tours of museums, zoos, art galleries, and botanical gardens. Movies and pizza parties were held as were talent and fashion shows. Staff were very creative in arranging such outings and these activities often took participants to other cities such as Denver and Colorado Springs and provided opportunities for travel that they might not otherwise have had because of Pueblo's isolated location.

Informal Counseling involved activities provided by program staff who have not had formal training in counseling and therapy. It may occur when a "teachable moment" occurs during other program activities. It may also include "crisis counseling" such as when a youth is having an immediate problem and program staff help them to explore solutions. As happens with many community-based prevention programming for youth, much of this type of informal counseling took place in connection with other MA program activities. The participants interactions with one another were often used as teaching opportunities by the MA staff.

Tutoring and Homework Support were provided in the context of the U*R*IT program. MA staff were available twice a week after school in participating schools to provide this service. The schools provided the MA staff with a room, supplies, and media equipment. School staff who were interviewed for the evaluation felt this was an especially valuable service.

Mentoring/Positive Role-Model component of the MA program was voluntary; participants were matched with a mentor only if they wanted to be. The problems with staff turnover during the first year delayed the implementation of the MA mentoring program and it had only been in existence for five months at the time of the first site visit but had become well established by the time of the second site visit. All mentor candidates had to satisfactorily complete a background check (including police checks and social register check for child abuse) and go through a formal training process before being "matched" with a program participant. These clearances took from two to six weeks to complete. Twenty-two mentors had been trained and sixteen had been matched with program participants. The project's goal was 30 matches.

Four mentors participated in an evening group interview covering the following topics: activities, problems and benefits, mentorship training, problems encountered, mentor-staff relationships and suggestions for improvements to the mentor program. At the time of the first site visit, most of the mentors had only been matched with a program participant for six to eight weeks and so had not had extensive interaction with their "matches." Two mentors were available for interview during the second site visit.

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When asked how they had been recruited to become a mentor, respondents mentioned a variety of pathways. One had been a mentor in high school and was friends with the mentor coordinator. Another had started as a mentor to fill an educational requirement and continued with the program after the academic requirement had been satisfied. A third mentor was new to the area but had been active in youth programs in other areas. She became acquainted with the program through a PYSB announcement. Another answered an ad in the newspaper. Mentors suggested that MA staff could attract additional members by making informational presentations about the opportunity to business and community groups.

Mentors attended eight hours of training prior to being matched with a program participant. The first session introduced the mentor role, program standards, goals and objectives, and what to

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MOVIMIENTO ASCENDENCIA
SERVICE DELIVERY SUMMARY

Major Types of Service	Services Provided
Individually -Based Strategies	
Social and Life Skills Training	✓
Alternative Activities	✓
Individual or Group Therapy	
Informal Counseling	✓
Tutoring & Homework Support	✓
Mentoring/Positive Role-Model	✓
Family-Based Strategies	
Family Therapy	
Family Skills Training	
Parent Training Programs	
Parent Involvement Activities	✓
Parent Support Groups	
School-Based Strategies	
Teaching Reform	
School SA/Violence Policy	
Goal Setting for Future Educ.	
School-based Youth Advocates	
Peer-Based Strategies	
Positive Peer Clubs or Groups	✓
Correcting Norm Perceptions	✓
Peer Resistance Training	✓
Positive Peer Models	
Peer Leadership Programs	
Peer Counseling	✓
Peer Support Groups	✓
Community-Based Strategies	
Cultural Enhancement	✓
Case Manage./Service Access	✓
Crisis Mediation	
Community Service	✓
Community Education	✓
Community Organizing	
Safe Haven Programs	✓

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expect. During the second session mentors completed a background questionnaire, discussed how they might deal with certain situations that might arise, and did some role playing. In addition to the initial training, there were hour-long support group meetings for mentors on the second Tuesday of each month. During these meetings mentors went over plans for the month, discussed any problems they were having, and turned in their activity report for the past month's activities. Mentors felt that the MA Mentor Coordinator did a good job of describing their roles and expectations and that the classes helped in understanding the youth in the program.

Each mentor sponsored one girl and contracted for a minimum of two hours per week for nine months. Typical activities for mentors and their matches included such things as attending community events and events sponsored by PYSB, shopping, talking on the phone, eating out, playing sports, and sometimes just "hanging out" around home. One mentor explained that she was trying to expose her match to new experiences, work-related activities, and alternative life styles that she might not otherwise be exposed to. PYSB also scheduled events for mentors and matches once or twice a month, usually on the weekends.

Mentors were asked about the process of building a positive relationship with the girl they had been matched with. Building trust in the relationship was a major task for the mentors. One of the mentors noted a problem with her match not following through with plans they had made together and having little insight into the inconvenience or problems this might cause for her mentor. Two of the mentors described a six month "testing period" with their matches. One noted that it was important to be consistent and dependable and to be there for the girls.

Mentors reported the following problems they encountered in carrying out their role:

- Commitment. Mentors reported girls backing out on activities that had been planned in advance with no apparent understanding of the consequences.

- Scheduling. It was sometimes difficult to work around the schedules of both the mentors and their matches to find a mutually available time to be with each other.

- Transportation. The area served by the program is large and the public transportation system is poor. Sometimes the mentors had to travel long distances to pick up their match and return her home.

- Funding. Mentors were responsible for their own expenses and some indicated that it would be helpful if the program could provide tickets, group activities, etc. for the mentors to help keep the individual costs down. They also suggested that the mentors and girls, as a group, could organize fund raising events to support their other activities.

Family-Based Strategies

Family-based prevention strategies include a range of activities from such things as family therapy provided by trained psychotherapists to parent involvement activities designed to increase

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the interaction between program participants and their parents. Other strategies include family skills training, parent training programs and parent support groups. Aside from trying to involve parents in program activities, family-based strategies were not a central component of the MA program. However, the PYSB Family Preservation Program had developed a voluntary parenting program and a parent support group during the last year of MA project activities. Although these groups were funded by Colorado rather than grant funds, both of these groups were available to parents of MA participants.

Parent Involvement Activities. The MA program, like many community-based prevention programs for youth, struggled to find successful strategies for including parents in program activities with their daughters. Probably the most successful efforts involved sponsoring periodic events such as the annual awards dinner which was well attended by parents, participants and mentors.

Community-Based Strategies

Cultural Enhancement components of prevention programs focus on both increasing youth awareness of other cultures and increasing their knowledge of their subculture's history, traditions, and values as well as reinforcing positive cultural identity and pride. MA staff organized a variety of activities addressing cultural diversity. Many activities such as, attending various cultural fairs and guest speakers on different cultures, were designed to acquaint program participants with other cultures. Other activities focused on the richness of the Hispanic cultural heritage. Introducing participants to other cultures was somewhat difficult due to the isolation of the Pueblo community. Staff would organize trips to Colorado Springs and Denver in order to provide these experiences.

Case Management and Service Access. The MA program is ideally situated to provide this type of service. The larger PYSB organization has a wide variety of service programs which were available to MA program participants. Individual needs assessments were done for each participant as a part of the intake process and MA staff made referrals to appropriate services.

Community Education. In addition to providing individual services, PYSB and MA staff and participants were very active in educating the Pueblo community about the need for youth programming in general and gang prevention specifically. They organized and hosted the First Annual Violence Prevention and Intervention Skill Building Symposium, a two-day, community-wide conference. The MA project director and the PYSB clinical director also served as resources for information on youth prevention programming and made numerous presentations to community groups and professional meetings.

Safe Haven programs provided a safe area for youth, particularly in neighborhoods heavily influenced by gangs and drug dealers. MA program services took place in many locations and were always closely supervised. When the original PYSB building became all but uninhabitable, staff began providing MA activities in the schools. Program activities returned to PYSB when the organization moved to an improved location. In all cases, participants were provided with a safe and supervised location for their activities.

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Number Served

The MA program's goal was to provide prevention services to 120 pre-gang females and intervention services to an additional 60 gang-involved females between the ages of 8 and 20. According to service delivery information during the course of the project they served 234 youth. The average age of the total group was 13.7 years; almost 90% were between the ages of 10 and 17 years. Of those categorized, 139 females were at risk but not yet gang-involved and 84 were gang involved. (Fourteen were not categorized by gang status. The average age for pregang participants was 13.1 years compared to 14.6 years for gang-involved participants. Almost one-third of the pregang group were between 8 and 11 years compared to one of the gang-involved group. Although the program was open to all females, 87% of the participants were Hispanic, a proportion higher than the incidence of Hispanics in Pueblo, but consistent with the percentage of adjudicated youth in Pueblo according to project personnel.

LOCAL EVALUATION

In terms of design and organization, this project had the potential for a strong local evaluation. The original plan for the local project evaluation called for both process and impact data collection and analysis. The impact evaluation was to include pre- and post-testing of program participants and control group subjects from a neighboring town. Unfortunately, the local evaluator had difficulty fulfilling this ambitious plan. Three instruments were developed specifically for this evaluation: the Cultural Competency Measurement Instrument (CCMI), the Youth Social Support Scale (YSS), and the Conflict Resolution Model Evaluation Questionnaire. At the time of the first site visit (two years into the project) the local program evaluator, had completed a brief process evaluation of the first year and developed two of the three evaluation instruments. The third instrument assessing anti-social behavior and the impact of the conflict resolution component was not developed until the last year of the project.

This delay in completing the evaluation instruments resulted in very low completion rates for the outcome instruments. Of the 237 participants enrolled in the project, 144 completed the CCMI. Of those, 28 took both pre and post tests. For the YSS, 136 of the 237 participants took the pretest and 49 took both the pre and post-test. Only 4 participants completed the Conflict Resolution Model Evaluation Questionnaire.

The final evaluation report provided no detailed description of the instruments and the specific items nor any information on the development and norming. Therefore, it is difficult to assess the extent to which they were, in fact, measuring those factors being addressed by program activities. It is unlikely, however, given the limited number of participants completing the instruments, that these results would provide an accurate assessment of the success or failure of program impact on participants.

CHALLENGES TO IMPLEMENTATION

The MA program experienced several implementation problems common to many prevention and intervention programs. These included staff turnover, lack of transportation for participants,

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parent participation, implementing planned program activities, recruitment and retention, inadequate physical facilities, and inadequate local evaluation. Each of these is described below.

Staff Hiring and Turnover. Staff turnover and difficulty in hiring appropriate staff for prevention programs is a common problem for community-based organizations. The project director felt that the pressure to begin project activities in a timely fashion rushed the hiring of the original staff and as a result, the "right" people were not selected.

Delayed Implementation of Planned Program Activities. PYSB had an ambitious plan for program activities. However, the planned service delivery was sporadic during the first project year. According to quarterly reports, staff spent a lot of time making presentations about the program and organizing events to publicize the project in order to generate referrals. However, many of the planned service delivery components were "unavailable" at the end of the first year. This situation was greatly exacerbated by the staff turnover described above. Regular program activities increased significantly after January, 1994 well into the second year of funding. Printed monthly schedules showed some program activity taking place almost every day. Delays were particularly troublesome in establishing the mentor program.

Recruitment and Retention. Although the MA staff engaged in intensive recruitment activities at the beginning of the project, participation decreased dramatically as a result of the staff turnover experienced at the end of the first year. During that period, activities were not consistently presented and the girls reportedly lost interest in program activities. This situation was turned around with the hiring of new staff and the regular scheduling of group activities.

Transportation. Pueblo and the surrounding communities are very spread out and program participants come from different areas. The majority of the girls in the program came from single parent, very low-income families that lacked adequate or any transportation at all. In addition, public transportation is largely lacking. It was very difficult to get participants to and from activities. Although it takes them away from other responsibilities, staff have often used their own cars to transport youth. To address the lack of transportation, some programming was moved out into three neighborhood schools in an effort to reach more youth. Staff tried to secure a 15-passenger van, but had not been successful at the time of the last site visit.

Poor Physical Plant. At the time of the first site visit, PYSB headquarters was located in downtown Pueblo in a building that had significant structural and operating problems. Some of the initial MA services had been provided at this location until the building problem increased (at one point the ceiling had collapsed on staff working in a conference room). Most MA services were moved out into facilities located in public school buildings. By the time of the second site visit, PYSB had relocated, remaining in the downtown area but in larger, more adequate physical plant. This move allowed some services to return to this location although the primary service delivery site remained at the participating schools.

Parent Participation. Involving parents in MA activities was an important goal for program staff. Such involvement was slow to begin. Staff tried various approaches to engage parents in program activities with mixed success. The more successful efforts included:

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- one-to-one contact with parents in their own homes,
- having parents transport their own children to and/or from MA activities, and
- scheduling quarterly family activities.

By the end of the second year, quarterly reports indicate that parental involvement had improved dramatically.

Inadequate Evaluation. Although the Project Director had engaged evaluators for this project, they were inconsistent in their involvement in the project. Pre and post test instruments were not administered uniformly, and information was not systematically provided to project staff. Thus they did not have access to information which could have been used to improve their services.

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APPENDIX C.

CASE STUDY: FEMALES OBTAINING RESOURCES AND CULTURAL ENRICHMENT (FORCE): THE NEXT LEVEL, BOSTON, MASSACHUSETTS

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CASE STUDY: FEMALES OBTAINING RESOURCES AND CULTURAL ENRICHMENT (FORCE): THE NEXT LEVEL

Boston Housing Authority
Boston, Massachusetts
Funding Period: 9/30/92-9/29/95

PROJECT BACKGROUND AND PROFILE

Brief Project Description

FORCE: The Next Level is one of several youth programs operated by the Community Initiatives Division (CID) of the Boston Housing Authority (BHA). It was a continuation of a project for girls living in housing developments which was started by the Judge Baker's Children Center (JBCC) in cooperation with the BHA. The original FORCE project was funded by FYSB in 1990 for two years. At the end of the second year, the BHA incorporated the youth worker positions and BHA staff applied for additional funding from FYSB to enrich the program by adding specialists in family support, leadership development, personal growth and recreation and by starting support groups for the girls in the program. FORCE: The Next Level was designed to "expand the earlier program by including older girls, involving participants' families, and providing a range of gender and culture-specific services matched to the developmental needs of urban, low-income females." The program offered recreational, personal growth, leadership, and support group services to 400 girls and their families in six of the BHA housing developments.

COMMUNITY CONTEXT

BHA Needs Assessment

The philosophy of the CID approach to program development was reflected by informal, ongoing needs assessments, according to CID staff. Specific program activities were typically initiated by youth workers located in specific developments and were geared to the needs and interests of the girls and the interests and abilities of the particular youth worker. The CID combined this informal "ear to the ground" approach with ongoing assessment of new funding initiatives. When new programs were being developed, youth workers in the developments were surveyed to determine where the problems are most severe. The CID's Program Planning and Evaluation Manager stayed abreast of new program funding initiatives. Those programs that fit into the goals of the overall CID approach were pursued. Needs assessment also included interviews with key informants (particularly the police in this case) and literature searches.

Community Risk Factors

Police and project personnel indicated that the Boston area began to have serious youth gang problems beginning in 1987 and 1988. In an NIJ-funded study of police departments, Curry, et al

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(1992) identified 70 gangs with 2,200 members in the Boston area. The total index crime rate for Boston in 1991 was 10,837 per 100,000, almost twice as high as the national average of 5,898 per 100,000 (Uniform Crime Reports, 1991). The violent crime rate for the same year was 2,006 per 100,000 almost three times as high as the national average of 758 per 100,000.

Gangs in Boston were described as territorial in nature, based in neighborhoods and housing projects, and named after streets and neighborhoods in which the members lived. The largest percentage of the gangs were African-American. The activities of these groups revolved around drugs and guns. Hispanic and Asian gangs also existed. Chinese gangs were known for extortion and home invasions in the Chinatown area. According to these sources, most gang youth were not heavily involved in drug use but rather focused on selling drugs to adult customers. The police reported a decline in gang violence during 1991, in part because of an intensive arrest and prosecution effort aimed at gang leadership.

According to the needs assessment, data provided by program personnel, and site-visit interviews and observations, the housing developments chosen for participation in the FORCE program exhibited many of the risk factors commonly associated with the development of youth gang and drug activity.

According to the proposal, approximately 30,000 people lived in the BHA's conventional housing developments in the early 1990's. Nearly half of the residents were under 21 years of age. Households averaged nearly three members with an average income of $10,424 - below the Federal poverty level of $11,570 for a family of three. Seventy-seven percent of all households were headed by females. Most of the youth in BHA developments attended the Boston Public Schools which had a 41% dropout rate of students entering ninth grade at the time the proposal was written.

Based on the needs assessment done for the project, six developments were chosen to be a part of the new FORCE program. Developments were located in Dorchester, Roxbury, Jamaica Plain, and South Boston. Table 1 describes the demographic characteristics for each of these developments. According to BHA crime statistics, four of the six FORCE sites, Bromley-Heath, Cathedral, Franklin Hill and Orchard Park ranked among the top ten BHA developments for drug related crime in 1992. Named gangs had been identified in all six developments. All of these gangs were involved in drugs.

The nature and extent of gang activities varied among the BHA developments according to BHA personnel. During the initial site visit interview, they described most gangs as locally formed and based. Gangs typically didn't go into other developments to cause problems. Drug selling appeared to be a specialized activity. Local gangs were described as being resistant to intrusions from out-of-town gangs. In the family developments BHA staff reported that the incidence of gang activity was probably higher than official reports. What had been reported were activities that could be tied directly to gangs. Staff reported gang activity in both minority and white developments.

FORCE staff reported that they had been hearing of female involvement in gangs more often. They felt that while the first FORCE program may have had some impact, the recruitment of younger girls was still active. They reported that females were likely to support criminal activities

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TABLE 1:
DEMOGRAPHIC CHARACTERISTICS OF FORCE SITES*

	Bromley/ Heath	Cathedral	Frank. Field	Frank. Hill	Orchard Park	West Brway
Total Population	1073	656	1021	962	979	1760
Number of Units	NA	NA	346	375	744	736
Occupancy Turnover Rates	17%	10%	6%	11%	31%	10%
% age 18 and under	42%	44%	53%	51%	48%	42%
% Black	74%	39%	67%	69%	74%	12%
% Hispanic	23%	54%	29%	30%	23%	20%
% White	1%	7%	2%	--	1%	55%
% Asian & other	2%	1%	2%	1%	2%	13%
% head of household w income <$10,000	NA	71%	68%	81%	70%	68%

*Source: Boston Housing Authority

in the developments - boosting, car theft, drug sales, etc. - in support of male gang criminal activity. This was seen as especially true with regard to drug sales. Staff felt that younger girls were being recruited into gang activity. There had been an increase in the number of 14 to 16 year old females in the developments who had their own apartments. They were often not in school and sometimes were living with a male partner who was involved in drug sales. These girls were seen as being at risk of becoming involved in drug sales as well. BHA staff also reported that there had been an "incredible" rise in violence among younger youth.

There was a small gang of females in the Charlestown complex known as the Honeybees. The Honeybees were older females who continued an association that had started in childhood. The Mission Hills development was home to the Goya Girls who were described as associates of a male gang called the Goya Boys. According to staff, these girls held drugs and established turf with respect to outside girls coming in to date boys. Many of the girls had dropped out of school and had children of their own. Vandalism was also pervasive among both male and female groups in Mission Hills.

The entire Orchard Park development was described as being organized around drugs, weapons and murder by a group called the New York Boys. There were reports of some girls being a part of this group. This gang was broken up by an undercover operation in the early 1990's. Staff reported the conviction had somewhat lessened the gang activity in this development. Franklin Field and Franklin Hill were also described as having female gang activity. There were two homicides in the Franklin Hill complex in the week prior to the first site visit. This area was also known for drug activity and all the gangs were reported to be involved with drugs.

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Community Response

Safe Neighborhoods Program. After an initial period of denial, Boston developed and implemented the Safe Neighborhoods Plan in the early 1990's under leadership from the Mayor's Office. The plan was developed with the input of over 150 agency and community-level individuals and called for 50 programs or approaches to solving the problem of reducing the level of youth violence; its aim was to get all agencies and services to work together.

The Safe Neighborhoods Plan was a comprehensive, three-pronged approach to Boston's gang problem. The first prong of the approach was economic development. It inolved expanding economic opportunities in the areas most affected by youth gang activities. Public safety was the second component. This involved increased coordination among law enforcement agencies and streamlining of the justice system with regard to gang prosecutions. The final component involved programs to foster community and parental responsibility. One of the major roles of the Mayor's Office in this plan was to ensure that city agencies worked with each other in implementing the programs associated with the Safe Neighborhoods Plan.

As a part of the City's Safe Neighborhoods Plan, the CID of the BHA developed the "Youth on the Rise Program" (YOR) to combat gang involvement among the youth living in Boston's housing developments. According to their mission statement, the role of the CID was to "address the health care, educational, recreational, and cultural needs of Boston's public housing community through a comprehensive and coordinated system of approaches to service delivery, including direct service on site, collaboration with other organizations within the larger community, and referral to a directory of local and city-wide service providers."

The mission of the YOR Program, of which the FORCE program was a part, was to:

- provide opportunities for participation in constructive educational, recreational and cultural activities;
- expose youth to a broad range of multi-racial, multi-cultural experiences and ideas;
- provide information about support services for youth;
- assist youth to develop community structures which could represent and advocate for their interests and needs; and,
- develop relationships with local and citywide agencies in order to meet the needs of BHA communities.

There were YOR programs in each of the 22 family housing developments operated by the BHA. Youth workers provided outreach, referrals, and on-site activities for BHA residents ages 8-18. These services and activities were available to both male and female youth. Each YOR site sought to provide education programs (homework help, tutoring), social and recreation opportunities

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(sporting and social events), life skills activities (workshops and seminars), and a family component (parent/guardian-child activities, family movie nights). The sites involved in the FORCE program provided separate services for females, in addition to any YOR activities that might be taking place.

BHA Police Response. At the time of the first site visit, the BHA had a separate 21-person Security Force that had been granted the power to arrest by the Boston Police Department. This force operated from 8 a.m. to midnight. One officer was assigned to the anti-gang activities. The Anti-gang unit focused on outstanding felony warrants. One team went from development to development, every day, five days a week, cleaning up outstanding warrants. The BHA Security Force was beginning to implement a community policing model in the developments. A development-based office with an officer working Monday through Friday during the day had been established. At night there were six officers and a sergeant for every 4 to 5 developments. Officers also switched from plain clothes to uniform in an effort to increase the visibility of law enforcement.

PROJECT MANAGEMENT

Organizational Structure

FYSB funding for FORCE provided salaries for the Personal Growth, Leadership, and Family Specialists positions as well as for the Coordinator's position. The original proposal also called for part-time recreation and support group positions, however, these did not appear to be filled. Salaries for the youth workers at each of the FORCE sites were provided by the BHA. The specialists and the project coordinator were housed in the CID headquarters which was located in a basement in one of the developments. Youth workers were located in the developments. The BHA administrative offices were located in downtown Boston, several miles from the developments and CID offices.

Each of the developments also had a resident "task force" which worked with the BHA to provide resident input into development management. The BHA had been working with developments in order to strengthen these groups, encouraging them to obtain 501C3 status so that they would be eligible to apply for program funds independent from the BHA. These resident governing bodies varied in strength and organization depending on the development and often added a highly political element to the implementation of the FORCE program. Task Forces controlled the space for FORCE activities and had to be consulted in the hiring of youth workers.

Local task force support for the program and the youth worker greatly enhanced implementation. The lack of such support caused problems in terms of space and resources for the program and interpersonal problems for the youth workers. One of the developments that was under private management was particularly problematic, denying FORCE space in the development and demanding that the youth worker be removed. This effectively stopping services for months. The youth worker in another site was evicted from the center because the local task force felt that she was not adequately providing services to FORCE participants. In addition, youth workers experienced dual supervision from both task force and BHA personnel and expressed stress from the sometimes conflicting expectations.

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Project Staff

The proposal for FORCE included five part-time specialists in the areas of recreation, personal growth, leadership, support groups, and family. Activities by these specialists (with the exception of the support group specialist) were to be scheduled into the youth worker's monthly activity plan for each site. The support group specialist was to train the youth workers to run support groups. The specific roles for these specialists are described below because these positions together define the expanded program model originally outlined for FORCE. However, it should be noted that only the Personal Growth and Leadership Specialist positions were filled for any significant portion of this project.

Personal Growth Specialist. The role of the Personal Growth Specialist, as originally envisioned, was to "help the girls understand their changing bodies and widening social universe, conducting workshops on sexuality, birth control, AOD, HIV, STE, violence prevention, racial and cultural awareness, assertiveness, and pro-social ways of overcoming racism and poverty."

Leadership Specialist. The role of the Leadership Specialist was to "coordinate a mentoring program which matches girls with adult women.... conduct career exploration workshops, run college tours, recruit and assign volunteer tutors to youth workers, arrange for girls to participate in adventure/challenge experiences, and work with youth workers to identify four or five girls from each of the five initial sites who are interested in becoming peer educators."

The FORCE Coordinator at the time of the first site visit indicated that, in hiring the Personal Growth and Leadership Specialists, she was looking for creativity and someone who could provide the basics written into the proposal but who could also enhance the program. These workers also needed to have prior experience working with youth and not be afraid to work with inner city youth. Commitment to the program "beyond salary" and the ability to be a team player were also important qualifications.

Family Specialist. In the original proposal, the activities associated with the Family Specialist position were the most fully developed and were seen as central to achieving the "Next Level." The incumbent for this position was to be bi-lingual and bi-cultural (Spanish/English). Anticipated responsibilities included:

- planning parent-child events with the youth workers and the project's other four specialists, in order to increase parent-child interaction;
- planning social and recreational activities at each site;
- conducting or coordinating parent workshops on drug education, HIV prevention, sexuality, recognizing and preventing gang-related behavior and parenting skills in general;
- coordinating with youth workers and other specialists to recruit parents for training in "It Takes A Village To Raise A Child";

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- ensuring that teen parents have access to alternative education programs and all benefit programs; and

- assisting youth workers and project staff in conducting, or arranging for, family interventions when youth are physically or emotionally abused or neglected, including performing home visits.

Since the family component was completely new to the FORCE program, the Family Specialist position required someone who would be able to create this component "from the ground up," taking charge, recruiting parents, and developing the program. The first person hired for this position was hired quickly due to time pressures for project implementation. However, he didn't have the necessary experience to successfully implement the family component and was also afraid to work in the housing development communities. The second person hired for the position had the required background and skills but needed more than half-time employment. He resigned when BHA personnel regulations would not allow combining funding from two different sources to support a full-time position. Due to these problems, this function within the program was never systematically implemented.

Support Group Specialist. The Judge Baker Children's Center (JBCC) was to supply the support group specialist for the FORCE program. This specialist was to provide two weeks of full-time training to the youth workers from the initial FORCE sites, followed by monthly planning meetings and weekly two-hour individual supervision. The youth workers were to be trained in the implementation of the "Options and Choices" curriculum by Judith Palmer, who developed it as an adolescent life options program for the Douglas A. Thom Clinic in Boston. Each youth worker was to conduct weekly support group meetings in her development using the curriculum. It appears that this component of the program was not implemented as planned, perhaps because of the withdrawal of the Center after the first year of project funding. In any case, no mention of these support group activities were made during either of the site visits.

Recreation Specialist. In the original design for this project, the role of the recreation specialist was to increase the number of girls involved in recreational activities at FORCE sites, improve the level of recreation program quality at FORCE sites, organize leagues, tournaments, and city-wide events, and increase access to existing recreational programs such as Girl Scouts, YWCA, Boys and Girls Clubs, etc. However, this position was never filled according to progress reports and staff interviews. Most of the organization of alternative activities appeared to be carried out by the youth workers at each site. In addition, the BHA had recreation staff involved in other activities who also supported the FORCE program.

Staff Relationships. Both interviews and a review of field notes provided by the local evaluator indicated that the staff for this project were hampered by the organizational structure itself, internal divisions among the different levels of staff, and the frequent turnover of staff at all levels. Poor relationships and communication between specialists and youth workers were particularly problematic. Both of the specialists separately described intense frustration with youth workers.

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> Probably the most frustrating and aggravating thing that I've encountered since my stay, is showing up at a site to conduct a workshop and no one is to be found. Youth workers ignoring my schedule and taking their kids on a field trip happens frequently. I only visit each site once a week for about two hours. You would think that the youth workers would set aside that time to me so I could perform my workshop. (Personal Growth Specialist)
>
> I didn't perform any workshops this week at the sites because when I showed up to teach no one was to be found. Youth workers constantly ignore my schedule, which I submit to them at the beginning of every month. All the time I spent this week preparing for my workshops was put to waste. (Leadership Specialist)

Specialists and youth workers were physically separated since specialists had their offices at the CID headquarters and youth workers were assigned to specific developments. This physical separation may have aggravated the strained relationships between specialists and youth workers because there was very little opportunity for day-to-day communication and joint planning.

Turnover. The FORCE program suffered persistent problems with staff turnover at all levels from the Director of the Community Initiatives Division down to the youth workers in the individual housing developments. There were at least two CID directors during the project period. The Coordinator position, which had direct supervision over specialists and youth workers, was held by three different people in the three years of the project. There were three personal growth specialists and two leadership specialists. There were also two family specialists, however, this position remained unfilled during most of the project period. Youth worker positions also turned over frequently.

Staff turnover was particularly problematic due to BHA personnel rules that prohibited the advertisement for vacancies until after the incumbent has actually vacated the position. This created a three to four month lag in filling positions. This regulation also made it difficult for the new person to benefit from the experience of the person who held the job before. Continuity was difficult to maintain since the "institutional memory" of the program and its goals was often lost. Such lags in filling youth worker positions would often result in a drop off in project participation since program activities weren't reliable. In addition, one of the youth workers pointed out that when the coordinator position was empty, communication between the different developments decreased.

Training. Providing adequate training for the different levels of FORCE staff was problematic even though the BHA had an in-house training coordinator. Staff training was originally to be supplied by the JBCC. An interview with a staff member from JBCC was instructive in understanding the training requirements for direct-service staff in these types of programs. The original JBCC goal was to build a mental health capacity in the youth program. JBCC staff assumed a basic level of skills among the youth workers and were planning to build on those skills. In reality, the level of skills necessary for the planned training did not exist among the youth workers. Youth workers had minimal formal professional training and, in the informant's opinion, the basic "infrastructure" did not exist within the BHA to implement the mental health component as planned.

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In 1994 a BHA survey of workers identified the need for training in the following basic areas: early warning signs of substance abuse, AIDS, stress management, diversity, how to do outreach with youth, and developing goals and objectives. During the initial site visit, the project coordinator reported that there were no areas of staff training needs that remained unmet. According to the FORCE Coordinator and to a review of training agendas, youth workers received training in the identified areas. In addition, other issues could be discussed every Friday at youth worker meetings.

Despite these training events and meetings, the interviews with individual staff members, including the coordinator herself, revealed that some staff members felt they had received very little training for their positions. One youth worker reported to the local evaluator that she "did not receive any training, was just thrown out to the wolves and told to do her own thing." Another worker, on the other hand, reported that the "BHA has given them constant training that has been very repetitive to the training she got at [her last job]... has found some of them to be useful and educational, such as the AIDS/HIV training and the cross cultural training." The leadership specialist reported that she was given no training from BHA for this kind of work.

Management Information and Reporting Systems

Management information and reporting systems for the FORCE program were rudimentary, at best. Sign-in sheets were used by the youth workers to record the daily activities at each of the development sites. These sheets contained the name of the girl and a check mark for those activities in which she participated. The FORCE Coordinator tallied these sheets by hand each month in order to provide monthly and quarterly reporting information required by the BHA and FYSB. Neither hours of service provided or length of stay in the program were tracked nor was any of the project service delivery information computerized. While the Coordinator attempted to determine an unduplicated count of FORCE participants, it remained very difficult to identify an accurate count of individual girls who had been served by this program.

Aside from meeting the Federal reporting requirements, it was not clear how else this information was used. It did not appear to be used to manage day-to-day program operations. There was some indication that the information would be used as much as possible to make a case for increasing the amount of programming devoted specifically to girls throughout the BHA system, but it was not clear how this would be accomplished.

While the program did not develop service plans for all girls who participated in program activities, the leadership and personal growth specialists kept files on some of the girls who were more heavily involved in workshop activities. However, there wasn't a uniform assessment process at this level. Each specialist used a separate evaluation procedure and kept separate records with different information. That is, each girl might have separate folders - one kept by the Personal Growth Specialist and one by the Leadership Specialist. Folders contained lists of workshops attended, a copy of the FORCE contract, personal growth workshops attended, and FORCE activities attended.

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The lack of assessment records on girls in the program was especially problematic given the frequent turnover in staff. When they were interviewed, it was clear that the youth workers had gathered a lot of information about the girls they saw on a regular basis. However, when they left, there was no mechanism for transferring that knowledge to the new youth worker. New youth workers had to "rebuild" this knowledge base after they started working with the girls.

TARGET POPULATION

The target population for this project was 11 to 17 year old girls living at the six BHA developments described above. Both reports from staff and observations during site-visits indicated, that few, if any, girls were turned away from program activities. Several girls routinely brought their younger sisters to the program site. On occasion, the specialists had to change planned presentations if the subject matter was inappropriate to very young girls. The ethnic distribution of the developments was primarily African-American (63%), followed by Latino (32%), with a small group of European-American and Asian residents (5%). This project's lack of detailed record keeping made it impossible to accurately assess how many individual people were served by this project. Quarterly reports are unreliable and appear, at times, to use the same numbers from quarter to quarter.

RECRUITMENT AND RETENTION

Youth workers at the sites were largely responsible for recruiting girls into the FORCE program. FORCE had significant problems with maintaining participant attendance. The program tried to increase commitment to the program by instituting a "contract" with the girls. The idea for the contract came from the Personal Growth and Leadership Specialists who were primarily responsible for working with the girls to develop the rules and regulations and the record keeping system to measure "contract compliance." The rules and penalties were decided by the girls themselves.

The contract at one of the sites, for example, had penalties for such behaviors as making racist comments, stealing, fighting, swearing, name calling, lying, showing off, being late, paying attention, etc. Penalties for being late included verbal warning, written warning, write what you did 50 times, two-day suspension from Teen Center, lose one city-wide FORCE trip, and lose FORCE membership. A behavior chart was used to monitor contract compliance. The specialists always monitored behavior during their workshops. At the sites, some youth workers monitored behavior daily and others didn't. The specialists felt that the contract process had some effect on girls' behaviors, at least in the leadership and personal growth activities. At the time of the site visit, no one had ever lost their membership due to contract violations although a few girls had missed activities.

The FORCE staff was split in its own commitment to the contracting process. The specialists (who designed the system) supported it while the youth workers (who worked with the participants each day and were primarily responsible for implementing the system) did not appear to support it. Youth workers had very little involvement with the development of the process and didn't like the idea of a contract when it was first introduced. They felt it introduced too much structure and created

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more paperwork for them. Those youth workers who were the most opposed to the implementation of a contract tended to be those who provided the least structure in their daily activities with the girls.

Another approach to increasing commitment was an attempt to produce identification cards for the girls who had become FORCE "members." These ID cards had pictures and thumb prints. Each girl who wanted to be a FORCE member and agreed to the terms of the contract was eligible for a membership card. There were problems, however, in getting the resources from the BHA to have the cards laminated so this effort was largely unsuccessful.

PROJECT GOALS

According to the proposal, the principal purpose of this project was "to reduce or prevent gang membership and AOD use among adolescent females by decreasing the number and/or effect of risk factors and by increasing the number and/or effect of resiliency or protective factors." In order to achieve this the specific goals of the project were designed to:

- provide 300 girls with recreational activities such as sports, field trips, and performing arts;
- involve 115 adolescent girls in a peer educator program;
- establish and involve 50 girls in weekly psychoeducational support groups; and,
- involve 75 parents/families in healthful activities which will increase their ability to serve as natural support systems.

Through these activities, project staff hoped that participants would:

- be more likely to avoid pregnancy, onset of AOD use, violent and criminal behavior, and gang membership;
- be less likely to drop out of or fail in school, thereby increasing their educational options and lifetime earning potential;
- be more likely to have a delayed onset of sexual activity, decreased frequency of unprotected sex, reduced teen pregnancy rate, reduced rate of HIV and STD transmission, thereby protecting their long-term health as an individual, sex partner, potential parent, and worker;
- have increased self-esteem, cultural awareness and pride, and reduced alienation and isolation which, if maintained, will have positive long-term ripple effects on peers, family, community and possible future children; and
- be more likely to be socially mature, self-disciplined, confident, and self-reliant.

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The stated project goals are minimal given the size of the target population and they were probably achieved, although project records made it difficult to determine. However, given the implementation problems of the project, it is questionable how much effect the program had on the desired longer term outcomes.

SERVICE DELIVERY

Major Services Provided

As Table 2 indicates, most of the FORCE activities focused on individual prevention and intervention strategies. The main theme that united the activities was that the project was only for girls, giving them a chance to talk about female issues. Activities varied greatly from location to location based, in part, on the interests and skills of the workers assigned to each site. This diversity reflects the lack of a strong link among the various components and makes it difficult to describe "the program."

Individually-Based Strategies

Social and Life Skills Training were provided by the personal growth and leadership specialists who traveled to each site one day a week and held sessions with an average of 8 to 12 girls. Neither of the specialists worked from established curricula. Instead, they gathered their own materials for workshops based on what they felt was needed at the time. The personal growth specialist provided sessions on such topics as self-esteem, physical fitness, personal hygiene and grooming, birth control, and self-confidence. The leadership specialist held workshops as well as organizing other activities such as a debate team, a drill team, self-defense classes, and college and job exploration. She was also responsible for getting girls into GED and training programs. There often appeared to be significant overlap in the roles of these two positions despite the attempt to separate the two activities in the project proposal.

Alternative Activities were, by far, the largest component of the FORCE project and were most often organized and carried out by BHA youth workers at each site. These activities played a central role in the program model according to the project proposal. "Alternative activities in BHA youth centers fill empty hours, provide structure and a drug-free micro-environment, furnish positive role models and peers, develop a sense of personal competence and control, and occur in a safe haven that is free of gang violence and is respected as such by gang members."

A general philosophy of "ground up" development of interests guided the selection of which activities were included in any one development. Youth workers at each site implemented different activities depending on the interests of the particular youth worker and the girls in her development. In some cases, program activities differed significantly from site to site. For example, the youth worker at one development was athletically inclined and had established an athletic league with six teams, including hockey, basketball, and soccer. She also had organized a babysitting club and an elder program where the girls shopped weekly for elderly residents. In contrast, at another development, the girls were "rounded up" daily by the worker and spent their time rehearsing for talent shows, fashion shows, choir concerts, or essay contests. Some participants also attended

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summer programs at Simmons College. At the other sites, girls participated in debating groups, watched movies, jumped rope, made dolls, went on nature hikes, learned to cook and did community service activities. During the summer, FORCE sites kept longer hours and some had access to a van several days a week. At these sites, the vans were used to take the girls sailing or swimming, to outings in parks and to basketball practice.

Informal Counseling was common in the FORCE program. Youth workers were not trained as counselors, however, they did make themselves available to FORCE participants and used disputes as "teachable moments". One worker described herself as a "substitute mom" for the girls in her site. Progress reports indicated a sizeable number of instances of informal counseling (The second progress report listed 360 instances of informal counseling for the 394 participants active during the period.) however, the nature of the counseling was never described.

Tutoring and Homework Support availability varied from site to site and did not appear to be a major emphasis of the project. Quarterly reports mentioned very little of these activities during the first year although the activity did increase somewhat during year two. Youth workers in about half of the sites reported that they set aside time after school for tutoring and homework before other recreational or workshop activities began. In some sites, finding appropriate space that was quiet made it difficult to successfully implement a tutoring and homework component.

Mentoring and Positive Role Models One of the major roles of the leadership specialist, as described in the original proposal, was to develop and implement a formal mentoring component for the FORCE project. The first project progress report noted an "overwhelming level of interest shown by numerous adult female professionals in participating in the FORCE program as mentors, trainers, etc." Unfortunately, project staff were never able to organize and implement a mentoring program that matched FORCE participants with adult mentors. However, there were activities, such as the debate team sponsored by one of the local colleges, that brought together FORCE participants with positive role models. Youth workers, who frequently lived in or came from developments themselves, and the leadership and personal growth specialists also served as positive role models.

Family-Based Strategies

Parent Involvement Activities were to be coordinated by the family specialist according to the original proposal. However, this position was vacant for much of the project period. Service activity logs from the quarterly reports indicate that there were some activities designed to involve parents in activities with youth. Examples include two mother-daughter functions, a Father's Day celebration, "family" events and a small (45 participants) family conference during the first year. Some type of parent-involvement activity took place in almost every quarter of the project but it is unlikely these activities took place regularly at every site.

Parent Support Groups were defined for this evaluation as a program of regular meetings which provide a place for parents of at-risk youth to meet together to discuss common problems and share solutions with one another. Quarterly reports indicated that the family specialist had organized parents in some of the developments during the second year of the project. However, these groups

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were not seen during the site visits and there is very little substantive information on their activities in the written reports from the BHA.

Peer-Based Strategies

Positive Peer Clubs or Groups include activities to establish peer groups with prosocial attitudes and values. They include youth groups that are established to emphasize positive social and life skills development, non-drug use, alternatives to violence and delinquency, as well as community participation and assistance. This definition describes one of the main goals of the FORCE program, to provide a prosocial group for girls in the housing developments to identify with. The concept worked so well that groups of girls in developments that were not funded by FYSB organized their own "FORCE groups." The main difference was that the FYSB-funded sites were visited by the leadership and personal growth specialists. Otherwise funded and non-funded FORCE groups were essentially the same. This caused considerable confusion during the evaluation since all FORCE groups were somewhat interchangeable to youth and BHA staff.

Peer Leadership Programs teach high-risk youth to speak before an audience, how to organize tasks and communicate effectively with peers and adults, and how to facilitate group process. In addition, youth are often provided with opportunities to speak at conferences and meetings, or to co-lead activities.

Community-Based Strategies

Cultural Enhancement activities included participation in large city-wide events such as the Martin Luther King tribute and Latino Pride Day as well as a field-trip to the Breakheart Indian Reservation. There was also participation in a multi-cultural festival, the FORCE Multi-cultural Fashion Show, and Kwanza celebrations. With the exception of the Martin Luther King tribute, the Latino Pride Days and the multi-cultural festival, these events did not appear to involve large numbers of FORCE participants.

Community Service was not a major organized activity in the FORCE program. Individual youth workers did include some community service in their activities with the girls. In one development, FORCE participants did weekly shopping for elderly residents.

Safe Haven was, perhaps, one of the most important and positive components of the FORCE program. Space for program activities was made available by the BHA at each of the participating developments and youth at each site were supervised by a BHA youth worker. These sites were generally open from 12:30 or 1:00p.m. to the early evening (usually 7:00p.m.). In the summer, hours were expanded. Although the spaces provided often were small, and at times substandard, they did provide the participants with a supervised area where they could participate in group activities, do homework, and participate in sports and other recreational activities. The extra care and attention participants received from youth workers and specialists were also positive benefits.

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TABLE 2:
SERVICE DELIVERY SUMMARY

Major Types of Service	Services Provided
Individually-Based Strategies	
Social and Life Skills Training	✓
Alternative Activities	✓
Individual or Group Therapy	
Informal Counseling	✓
Tutoring and Homework Support	✓
Mentoring/Positive Role-Model	✓
Family-Based Strategies	
Family Therapy	
Family Skills Training	
Parent Training Programs	
Parent Involvement Activities	✓
Parent Support Groups	✓
School-Based Strategies	
Teaching Reform	
School Drug and Alcohol/Violence Policy	
Goal Setting for Future Education	
School-based Youth Advocates	
Peer-Based Strategies	
Positive Peer Clubs or Groups	✓
Correcting Norm Perceptions	
Peer Resistance Training	
Positive Peer Models	
Peer Leadership Programs	✓
Peer Counseling	
Peer Support Groups	
Community-Based Strategies	
Cultural Enhancement	✓
Case Management/Service Access	
Crisis Mediation	
Community Service	✓
Community Education	
Community Organizing	
Safe Haven Programs	✓

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Description of a Typical Day/Week

Since there was considerable autonomy among the sites, specific activities varied from site to site. Each site was supposed to have a schedule of activities for the week and both the Personal Growth and the Leadership Specialists provided monthly calendars listing when they would be at each of the sites. Most sites opened between noon and 1 p.m. During the school year, girls typically gathered at the project site after school for two to three hours. Youth workers organized sports, arts and crafts, and similar alternative activities. The specialists each came once a week and conducted workshops and some sites had additional workshops arranged by individual youth workers. In the summer, program hours were longer, and organized field trips and recreational activities were more common.

LOCAL EVALUATION

The original proposal for FORCE. outlined an ambitious evaluation plan that was to be implemented by JBCC staff assisted by female staff from an organization known as Health and Addictions Research, Inc. The design called for both qualitative and quantitative data collection assessing the effectiveness of program implementation and outcome. Program implementation was to be documented from focus groups, group meetings, participant observation, and minutes of staff meetings and the daily logs of specialist activities. Program outcomes were to be assessed by pre- and post-measures of social competency, psychological well-being, school performance, parent-youth relationship, and peer relationships. Measures were to include age-appropriate standardized scales as well as in-depth interviews with a subsample of participants and parents. Unfortunately, the original evaluation plan was never implemented. Progress reports from the first year indicate some progress in instrument development and administration however, JBCC staff withdrew from the evaluation and the year one evaluation was never completed. BHA assumed responsibility for contracting out the evaluation for the project.

The BHA contracting personnel required that the scope of work outlined in the original proposal be maintained in the year two and three evaluations despite the lateness of the implementation of the evaluation. The budget for year two was $7,500. The contract for the second year of evaluation not signed until August, 1994, allowing only two months for evaluation activities. During this two months interviews were conducted with FORCE staff, youth workers, parents, task force members and BHA staff. No report was produced from this effort as the two-month period ended prior to the completion of interviewing. The evaluator was also able to find 41 pre-tests that had been administered to FORCE participants during the first project year. Post-test data was apparently not collected. The budget for year three was $25,000. BHA contracting regulations required that awards of this size be put out to bid which further delayed evaluation activities. The third-year contract still had not been signed to at the time of the second site visit in March 1995.

CHALLENGES TO PROJECT IMPLEMENTATION

While FORCE was able to achieve some of its stated goals, the project suffered from a number of problems that seriously compromised its implementation as originally planned. These

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challenges included the organizational structure of the project, staff issues, and recruitment and retention of program participants, and lack of reliable transportation.

Organizational Structure. The organizational structure of the project contributed in several different ways to the implementation challenges for this project. Project staff were separated from contracting staff by several layers of bureaucracy. They were also physically separated from most of the BHA business functions. This separation made it extremely difficult for the project's coordinator to have any impact on staff hiring, contracting, or any activity that required intervention of other branches of the Housing Authority. This situation was compounded by the frequency of the turnover in management within the Community Initiatives Division.

The lack of flexibility in BHA contracting regulations and personnel processes also hampered implementation. This was especially problematic in replacing staff as positions could not be advertised for until they were vacant and with the inability to "pool" funds to provide full-time positions. This caused long delays in replacing project staff. This was especially relevant to the implementation of the "family" component of the project. It was difficult to fill this position with a part-time line. BHA rules precluded putting together positions from two funding sources to make one full-time position. The position had been filled for a few months but remained vacant during most of the project period.

Problems with timely processing of contracts and the inability to change the original scope of work of the evaluation even though it was no longer relevant, effectively sabotaged the evaluation component of this project during the last two years of operation.

The sometimes uneasy "co-governance" between the BHA and the tenants' associations was very disruptive to project implementation in those developments where associations were unhappy with the project. Tenants' associations typically had considerable control over the physical space in which project activities were held. In two developments, project activities were effectively suspended when the local association refused to let project personnel use the space. This problem was successfully addressed in two FORCE sites by hiring residents from the development. This worked particularly well in one site where the BHA hired a woman who had lived in the development most of her life. In addition, the CID began regularly including input from the tenant task forces in hiring and interview process for youth workers and ask the associations to recommend people for open positions.

Within the project itself, the project coordinator and the leadership and personal growth specialists were physically located in the CID offices while the youth workers were each located in a different development. In day-to-day activities each development was isolated from the others. This was seen by at least one youth worker to worsen when the project coordinator position turned over. She was seen as the "organizational hub" that provided the link among the sites. Although everyone met regularly, the lack of daily interaction appeared to cause significant communication problems among the staff.

Staff Issues. This project, as do many, had extensive problems with staff turnover. Turnover in youth workers had a negative effect on participant retention. As positions were typically vacant

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for several months no project activities were taking place. Girls would lose interest and would have to be rerecruited when a new youth worker was hired. In addition, one of the biggest start up problems cited by program staff was the lack of adequate funds to advertise for the specialist positions. Many resumes were received for these positions but the qualifications didn't match the job requirements. It was difficult to attract qualified people because applicants didn't understand what the position entailed. Some applicants who were qualified ultimately took other jobs for more money and others were unwilling to work in the inner city. Some people couldn't work the hours (1-9). Each specialist position took at least four months to fill.

Transportation. Project activities were taking place in six different developments. Only one van was available to project staff so they were limited in their ability to plan activities offsite. Although workers and participants did use public transportation for some activities this was not always possible due to both cost and logistics.

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APPENDIX D.

CASE STUDY: SEATTLE TEAM FOR YOUTH: DEPARTMENT OF HOUSING AND HUMAN SERVICES, SEATTLE, WASHINGTON

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CASE STUDY:
ADOLESCENT FEMALE GANG PREVENTION AND INTERVENTION PROJECT

Seattle Team for Youth: Department of Housing and Human Services
Seattle, Washington
Funding Period 10/1/92 - 9/30/95

PROJECT BACKGROUND AND PROFILE

Brief Project Description

The Adolescent Female Gang Prevention and Intervention Project (AFGPIP) is an initiative of the Seattle Team for Youth (STFY) designed to address the needs of adjudicated and preadjudicated teenaged females of color in preventing or reducing their local gang participation. Project activities were designed to address four goals: (1) provide substance abuse education and intervention services; (2) offer positive role models and mentors; (3) increase young women's self-esteem, positive ethnic/cultural identification, and social skills; and (4) address teen pregnancy, housing, parenting and other issues related to being a teen parent. The Seattle Department of Housing and Human Services provided services via subcontracts with the Atlantic Street Center (ASC), which provided case management and substance abuse awareness and education, and Sisters in Common (SIC), which provided a 12-week support group-based curriculum in self-esteem and culturally relevant activities. The program was designed to serve 60 females with intensive case management services and 175 females with education and gang prevention programs.

COMMUNITY CONTEXT

Community Risk Factors

Seattle's youth gang problem, like that of many cities in the Pacific Northwest, escalated in the mid-1980's. Gangs from Los Angeles began moving north and have been active in Seattle since 1987. Although the city had a history of youth gangs before this migration, there was little gang violence. Police have identified four major gangs with various "sets": Crips, Bloods, Black Gangster Disciples (BGDs), and the Southside Locos. According to the police, in 1995 there were 125 documented gang members with an estimated 3,000 to 4,000 youths involved in gang activity. Police estimate that two-thirds of drug sales in the area are conducted by gang-involved youths.

Seattle's gangs sport various names, often reflecting their territory or the racial makeup of their members. Examples of names include: 13th Street Sur, 74 Hoover Street, Asian Blood Gangster, Blood Native Son Piru, and Born to Kill. They are primarily African American but also involve Samoan, Asian (Filipino, Vietnamese, Cambodian, Laotian), and Hispanic youths. Asian gangs primarily commit property crimes. The others are more involved with drug trafficking and drive-by shootings. Although members of a given gang may be largely from one ethnic group, the gangs are becoming increasingly interracial. Female gang activity is also on the rise. According to

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police, some of the girls have formed "auxiliary" groups where they are the actual instigators. When acting out, they are often physically more aggressive than the males.

The Seattle Police Department (SPD) characterizes a gang as "a group of people who form an allegiance, to the exclusion of others, for a common purpose and engage in violence, unlawful, anti-social, or criminal activity." The Gang Section of the SPD tracks the criminal activity of gang members, even if their gang membership is unknown but whose criminal actions are group motivated.

The police, on the other hand, indicated that the level of violence had increased over the past 3 years but noted that because the SPD has grown in size and sophistication, with better reporting procedures, it is difficult to tell whether the appearance of increased violence is real or a reporting phenomenon.

Two-thousand three hundred and eighty-seven crimes were investigated by the SPD Gang Section in 1994. Of these, 1,994 incidents involved known gang members as suspects, 908 of whom were under the age of 18. Investigations of gangs have revealed a strong tendency for a uni-racial core of each gang. In 1994, 372 gang members investigated for crimes were reported to be Asian, 349 African American, 53 Hispanic, 48 white and 5 Indian. Twenty-one percent of these crimes involved firearms.

The types of crimes reported varied, but the most common ones included: auto theft (228 suspects), weapons violations (155), gang disturbances (134), burglaries (116), and assaults using hands (114). Juveniles were implicated in 163 auto thefts, 82 burglaries, 57 gang disturbances, 47 weapon violations, and 43 thefts. Violence is often directed at members of other gangs, as occurred in 50 incidents in 1994.

In 1990, the SPD reported that 42% of the referrals to the STFY were gang-involved, 16% were "wannabees," and 32% had a gang-involved sibling. In 1991, the STFY year-end report shows that use of drugs and alcohol among gang members was relatively high. For instance, one quarter of the STFY youth had a history of substance abuse and 34% had family members who either had abused drugs or alcohol or were currently involved in abuse.

That same year, several independent sources confirm a rise in the female gang problem. For instance, 16% of the youths referred to STFY for services were females, representing a 19% increase from the previous year. The Seattle Police Department also reported that the young women are forming their own groups, quasi-gangs, or actual gangs. Finally, the Seattle Public Schools' Multicultural At Risk Intervention Unit (MARISU) Female Gang/Drug Program's 1991 year-end report also showed an increase in the number of females who were referred to their program. Of these, 29% reported they were gang involved, 38% reported a family member was gang involved, and 50% said they had a relative in the criminal justice system. Further, 40% of the youths referred to the program had a history of substance abuse and 30% were presently using substances.

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Community Response

Seattle has undertaken several responses to the youth gang problem. First, the Seattle Police Department implemented a community policing model (including police on bicycles throughout the city), and in July 1990 formed a "very proactive," 32-member gang unit. Second, during the same period, an "initial wave of police sweeping" landed many gang members behind bars. Third, the police reached an agreement with the prosecutor's office to re-examine the sentencing procedures of gang members. Finally, at the state level, a bill was pending in the legislature that would outlaw gang activity and make being in a gang illegal.

In 1991, Seattle passed a 7-year, $8.5 million Families and Education Levy to raise funds to address a variety of local needs, including youth services, largely because of the efforts of a popular mayor. The mayor was reportedly very interested in the STFY project, receiving regular reports on its activities. In fact, project staff credited the mayor's interest in STFY, and youth in general, with maintaining the provision in the budget.

Seattle Team for Youth—Predecessor Program. STFY is a central component of Seattle's response to youth problems, which are of considerable concern to Seattle residents. Seattle Team for Youth is a community-based consortium serving the greater Seattle area. The lead agency of this consortium is the city of Seattle's Department of Human Services, Division of Family and Youth Services. Three key public agencies (police, schools and juvenile probation) refer youths to a team of 11 case managers who assess youths' needs and make referrals to a network of support services. A total of 14 organizations are involved, with the city's Division of Family and Youth Services serving as the lead coordinating agency. Five local agencies comprise the case management component of the program: The Atlantic Street Center, Central Youth and Family Services, Southeast Youth and Family Services, Southwest Youth and Family Services, and YouthCare. The support services component of the program offered a variety of services through six member agencies: Central Area Motivation Program (CAMP), Central Area Youth Association (CAYA), City of Seattle Department of Parks and Recreation, Metrocenter YMCA, Seattle 4-H Challenge Program, and Central Youth and Family Services/Drug and Alcohol Treatment Unit.

The project serves the greater Seattle area and includes both public and private agencies in the consortium; identification, referral, assessment, and service delivery are among its functions. While many of the consortium members provided youth services prior to the STFY project, this program was responsible for bringing them together in a coordinated approach to target at-risk and gang-involved youths.

Target Population

The target population for the AFGPIP included 175 female adolescents who were adjudicated or preadjudicated by the Juvenile Court. These girls were at risk for gang involvement or already gang-involved. Moreover, many were either homeless or unwed teenage mothers. In fact, the grant originally proposed to serve girls who were not only gang-involved but were pregnant or already parents. However, due to problems in obtaining referrals from the school, the teen parents were not

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served by this program. These girls were served by the teen mothers program in collaboration with a group health organization in operation since 1994.

The year one evaluation reported that of the 69 young women enrolled in at least one of the three Sisters in Common support groups, over 80 percent were African American or multiracial.

RECRUITMENT, REFERRAL AND RETENTION

Referrals to the Atlantic Street Center's Positive Alternatives for Young Women (PAFYW) case management program came from the King County Juvenile Court and Probation counselors at the court. All youths were preadjudicated or had some court involvement. Originally, referrals to the BALANCE program, which functioned in the first two years only, were to come from the Seattle Public Schools' Multicultural At Risk Intervention Unit (MARISU) Female Gang/Drug Program as well as the Central Area Youth Association (CAYA), and Seattle 4-H Challenge program. However, as was discussed earlier, these referrals failed to materialize and the contract with CAYA was terminated before the start of the third year.

Referrals to the Sisters in Common program came from the juvenile court or police, and all girls were court-involved. Referrals to the drug and alcohol component came from the ASC case management component.

ASC case managers reported that they would have liked to open up referrals because they received calls for girls who weren't in the juvenile justice system but were involved in illegal behavior or already off probation. They felt they could have handled more referrals than those just from the Division of Youth and Family Services alone, but when they took referrals from other agencies, they then would have to turn DYFS referrals away.

PROJECT GOALS

The goals of the project were to serve 75 pre-adjudicated or adjudicated female youth in Seattle, primarily African American, 30 with regular case management, and 45 in support group and other activities. The main outcomes to be achieved included:

- Decreased participation in gang/gang-related behavior compared to adolescent females not receiving services.
- Decreased participation in the juvenile justice system.
- Increased intensive case management services.

Additional objectives included efforts at improved self-esteem, greater understanding of family problems, decreased drug use, and increased use of drug treatment.

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SERVICE DELIVERY

Major Services Provided

As Figure 1 shows, most of the project's activities focused on case management and individual prevention and intervention services. Not all girls were referred to the substance abuse education group nor the Sisters in Common group, so there was no one "set" program model. Program participants may have received case management, case management and Sisters in Common, just Sisters in Common, or case management and the drug and alcohol education program.

Individually-Based Strategies

Case Management was defined as ensuring that youth participants basic needs were met. Activities may include arranging for individuals to secure housing, financial aid, health care, child care, education, mental health, and alcohol and other drug abuse treatment services.

ASC case management services generally consisted of employment assistance, referral for counseling, transportation, drug and alcohol treatment, and tutoring. Case managers had a minimum of monthly contact with youth, though usually it was more often and provided some limited counseling themselves. The average length of stay in case management services was at least a year. Case managers made attempts to get the family involved in services. However, most of the case managers found this difficult due to drugs or cultural problems. In fact, case managers estimated that 85 percent of the parents were dysfunctional and not providing structure for their children.

Social and Life Skills Training were defined, for this evaluation, as interventions designed to assist youth in developing communication, problem-solving and decision-making skills, in finding ways to control anger and aggressive impulses (including conflict resolution), in identifying and understanding complex feelings and emotions, and in acquiring or refining basic household skills.

The Sisters in Common support group curriculum was heavily involved in providing these activities. A review of the 12-week curriculum identified the following topics that were covered: self-esteem, identifying myths/relations; spirituality, life skills, life styles, AIDS/sex health, sexual harassment/date rape, music/dance; financial aid/vocational alternatives, family health issues; substance abuse; personal hygiene and grooming; multi-cultural community; discipline/effective black parenting; employment; and decision making/money management. These topics were addressed in a weekly two-hour discussion followed by dinner prepared by the participants with assistance from the adults.

Skills training was also provided to the case managed clients by J.C. Ephraim's drug and alcohol prevention education program through the Atlantic Street Center. An average of eight to ten girls met semi-monthly and focused on developing a set of communication skills that would lead to increased knowledge around the relationship between substance abuse and violence and its role in their lives. They developed a set of conflict resolution styles and human intimacy skills through the use of computers, videotapes, and critical thinking. Mr. Ephraim worked with the girls for a minimum of 12 months, including through the summer, and focused on teaching the girls to work

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with four learning styles, including written, visual, auditory, and activity. He would have the girls tell a story, then make it technically correct though writing it or filming it.

Alternative Activities in prevention programs typically included organized sports and/or recreational activities. The goal was to provide prosocial activities as an alternative to gang and drug-related activities. The Sisters in Common program provided a range of alternative activities to participants. Outings such as visits to a battered women's shelter, nursing home, black college fair, play, museum, fashion show, day care center and other trips were organized by SIC. Camping trips, movies and sleepovers were also provided for the participants.

Informal Counseling involves activities provided by program staff who have not had formal training in counseling and therapy. It may occur during the weekly case management meetings or after a SIC meeting. It may also include "crisis counseling" such as when a youth is having an immediate problem and program staff help them to explore solutions.

Tutoring and Homework Support were provided through a tutoring group at the ASC. Tutors were recruited from the University of Washington and girls were either referred to other tutoring groups or tutored in-house.

The ***Mentoring/Positive Role-Model*** component of the program was achieved through the Sisters in Common organization and the guest speakers arranged by the volunteers. A core group of three court employees along with other volunteers took turns being responsible for each week's lesson and meal preparation. In fact, many of the volunteers themselves presented the curriculum topics. However, the volunteers reported two major problems with this compenent. First, the transportation to and from the support group meetings was an difficult. While bus tokens were provided, the lack of a sophisticated public transportation system, especially when it rained, caused the girls to miss the meetings. In response to the situation, some volunteers themselves provided rides to the girls. The second problem resulted from a conflict with summer jobs and the lack of structure provided by the schools. The resulting the poor attendance caused some summer sessions to be canceled.

Family-Based Strategies

Family-based prevention strategies typically include a range of activities from such things as family therapy provided by trained psychotherapists to parent involvement activities designed to increase the interaction between program participants and their parents. Other strategies include family skills training, parent training programs and parent support groups. While case managers in Seattle said that involving families in counseling was the most important thing they would like to do, little success was achieved in engaging parents in the services. Only a few families were involved with family counseling. In summary, family-based strategies were not a central component of the AFGPIP program.

Parent Involvement Activities. The Seattle program, like many community-based prevention programs for youth, struggled to find successful strategies for including parents in program activities with their daughters. The Family Center, part of ASC, had many parent groups which tried to

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involved parents by offering informational sessions, such as, drivers education, gang information and ESL information. Food would be served during group meetings. However, involved parents were not necessarily those of PAFYW participants.

Community-Based Strategies

Cultural Enhancement components of prevention programs focus on both increasing youth awareness of other cultures and increasing their knowledge of their subculture's history, traditions, and values as well as reinforcing positive cultural identity and pride. The SIC staff organized a variety of activities addressing cultural diversity. Many activities, such as attending various cultural

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FIGURE 1
SEATTLE ADOLESCENT FEMALE GANG PREVENTION AND INTERVENTION PROJECT SERVICE DELIVERY SUMMARY

Major Types of Service	Services Provided
Individually -Based Strategies	✓
Case Management/Service Access	✓
Social and Life Skills Training	✓
Alternative Activities	✓
Individual or Group Therapy	✓
Informal Counseling	✓
Tutoring & Homework Support	✓
Mentoring/Positive Role-Model	✓
Family-Based Strategies	
Family Therapy	
Family Skills Training	
Parent Training Programs	
Parent Involvement Activities	
Parent Support Groups	
School-Based Strategies	
Teaching Reform	
School SA/Violence Policy	
Goal Setting for Future Educ.	
School-based Youth Advocates	
Peer-Based Strategies	
Positive Peer Clubs or Groups	
Correcting Norm Perceptions	✓
Peer Resistance Training	✓
Positive Peer Models	
Peer Leadership Programs	
Peer Counseling	✓
Peer Support Groups	✓
Community-Based Strategies	
Cultural Enhancement	✓
Crisis Mediation	✓
Community Service	
Community Education	
Community Organizing	
Safe Haven Programs	

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fairs and presenting guest speakers on different cultures, were designed to acquaint program participants with other cultures.

Number Served

Year three (noncumulative) program statistics show that the Sisters in Common program served 104 young women in the third year. Fourteen of these youth were referred for mental health evaluation. Atlantic Street Center's Positive Alternatives for Young Women program provided case management services to 44 young women. Statistics were not available on the number of young women who received the Drug and Alcohol Education and Awareness workshops nor on the number who received tutoring services. The project reported an increase in the number of parents who became involved in the programs, but no numbers were reported. In addition, they reported that only one youth re-offended, two completed their GEDs, and two transitioned from alterative school to regular school. One enrolled in a community college.

PROJECT MANAGEMENT

Organizational Structure

The Seattle Team for Youth (STFY) is a consortium of school, social service, and community agencies created in 1990 to prevent or intervene in local youth gang participation. It consists of the Atlantic Street Center, Seattle Police Department, King County Department of Youth Services, Central area Youth Association, Seattle 4-H Challenge and other agencies. The public schools operate the Multicultural At-Risk intervention Services Unit (MARISU), which had formed support services to address female adolescent gang prevention and intervention services. One of these include the Positive Alternatives for Young Women (PAYW) case management support group, which was funded and expanded by the FYSB grant.

The STFY provided overall administration of the grant through the Seattle Department of Housing and Human Development's Division of Youth and Family Services. The DYFS subcontracted with the Central Area Youth Association and the Atlantic Street Center. The CAYA was to target teen parents and girls with problems, and AFS was to target court-involved females who needed more intensive case management services. After the first year of services, numerous problems were noted in the operation of the CAYA program, including not receiving referrals from the targeted sources and thus providing services to girls who were not in the target population lack of provision of services as planned, inadequate documentation of services, inadequate implementation of the curriculum, and lack of client files. The program was also plagued with significant staff turnover, incomplete evaluation activities, and incomplete documentation of services. During the second year of the project, CAYA was given another chance to come into contract compliance, but at the end of the second year, the contract was terminated. The Sisters in Common organization was funded to provide group counseling services during the second year.

The Atlantic Street Center is a non-profit agency that has operated for more than 80 years, focusing on working with children, youth and families, particularly those who are socially and

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economically disadvantaged. The African American community is its largest constituency. An ASC subcontract supported three case managers, part of the program coordinator, transportation, dinners for group activities, money to develop drug-free messages for girls, and record keeping. The Atlantic Street Center also subcontracted with J.C. Ephraim to provide substance abuse education services.

Project Staff

There were three case managers at the Atlantic Street Center who were in the PAYW program. All were female, two were Vietnamese and one was African American. Due to the language and interpretation needs, case managers were generally matched based on these needs. The ASC was adding a Minority Outreach Program which focused on Samoan youth. The ASC Minority Outreach Program is a collaboration of agencies, each of which targets different ethnic groups, including Latino, Native American, African American, and Filipino. There was one supervisor for all three case managers. Caseloads averaged from 17 to 20 cases.

There were approximately ten women who volunteered their time as mentors for the Sisters in Common program. During the third year of operation, the volunteer group became a 501(c)3 non-profit organization and hired a part-time clerical person. The women remained volunteers.

Management Information and Reporting Systems

Case manager's activities were the only ones tracked by the ASC database. In addition to filling out a client data form and assessment form which document the youth and family history, case managers completed a service plan and running progress notes. These forms and progress notes were entered into the ASC Management information System (MIS) database but the females in the gang project were kept in the ASC database and demographic information on them was not kept separately. Further, case management was the only activity tracked and monitored consistently during all three project years. All of the other activities, such as the drug education and information workshops and the peer support group run by Sisters in Common, were considered referral services and tracked only by attendance.

Local Evaluation

Though planned for all three years, only a first year evaluation was completed. The evaluation was conducted by Dr. Diane Pien, who was affiliated with the City of Seattle's Department of Housing and Human Services. The outcome component of the evaluation consisted of: (1) a self-esteem questionnaire completed by staff for each participant pre- and post-program completion; (2) self-report questionnaire completed by each participant at the beginning and end of each group; and (3) a decision-making questionnaire completed by each participant at the beginning and end of each group. In addition, attendance forms and quarterly report forms were completed on participants. According to the evaluator, Dr. Pien, the forms were developed in conjunction with staff from both programs (PAYW and BALANCES) and the volunteers. They were designed specifically for these populations. Because the forms were developed and implemented in the spring, the most extensive evaluation data was available for the 25 girls enrolled in the winter/spring group and useful findings describing the entire project were not available.

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CHALLENGES TO PROJECT IMPLEMENTATION

The Seattle Adolescent Female Gang Prevention and Intervention Project experienced several implementation problems common to many prevention projects, and some additional problems common to this particular organizational style, that is, a government administrative agency with service provided by subcontractors.

Monitoring Subcontractor Performance. Problems with the lack of performance on the part of the Central Youth Area Association took up a significant portion of the Division of Youth and Family Services time in terms of auditing compliance and working with the agency to improve. Problems included no referrals from the target agencies, staff turnover, lack of evaluation forms, non-implementation of the curriculum, and lack of referral or client demographic information. Repeated meetings were held with the agency until the contract was terminated at the end of year 2.

Staff Hiring and Turnover. Staff turnover and difficulty in hiring appropriate staff for prevention programs is a common problem for community-based organizations. In Seattle, the CAYA program, which operated in the first two years of the program, experienced major staff turnover, including the director, which led to inadequate service delivery.

Delayed Implementation of Planned Program Activities. The CAYA program was slow to start serving girls, and when they did, they served girls who were not in the target population. Ultimately this led to the cancellation of this subcontract for the third year of the project and money was reallocated to the other subcontracts. The extra funds did allow the Sisters In Common organization to obtain 501C3 status, hire a half time clerk, and maintain an office.

Transportation. Seattle and the surrounding communities are very spread out and program participants come from different areas. The majority of the girls in the program came from single parent, very low-income families that lacked adequate or any transportation at all. In addition, public transportation is largely lacking. It was very difficult to get participants to and from activities. Although it takes them away from other responsibilities, staff have often used their own cars to transport youth. Sisters in Common gave youth bus tokens to get to services and reported transporting girls in their own vehicles.

Lack of Parent Participation. Involving parents in activities was problematic. Minimal parent involvement was found. For instance, though the Family Support Center was operated by the ASC, the parents who participated in the program were not necessarily those of the girls who were either receiving case management services or SIC services. Moreover, the Sisters in Common held dinners after the group meetings to inspire parental involvement. Unfortunately, they were met with limited success.

Inadequate Evaluation. In Seattle, only a first year evaluation was completed. There were implementation problems with the instruments in that the workers did not like the instruments and

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did not allow for their implementation. No local evaluation data was available and thus was not available to guide project improvement.

Project Monitoring. While the Atlantic Street Center kept case files on each of its case management clients, there was no data other than attendance kept on the Sisters in Common participants or drug education participants. There was no way to estimate dosage, that is, the amount of service a youth received, nor was there any consistent way to assess length of stay in the program because some participants continued to participate in SIC meetings even after their cases closed.

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APPENDIX E.

ORGANIZATIONAL CHARTS OF THE CASE STUDIES

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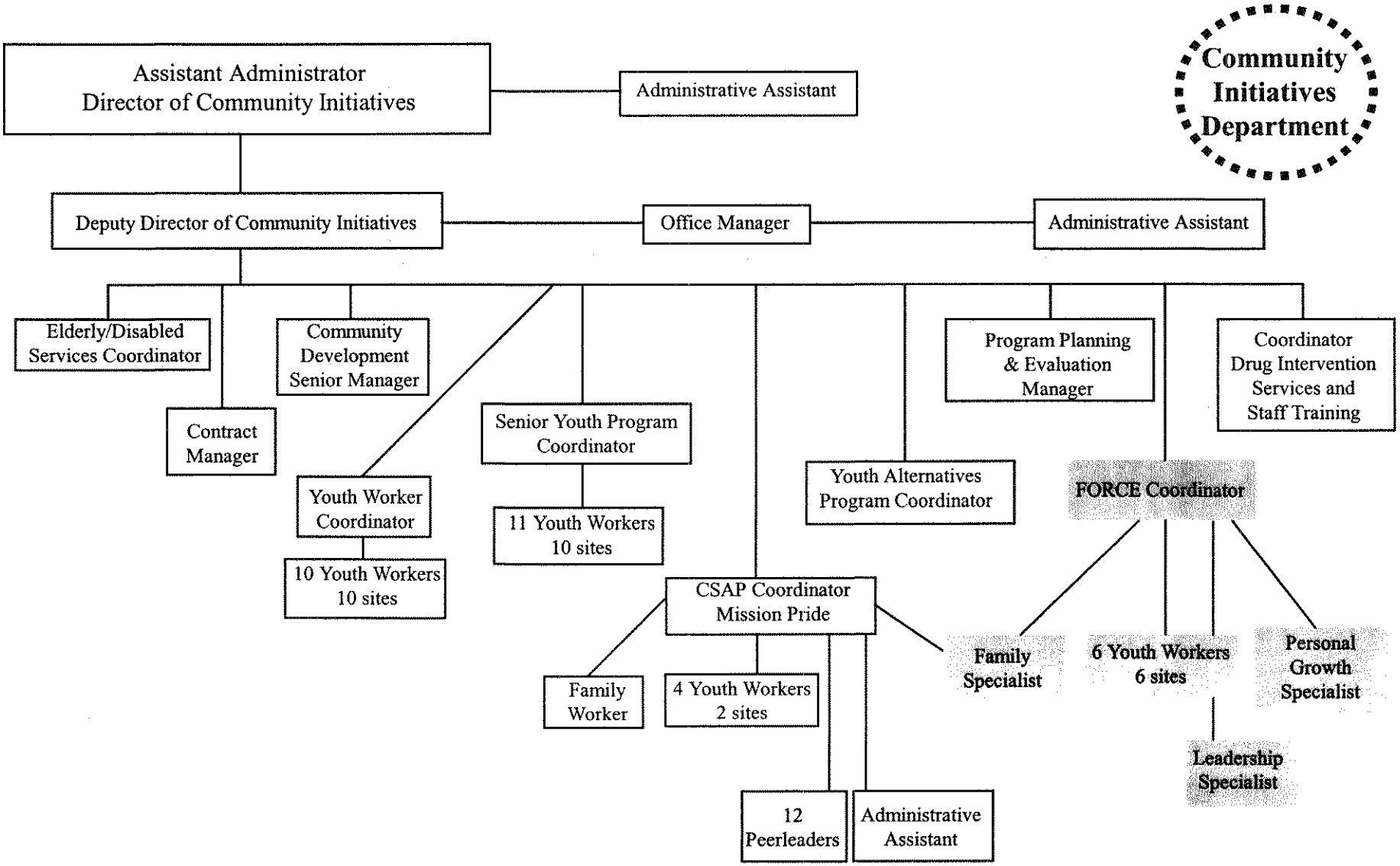
BOSTON HOUSING AUTHORITY



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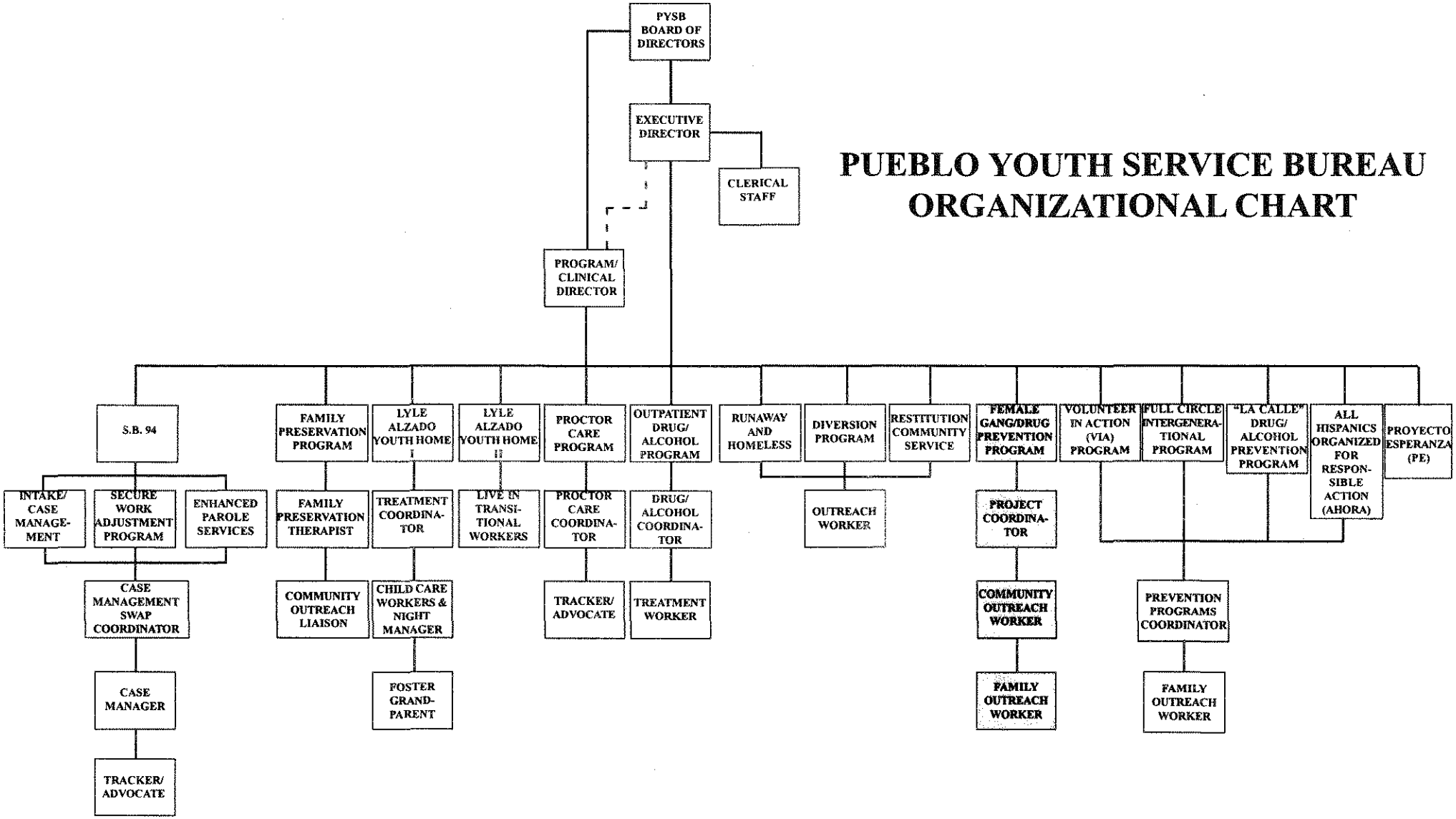
PUEBLO YOUTH SERVICE BUREAU ORGANIZATIONAL CHART



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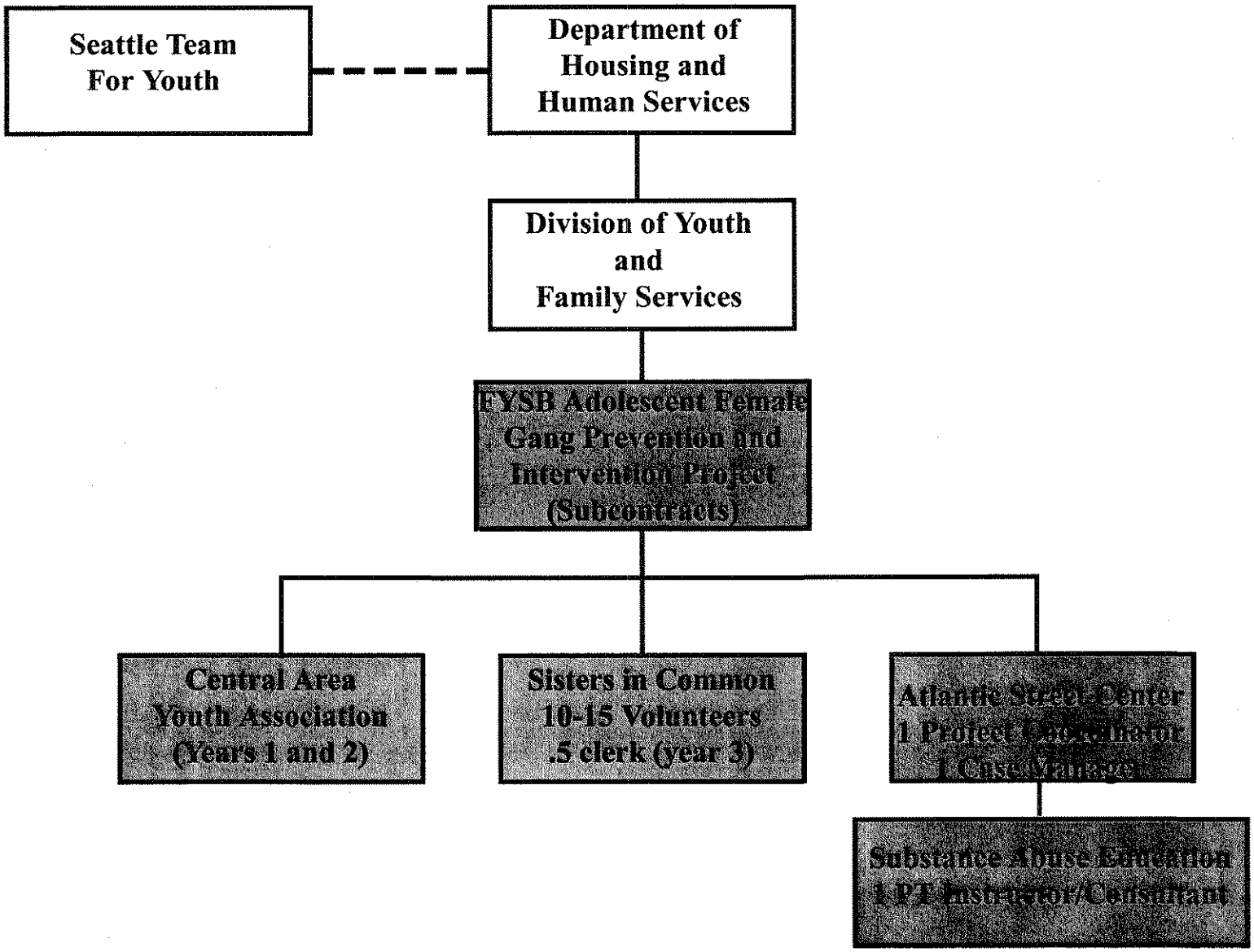
SEATTLE FYSB PROJECT ORGANIZATIONAL CHART



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APPENDIX F.

COMPLETE GROUPING AND SERVICE DEFINITIONS

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ADOLESCENT FEMALE STUDY

SERVICE DELIVERY CHART

Directions for Completing:

The attached Service Delivery Chart lists services commonly associated with youth prevention programs. The form is accompanied by a listing of definitions for each of these services. The Service Delivery Chart will be used to provide an overview of the services your program provides. First, please use the list of definitions to identify and check the specific services which you provide in your program for adolescent females. Space has been provided for you to write in a service which may have been omitted from the list. If you add services, please provide your definition for this service at the end of the Service Definition List.

Once the services have been checked please provide the following information for each service you provide:

Importance to Achieving Program Goals - Rate each of the services on a scale from 1, the activity which you consider the least important to achieving the overall program goals to 5, the activity which you consider to be the most central to achieving the goals of your program.

Frequency of Service - Write in how often the service is offered (e.g. daily, weekly, monthly, one-time-only, etc.).

Requirements - Indicate whether or not participation in a service is required in order to participate in other parts of the program.

Number of People Receiving Services - Indicate the total number of people who received each of the services you checked during the first year of program operation. The number of people served during the second year of operation will be collected at the time of the second site visit.

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SERVICE DEFINITIONS

INDIVIDUALLY-BASED STRATEGIES

Social and Life Skills Training

These interventions assist youth in developing communication, problem-solving, and decision making skills, in finding ways to control anger and aggressive impulses (including conflict resolution), in identifying and understanding complex feelings and emotions, and in acquiring or refining basic household skills.

Alternative Activities

These activities typically include organized sports and/or other recreational activities, including such programs as wilderness challenge programs, in a structured, supervised setting. Goal is to provide prosocial activities as an alternative to gang/drug-related activities.

Individual or Group Therapy/Counseling

Formal, structured counseling/therapy activities provided by trained psychotherapists.

Informal Counseling

Informal counseling activities provided by program staff who have not had formal training in counseling and therapy. Informal counseling may occur when a "teachable moment" occurs during other program activities. It may also include "crisis counseling" such as when a youth is having an immediate problem and program staff help them to explore solutions.

Tutoring and Homework Support

Tutoring and/or homework supervision provided by teachers, parent volunteers, program staff, members of the general community, or older students.

Mentoring/Positive Role-modeling

Programs providing positive role models and adult encouragement. Mentors may include such people as program staff, high school and college students, community volunteers, or concerned parents.

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FAMILY-BASED STRATEGIES

Family Therapy

Structured programs based on recognized family therapy techniques carried out by trained psychotherapists.

Family Skills Training

Uses established, documented curricula that can be implemented by individuals who are not professional trained psychotherapists.

Parent Training Programs

Structured program using documented curricula focused on improving parenting skills.

Parent Involvement Activities

Involving parents in activities with youth, typically recreational and/or informal in nature.

Parent Support Groups

Program of regular meetings which provide a place for parents of at-risk youth to meet together to discuss common problems and share solutions with one another.

SCHOOL-BASED STRATEGIES

Teaching Reform/Cooperative Learning

Programs using documented approaches aimed at restructuring the typical teaching situation to involve youth as active partners in the learning process.

School Alcohol and Other Drug Policy Development

Activities aimed at student/school collaborative development of clear and consistent school policies governing gang activities and drug and alcohol use.

Education Planning

Program activities which help school-age participants explore their values and attitudes regarding higher education and involve youth in goal-setting exercises.

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Ombudsperson/Youth Advocate to Enhance School Bonding

Advocate speaks on behalf of youth and parents and represents their interests before school authorities.

PEER-BASED STRATEGIES

Positive Peer Clubs or Groups

Activities to establish peer groups with prosocial attitudes and values. Includes youth groups that are established to emphasize positive social and life skills development, non-drug use, alternatives to violence and delinquency, as well as community participation and assistance.

Correcting Perceptions of Norms

Activities providing accurate information concerning peer norms. Often these are offered in conjunction with the availability of peer support groups with positive values and attitudes as a means of promoting desirable youth group identification and interaction.

Peer Resistance Training

Approach uses role-playing to teach youth to "say no" when pressured to engage in negative behavior. Youth are taught how to identify negative family, peer, or media pressure, and how to practice different ways of resisting such pressure.

Positive Peer Models

Programs focus specifically on providing participants with peer role models by arranging for high school or college students to serve as "big brothers or sisters".

Peer Leadership Programs

High-risk youth are taught how to speak before an audience, how to organize tasks and communicate effectively with peers and adults, and how to facilitate group process. Youth are often provided with opportunities to speak at conferences and meetings, or to co-lead prevention activities.

Peer Counseling

Peer counseling interventions involve youth people in helping their peers through one-on-one structured sessions, informal street encounters, and answering telephone hotlines. Peer counselors will have been trained in elementary counseling skills.

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Peer Support Groups

Groups of youth who meet to share experiences and explore better ways of handling problem situations.

COMMUNITY-BASED STRATEGIES

Cultural Enhancement

Programs aimed at both increasing minority youths' knowledge of their subculture's history, traditions, and values, and reinforcing positive cultural identity and pride.

Facilitating Access to Community Services

Services which ensure that youth participant's basic needs are met. Activities may include: (a) assessing awareness of community services; (b) adding program sessions designed to help participants identify and assess neighborhood resources; (c) developing a community services directory and distributing it to clients; (d) helping particularly needy families find support; and (e) arranging for individuals to secure housing, financial aid, health care, child care, clothing, food, bedding, furniture, and educational, mental health, and alcohol and other drug abuse treatment services.

Community Service Activities

Activities which provide youth the opportunity to make positive contributions to their community - e.g. organizing crime watches, painting buildings, graffiti removal, cleaning up parks, volunteering in community programs.

Community Media Education Activities

Media campaigns and public service announcements to raise community awareness of the gang/drug problem and to recruit participants and volunteers.

Save Haven Programs

Providing a safe area for youth, particularly in neighborhoods heavily influenced by gangs and drug dealers.

DEFINITIONS FOR UNLISTED SERVICES

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ADOLESCENT FEMALE STUDY
SERVICE DELIVERY CHART

Major Services Provided	Importance to Achieving Program Goals 1 Least 2 3 4 5 Most	Frequency of Service	Is participation required? 1=No 2=Yes	Number of People Receiving Service	
				Year 1	Year 2
INDIVIDUALLY-BASED STRATEGIES					
__ Social and Life Skills Training Programs					
__ Alternative Activities					
__ Individual or Group Therapy/Counseling					
__ Informal Counseling					
__ Tutoring and Homework Support Activities					
__ Mentoring/Positive Role-modeling Programs					
FAMILY-BASED STRATEGIES					
__ Family Therapy					
__ Family Skills Training					
__ Parent Training Programs					
__ Parent Involvement Activities					

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Major Services Provided	Importance to Achieving Program Goals 1 Least 2 3 4 5 Most	Frequency of Service	Is participation required? 1=No 2=Yes	Number of People Receiving Service	
				Year 1	Year 2
__ Parent Support Groups					
SCHOOL-BASED STRATEGIES					
__ Teaching Reform/Cooperative Learning					
__ School Alcohol and Other Drug Policy Development					
__ Goal Setting for Future Education					
__ Ombudsperson/Youth Advocate to Enhance School Bonding					
PEER-BASED STRATEGIES					
__ Positive Peer Clubs or Groups					
__ Correcting Perceptions of Norms					
__ Peer Resistance Training Programs					
__ Positive Peer Models					
__ Peer Leadership Programs					
__ Peer Counseling					

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Major Services Provided	Importance to Achieving Program Goals 1 Least 2 3 4 5 Most	Frequency of Service	Is participation required? 1=No 2=Yes	Number of People Receiving Service	
				Year 1	Year 2
__ Peer Support Groups					
COMMUNITY-BASED STRATEGIES					
__ Cultural Enhancement Programs					
__ Facilitating Access to Community Services					
__ Community Service Activities					
__ Community Media Education Activities					
__ Safe Haven Programs					
UNLISTED SERVICES (Please provide your definition)					

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APPENDIX G.

PROCESS EVALUATION DISCUSSION GUIDE

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ADOLESCENT FEMALE STUDY

PROCESS EVALUATION DISCUSSION GUIDE

Project Name:

Agency:

Contact:

Services: (use list from program service types & definitions)

Funding Period:

Funding Level:

Background:

What is the sponsoring agency for the project?

Does this agency sponsor related programs? If so, what are they?

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How long has this agency been present in the community?

What area(s) of the city does this project serve?

What are the characteristics of the areas served by the project (e.g. income level of population, problems in the area, crime rate, gang activity, etc.)?

Scope of the Gang Problem and Response

We would like to develop a general picture of the nature and extent of the drug and youth gang problem in the area served by this program.

What has been the history of youth gangs in the areas served by this project? (i.e., how long have they been active, how long have they been considered a major problem, etc.)

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What is the size of problem/number of gangs, etc.? Are statistics available?

Describe the types of problems caused by youth gangs in the areas served by the project? What types of activities are they involved in? What is the extent of involvement in - violence? drug distribution? substance abuse?

To what extent are females involved in the gang activity in the areas served by the project? How long has this been the case? Do they have their own gangs? Are they associated with male gangs? What types of activities are the female gangs involved in?

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Have there been any changes in the gang situation in the past two years? If so, what have they been? Why do you think this has happened?

How has the local area/community responded to the problem?

-Have there been community or governmental task forces, etc.?
-Are other programs are in place? addressing individual youth and families? addressing structural problems? concentrating on law enforcement interventions?
-Is there anything else that you know of for female gangs specifically?

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Project Profile

Project Needs Assessment

what data were used in the planning process for this program?

Was a community needs assessment conducted to determine needs and gaps in service delivery?

1.___Yes 2.___No

IF YES:
How was it done? (Check as many as apply)
(1) ___ Survey
(2) ___ Literature search
(3) ___ Meetings
(4) ___ Interviews with key informants (With who:___ police, ___schools, ___courts, ___ social services)
(5) ___ Newspaper search
(6) ___ Other _____

If NO: Do you have other assessment data available? 1. ___Yes 2. ___No
(If NO: Skip rest of this section.)

Was the needs assessment conducted in-house? 1.___Yes 2.___No

If NO: Was it conducted by an outside evaluator? 1.___Yes 2.___No
If YES: Who? _____

When was it completed? Date:_____

What were the main findings? What gaps in service were identified?

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Were there any problems encountered in conducting the needs assessment? If yes, what were they?

How does the current project address the gaps identified by the needs assessment?

How did the needs assessment influence project design? That is, were services, target population or project design influenced by the needs assessment?

Was additional needs assessment information gathered after the program started? If yes, what was found out?

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Community Context

If applicable, where does the project fit into the community response described above?

Where is the project physically located (or where do girls come from) - general area or areas?

What is the **organizational structure** of the program? Are there other agencies involved?

Can you provide an organizational chart for the project?

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Project Goals and Objectives

Review Goals and Objectives chart and assess measurability and achievement level of stated goals and objectives.

What problems, if any, have you had in developing measurable project goals and objectives? How have you addressed these problems?

Target Population/Recruitment

What are the intake criteria for program participants, i.e., who is the program designed to serve? Do you have written intake criteria and/or an assessment form to determine eligibility?

What happens to girls who don't meet the criteria? Do you ever provide services to them anyway? Why does that happen?

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Do you ever turn girls away from your program? Why would that happen?

Typical Participant: What is the profile of a ***typical*** program youth, that is, how old would they be, from what kind of home, how often do they come here, etc?

How do most participants come into the program (referrals, recruitment, walk-in, other)? How else to participants come in?

Referral: What are your referral procedures? Have you had any problems with referral procedures? What have they been? What have been attempted solutions?

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Recruitment: What recruitment activities have been undertaken? How successful have they been? Have you had any problems with your recruitment activities? How have you addressed these problems?

Retention: Why do youth drop out of your project? What steps have been taken to keep participants in the project? How successful have they been?

What are the characteristics of youth who can't be helped by your project?

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Project History

Who designed the program? Are the people who designed the program active in its operation?

Were there any "start-up" problems? What were they? Have they been resolved? How was this accomplished?

How has the program changed over the past two years?

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Did you plan any services but then decide not to implement them? If yes, which ones? Why weren't they implemented?

Did you implement any services that were not originally planned? If yes, which ones? Why did you need to add these services?

Service Delivery

What are the major risk factors addressed by your program?

Major Services Provided

Review the service delivery chart and go over service definitions.

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We would now like to get a more detailed picture of each of the <u>most important</u> services you deliver under the FYSB project.

Service (1)_____

How many staff deliver this service? _____Full-time _____Part time _____Volunteers

Is participation in this activity required? 1.___Yes 2.___No

What does the service consist of? Where is it provided? [Ask as many questions as appropriate: How often has it been delivered? On what days is it offered? Is it time-limited, i.e., for three months?]

Is there a waiting list of prospective participants for this service? How often do participants drop out? Why?

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Topical Guide to Services

Service (2)_____

How many staff deliver this service? _____Full-time _____Part-time _____Volunteer

Is participation in this activity required? 1.___Yes 2.___No

What does the service consist of? Where is it provided? [Ask as many questions as appropriate: How often has it been delivered? On what days is it offered? Is it time-limited, i.e., for three months?]

Is there a waiting list of prospective participants for this service? How often do participants drop out? Why?

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Topical Guide to Services

Service (3)_____

How many staff deliver this service? _____Full-time _____Part-time _____Volunteers

Is participation in this activity required? 1.___Yes 2.___No

What does the service consist of? Where is it provided? [Ask as many questions as appropriate: How often has it been delivered? On what days is it offered? Is it time-limited, i.e., for three months?]

Is there a waiting list of prospective participants for this service? How often do participants drop out? Why?

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Topical Guide to Services

Service (4)_____

How many staff deliver this service? _____Full-time _____Part-time _____Volunteers

Is participation in this activity required? 1.___Yes 2.___No

What does the service consist of? Where is it provided? [Ask as many questions as appropriate: How often has it been delivered? On what days is it offered? Is it time-limited, i.e., for three months?]

Is there a waiting list of prospective participants for this service? How often do participants drop out? Why?

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Topical Guide to Services

Service (5)_____

How many staff deliver this service? _____Full-time _____Part-time _____Volunteers

Is participation in this activity required? 1.___Yes 2.___No

What does the service consist of? Where is it provided? [Ask as many questions as appropriate: How often has it been delivered? On what days is it offered? Is it time-limited, i.e., for three months?]

Is there a waiting list of prospective participants for this service? How often do participants drop out? Why?

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Which of the services offered by your program do you feel are most important to achieving the project's goals?

In your experience, which of the services services or combination of services work especially well with the population you served? Why do you feel this is so?

Description of a Typical Client

Could you describe the "typical" program client?

Description of a Typical Day/Week

Describe a "typical day" or service delivery period for the girls in your program. Is this different for different parts of the project?

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Describe a "success story" from your program.

Number of Clients Served

Review service delivery chart for number of girls served.

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Project Management

Organization and Staff

What is the organizational structure for this grantee, and, more specifically, for this project?

(Review or draw the organizational chart for the project.)

How many FYSB project-funded positions have been filled? _____ How many have not been filled? _____

Does the staff include people who reflect the racial or ethnic population of the program participants?

1.___Yes 2.___No

If applicable: Does the staff include people who speak the primary language of the program participants?

1.___Yes 2.___No

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How were service delivery staff chosen, that is, what skills and abilities were you looking for? What educational background? What skills and abilities do you think are most important for a worker in this program?

Were new people hired to be responsible for this effort? 1.___Yes 2.___No

What proportion of staff who started with the program are still working on this project?

Have there been problems with staff turnover? 1.___Yes 2.___ No

If yes, how have they been addressed? Have efforts been successful?

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What areas of need for staff training and development have been identified? How have these needs been addressed?

What types of staff training have been offered to your staff? How often is staff training offered?

Are there areas of staff training needs that remain unmet? Why?

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Management Information and Reporting

Do you keep case files on project participants? 1.___Yes 2.___No
If no, why not?

If yes, are files kept on all participants? 1.___Yes 2.___No
If no, which participants do you keep records on? Why?

If yes, what are in the case files?

1.___ Service plans
2.___ Needs assessment instrument
3.___ Documentation of services delivered
4.___ Consent forms
5.___ Other_____

Ask to see five client records and check to see whether each record contains an intake needs assessment instrument, a service plan, and documentation of services delivered. Report your findings here:

(1) Needs Assessment instrument in records: ___ out of ___ records
(2) Service plan in records: ___ out of ___ records
(3) Documentation of services delivered: ___ out of ___ records

Do you use an instrument to assess the service delivery needs of participants?
What areas of need does it cover?

1.____school problems
2.____family problems
3.____substance abuse problems
4.____physical problems
5.____delinquency problems
6.____peer associations
7.____other_____
8.____other_____

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Do you develop service plans for all program youth? 1.___Yes 2.___No

IF yes, are youth involved in developing their own service plans? In what way?

Do you keep track of each of the ***types of service*** delivered to project participants?

1.___Yes 2.___No

Do you keeping track of the ***hours of services*** delivered to project participants?

1.___Yes 2.___No

What problems have been encountered in keeping client records? How have you addressed these problems?

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What types of management information systems are being used? (Check as many as apply)

1.___word processing
2.___data base (What kind, i.e., _____dbase _____word processing)
3.___hand-kept logs
4.___records on each client
5.___none

What types of data are kept on logs or produced on the computer? (Check as many as apply.)

1.___Participant socio-demographic data
2.___Participant intake assessment data
3.___Participant services delivered data
4.___Aggregate socio-demographic data
5.___Aggregate services delivered data
6.___Attendance data
7.___Other_____

What level of project staff is responsible for keeping client records and recording services delivered?

1.___Project director
2.___Administrative staff
3.___Direct service staff
4.___Project evaluator
5.___Other_____

Does the project produce:

_____ **Monthly statistics** _____ **Quarterly reports** _____ **Annual Reports**

Who receives these reports?

How is the data used by project staff?

What problems have you had in keeping track of what services the project participants have received?

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Project Evaluation

Does the project have an evaluation plan? 1.___Yes 2.___No

If No: Why not? (Skip the rest of this section)

If Yes:

Who is conducting the evaluation? _____

Is the evaluator _____In-house _____From Outside?

What is the evaluation budget (For all years combined)? _____

What is the evaluation design for this project? (Process? Outcome?)

Was the research design implemented as planned? If not, why?

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What is the current status of the evaluation?

What problems you have had in evaluating this project? How have these been addressed?

What have been the most important findings from your evaluation?

How have you used the findings from the evaluation in your program planning and activities?

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Challenges to Implementation

• This section should be used to summarize any major problems with implementation, staffing, recruitment, etc. identified by project personnel. How the project addressed these problems should also be included.

Plans for Continued Funding

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APPENDIX H.

SITE-VISIT INTERVIEW FOR YOUTH WORKERS

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ADOLESCENT FEMALE STUDY

YOUTH WORKER DISCUSSION GUIDE

Perception of Local Gang Problem

Target Population/Recruitment

What are the intake criteria for program participants, i.e., who is the program designed to serve?

Do you have written intake criteria and/or an assessment form to determine eligibility?

What happens to girls who don't meet the criteria? Do you ever provide services to them anyway? Why does that happen?

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Do you ever turn girls away from your program? Why would that happen?

How do most participants come into the program (referrals, recruitment, walk-in, other)? How else to participants come in?

Referral: What are your referral procedures? Have you had any problems with referral procedures? What have they been? What have been attempted solutions?

Recruitment: What recruitment activities have been undertaken? How successful have they been? Have you had any problems with your recruitment activities? How have you addressed these problems?

Retention: Why do youth drop out of your project? What steps have been taken to keep participants in the project? How successful have they been?

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What are the characteristics of youth who can't be helped by your project?

Service Delivery

What are the major risk factors addressed by your program?

Major Services Provided

Review the service delivery chart and go over service definitions.

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We would now like to get a more detailed picture of each of the <u>most important</u> services you deliver under the FYSB project.

Service (1)_____

How many staff deliver this service? _____Full-time _____Part time _____Volunteers

Is participation in this activity required? 1.___Yes 2.___No

What does the service consist of? Where is it provided? [Ask as many questions as appropriate: How often has it been delivered? On what days is it offered? Is it time-limited, i.e., for three months?]

Is there a waiting list of prospective participants for this service? How often do participants drop out? Why?

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Topical Guide to Services

Service (2)_____

How many staff deliver this service? _____Full-time _____Part-time _____Volunteer

Is participation in this activity required? 1.___Yes 2.___No

What does the service consist of? Where is it provided? [Ask as many questions as appropriate: How often has it been delivered? On what days is it offered? Is it time-limited, i.e., for three months?]

Is there a waiting list of prospective participants for this service? How often do participants drop out? Why?

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Topical Guide to Services

Service (3)_____

How many staff deliver this service? _____Full-time _____Part-time _____Volunteers

Is participation in this activity required? 1.___Yes 2.___No

What does the service consist of? Where is it provided? [Ask as many questions as appropriate: How often has it been delivered? On what days is it offered? Is it time-limited, i.e., for three months?]

Is there a waiting list of prospective participants for this service? How often do participants drop out? Why?

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Topical Guide to Services

Service (4)_____

How many staff deliver this service? _____Full-time _____Part-time _____Volunteers

Is participation in this activity required? 1.___Yes 2.___No

What does the service consist of? Where is it provided? [Ask as many questions as appropriate: How often has it been delivered? On what days is it offered? Is it time-limited, i.e., for three months?]

Is there a waiting list of prospective participants for this service? How often do participants drop out? Why?

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Topical Guide to Services

Service (5)_____

How many staff deliver this service? _____Full-time _____Part-time _____Volunteers

Is participation in this activity required? 1.___Yes 2.___No

What does the service consist of? Where is it provided? [Ask as many questions as appropriate: How often has it been delivered? On what days is it offered? Is it time-limited, i.e., for three months?]

Is there a waiting list of prospective participants for this service? How often do participants drop out? Why?

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Which of the services offered by your program do you feel are most important to achieving the project's goals?

In your experience, which of the services services or combination of services work especially well with the population you served? Why do you feel this is so?

Description of a Typical Client

What is the profile of a ***typical*** program youth, that is, how old would they be, from what kind of home, how often do they come here, etc?

Description of a Typical Day/Week

Describe a "typical day" or service delivery period for the girls in your program. Is this different for different parts of the project?

Describe a "success story" from your program.

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APPENDIX I.

SITE-VISIT INTERVIEW FOR MENTORS

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ADOLESCENT FEMALE STUDY

MENTOR INTERVIEW

Site: _____

Date: _____

Number in group: _____

Mentor Activities:

How long have you been working as a mentor in the program?

With how many girls have you worked so far? How long does your involvement with any one girl last?

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How often do you see the girl(s) you're working with? What types of things do you do together?

During the time you have been matched with a girl, how would you describe her response to your relationship? How do you work on developing a good relationship?

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To what extent do you feel that your involvement has benefitted the girls you have worked with?

Can you give examples?

Training and the mentor role:

How were you recruited to become a mentor with the program? Can you suggest ways to interest others in becoming mentors?

What kind of training did you receive to be a mentor in this program? How long did the training last?

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Was your role in the program adequately described to you before you began mentoring?

Is there any additional training that you think would be helpful to mentors in this type of program? What types of training would you recommend?

Do you have suggestions for ways in which training for mentors could be improved?

What have been the positive aspects of being a mentor?

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What problems have you experienced as a mentor? How were they addressed?

Mentor-Staff Relationship:

How satisfactory do you find your working relationships with the program staff?

How often to you meet or talk with staff from the program?

Can you reach program staff easily if you have questions or concerns?

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Do mentors have the opportunity to meet with each other on a regular basis?

Do you have any suggestions for changes or improvements that can be made to the program or ways in which the mentor portion of the program operates?

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APPENDIX J.

THE ADOLESCENT FEMALE STUDY INTERVIEWER TRAINING MANUAL

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ADOLESCENT FEMALE STUDY

INTERVIEWER TRAINING MANUAL

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CHAPTER 1: INTRODUCTION

FEMALE GANG PARTICIPATION

There is no question of growing national concern about gang-related crime. Until recently, however, gang-related crime has been viewed as a solely male phenomenon. Research and program practitioners are now beginning to focus on the role of females in gangs. While female gang-involvement is less prevalent than that of males, much remains to be learned about the role of female auxiliary gangs and female members in mixed sex gangs in gang violence and other crimes. Some researchers have emphasized that gang involvement by girls has more long-term effects on their own lives and more serious impact on the lives of their children (and perhaps consequently for community and society) than that of males.

The present research examines issues raised by earlier "stereotyping" research tradition that describes a limited role for females involved in gangs and by more recent research specifically aimed at an expanded understanding of the role of females in gangs. In addition, the research takes advantage of the unique opportunity to examine the operation and impact of prevention/intervention programs designed specifically for adolescent females.

PREVENTION PROGRAMS FOR FEMALE ADOLESCENTS

Evidence of government sensitivity at the federal level to the issues of female gang-involvement is demonstrated by the funding of seven female gang prevention programs by the Family and Youth Services Bureau (FYSB) of the Administration for Children, Youth, and Families, U.S. Department of Health and Human Services, in 1990. Four more female gang prevention programs were funded in 1992 by the same agency. This project involves the evaluation of the following three of the four programs funded by FYSB in 1992:

1. ***Females Obtaining Resources and Cultural Enrichment (F.O.R.C.E.)*** which is operated by the Boston Housing Authority and serves a predominantly African American and Latino population;

2. ***Movimiento Ascendencia*** which is operated by the Pueblo Youth Services Bureau in Pueblo, Colorado and serves a primarily Mexican American population; and,

3. ***Seattle Team for Youth: Adolescent Female Gang Prevention and Intervention Project*** which is operated by the City of Seattle Division of Family and Youth Services and serves a primarily African American population.

Program selection was based on geographic location, ethnicity of service population, differences in program focus, and the availability within each program of adolescent females never involved

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in gang activity and adolescent females either currently or previously involved in gang activity.

EVALUATION PROJECT

This evaluation has both process and youth outcome survey components. The process evaluation is being conducted separately by staff from Development Services Group, Inc., a Bethesda, Maryland based research company. The youth outcome survey is being conducted by Dr. David Curry from the University of Missouri - St. Louis.

There are six overall objectives into which all of the research questions to be addressed in this study fall:

Objective 1: To describe the implementation and operation of three youth gang prevention and intervention projects designed specifically for Latina and African American females.

Objective 2: To describe the services and activities of these prevention and intervention projects and the females who participate in them.

Objective 3: To assess the effectiveness of these projects and their impact on participating youth compared to non-participating youth.

Objective 4: To describe background characteristics, family interactions, peer relationships, school involvement, delinquent activities and gang and drug involvement for Latina and African American females.

Objective 5: To provide a comparison between gang-involved and non-gang involved Latina and African American females on the dimensions of background characteristics, family interactions, peer relationships, and school involvement, delinquent activities and drug involvement.

Objective 6: To describe the reasons why some youth participate in intervention/prevention programming while others do not.

The specific research questions arising from these objectives fall into three areas. Project implementation and operation questions focus on services, youth recruitment, staffing patterns, staff training, record keeping and barriers to implementation encountered by the project. Community context research questions focus on the nature and extent of the local gang problem, female gang participation and the types of other intervention strategies that have been implemented.

The impact evaluation questions focus on comparing the four groups of subjects on level of gang involvement, family patterns and living situations, academic performance, job skills, life

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chances, self-esteem, substance abuse patterns, and positive outcomes attributed to project participation. You will be working on the impact evaluation portion of the study. This manual describes the procedures for conducting the youth outcome portion of the study.

PROJECT TIMETABLE AND PROGRESS TO DATE

This evaluation is a two year project which began in October, 1993 and ends September, 1995. The research design for the process evaluation incorporates two visits to each site so that research staff can learn about program operations and services through first hand observation. The first round of site visits were completed during the summer of 1994. The next round is scheduled for Spring, 1995.

During the first year of the project, outcome survey staff have developed and field-tested the interview instruments. Interviewer training, sample selection, and outcome interviewing will begin in December, 1994. We anticipate that outcome interviewing will continue through the first three months of 1995.

INTERVIEWER'S TASK

As interviewers for the impact portion of the evaluation you will have several roles. To begin with, you will be representing the study to the youth who are being interviewed. In addition to representing the study, you will be responsible for:

- Contacting the sample youth who have been assigned to you by Dr. Curry and his staff and arranging for the interviews;
- Explaining the study, reviewing the Consent Form with the girls, and obtaining their signature on the form;
- Reviewing records of program participants to complete program information contained on the first page of the participant interview form;
- Conducting the interviews in a timely fashion;
- Reviewing completed interviews for accuracy and completeness; and,
- Returning the consent forms, completed interviews and audio tapes to Dr. Curry and his staff in a timely fashion.

The remainder of this manual will give you the tools you need to complete these tasks. Chapter 2 introduces the interviewing materials and forms that will be used in this study. Chapter 3 describes sample selection. Chapter 4 covers conducting the interview including some tips on how to conduct a successful interview. Chapter 5 provides an overview of interview structure, and, in particular, the rules for selecting the two instruments to use for interviewing

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each girl. Chapters 6 - 13 provide copies of the actual interview instruments with question by question guidelines for administration. Chapter 14 describes quality control and the things you will be expected to do to ensure that the interview information is as accurate and complete as possible. Finally, Chapter 15 reviews administrative procedures such as progress reporting, returning completed interviews, and completing payment forms for completed interviews.

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CHAPTER 2: INTERVIEWING MATERIALS

MATERIALS TO PREPARE YOU FOR INTERVIEWING

This manual has been designed specifically for this study in order to prepare you for your tasks as an interviewer for the Adolescent Female Study. The ***Adolescent Female Study Interviewer Training Manual*** covers specific procedures for interviewing on this study. You should refer to this manual whenever you have questions about the study. If you have questions about procedures that should be followed when conducting an interview or assistance with interpreting what a question means, you can refer to the Chapters in this manual. Call Dr. Curry at (314) 553-5042 if your questions are not answered in these materials.

MATERIALS FOR CONDUCTING THE INTERVIEW

Interview Forms. The interview forms for this study have divided into sections that have been color coded for ease of identification. The first section of the interview serves as a screening instrument for determining the extent of gang participation. There are six different versions of the second section of the interview. Instructions for using the screening instruments and selecting the appropriate following survey version are detailed in Chapter 15. Copies of each instrument can be found in Chapters 6 through 13 in this manual. The specific interview instruments are:

Part I

- Program Participant Screening Interview (white)
- Non-Participant Screening Interview (ivory)

Part II

- Participant Non-Gang Member Interview (yellow)
- Participant Gang Member Interview (blue)
- Participant Former-Gang Member Interview (gold)
- Non-Participant Non-Gang Member Interview (green)
- Non-Participant Gang Member Interview (ivory)
- Non-Participant Former-Gang Member Interview (pink)

The interview forms are to be used as the data collection forms. You will record the respondents' answers either by checking a response or writing down the youths' response verbatim.

Laminated Response Cards. Several sections of the interviews call for the respondent to select from the same set of answers for a series of questions. In order to make the interview

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go more smoothly, a series of laminated cards with these answer series on them have been provided. They should be handed to the youth for the appropriate questions. You will receive two complete sets of response cards. Information on when to use these cards is provided in Chapters 6 - 13.

Consent to Participate Forms. Each girl who is interviewed will need to review and sign two copies of the Consent to Participate Form. There are two versions of this form (Exhibit 2-1 and 2-2), one for program participants and one for non-participants. This form provides a brief explanation of the study and provides the name of a contact person on the study if the respondent has further questions. In addition, each of the community-based agencies has been asked to appoint youth advocates who are familiar with conditions in the specific community and sensitive to the needs of its youths. Should the respondent wish, the youth advocate will assist her in representing her concerns to the interviewer or research staff. Information on how to complete these forms is presented in Chapter 4.

Respondent Payment Forms. Respondents will receive a small stipend for ***completed*** interviews only. Girls who choose not to answer specific questions will still receive payment, so long as they state their reasons for not answering (i.e., discomfort, fear, embarrassment) and continue the interview until all questions have been asked. You will be provided with payment forms for the girls to sign (Exhibit 2-3) when they receive their stipends.

Tape Recorders and Audio Tapes. You will be provided with a small tape recorder which has an ac adapter and a rechargeable battery. You will also be given a supply of 90 minute audio tapes. The tape recorder is yours to keep when the interviewing is completed. We anticipate that most interviews will be completed within 90 minutes. However, you will also be provided with a small number of 60 minute tapes should interviews go longer than the expected 90 minutes. Instructions for taping the interviews are presented in Chapter 4.

Pre-printed Respondent Case Identification Labels. You will be provided with a set of peel-off labels for each interview. These labels contain preprinted a case identification number for each respondent. The first digit represents a pre-assigned project number and is unique to each project (1 for Pueblo, 2 for Boston, 3 for Seattle). The second digit identifies whether the respondent is a participant (1) or a non-participant (2). The third and fourth digits represent a unique case number. Directions for how to affix these labels are presented in Chapter 4.

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EXHIBIT 2-1
CONSENT FORM FOR PROGRAM PARTICIPANTS
(FRONT)

(Form for program participants)

ADOLESCENT FEMALE STUDY

Consent to Participate

You have been invited to take part in a research study on girls who participate in (name and location of local program) and who know about gangs where they live or who have been in gangs. The study is being conducted by researchers from the University of Missouri at St. Louis and Development Services Group, Inc. in Bethesda, Maryland. This form is to help you decide if you want to be a part of this study. It explains your rights and describes the study.

What is this study about?

This study has three purposes. It will help us to learn how females deal with problems created by living in areas where there are gangs or by being members of gangs. It will also help us to better understand what your life is like, what activities you are involved in, and what problems you may be having. Finally, it will also help us to learn about the activities and services of (Name of the local program).

What is your involvement?

If you choose to participate in this study you will be asked to complete a face-to-face interview which may take one to two hours to complete. The interview will take place in a private place where no one can hear what is being said. The interviewer will ask you questions about the (name of local program), school activities, friends, family, gangs, crime, and drugs. Some questions will be answered through the selection of answers provided by the interviewer. Some questions will be answered in your own words. The interview will be audiotaped to help the interviewer keep good notes and gather information.

What is our responsibility to you?

The information you can share with us is very important. We have done several things to protect your privacy if you agree to be a part of this study. First, none of the people who work with you at (name of the program) will be allowed to see any of your answers to the interview. When they are completed, the interviews and tapes will be sent to the research offices at the University of Missouri at St Louis. The interviews will be kept in locked files.Your interview will be assigned a coded number. That number will always be used instead of your name. When the interviewer's notes have been checked with the tapes, these tapes will be erased. Your identity will always remain secret when the results of this study are reported.

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EXHIBIT 2-1 (CONTINUED)
CONSENT FORM FOR PROGRAM PARTICIPANTS
(BACK OF FORM)

Are there any "risks" or "discomforts" to this research?

The interview may take one to two hours to complete. Also, some of the questions may be about personal and sensitive issues which might cause you embarrassment. If you wish to talk more about your feelings about any of these issues or receive counseling on anything you discuss with us, we will refer you to someone who can help you.

What are your rights?

Taking part in this study is entirely voluntary. You may refuse to be a part of the study or you may quit at any time. You may also choose not to answer some of the questions during the interview if they make you feel uncomfortable. We will be providing a small stipend for completing the interview. This is to repay you for the time and effort you take in helping us with the research.

What should you do if you have problems or questions about the study?

If you have any questions about the study you should feel free to ask the interviewer or you may call Dr. Curry at the University of Missouri at St. Louis. His telephone number is 314-553-5042. You may call him collect. You may also contact the Office of Research at the University of Missouri at St. Louis, if you have any concerns about this study. The office telephone number is 314-553-5284.

How do you become a participant?

If you have read the information about the study and understand your rights, our responsibilities to you, and any possible discomfort from the study and you want to be a part of this study, please sign below.

_____ _____

Signature of Youth Participant Date

_____ _____

Signature of Interviewer Date

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EXHIBIT 2-2
CONSENT FORM FOR NON-PARTICIPANTS
(FRONT)

(Form for nonparticipants)

ADOLESCENT FEMALE STUDY

Consent to Participate

You have been invited to take part in a research study on girls who know about gangs where they live or who have been in gangs. The study is being conducted by researchers from the University of Missouri at St. Louis and Development Services Group, Inc. in Bethesda, Maryland. This form is to help you decide if you want to be a part of this study. It explains your rights and describes the study.

What is this study about?

This will help us to learn how females deal with problems created by living in areas where there are gangs or by being members of gangs. It will also help us to better understand what your life is like, what activities you are involved in, and what problems you may be having.

What is your involvement?

If you choose to participate in this study you will be asked to complete a face-to-face interview which may take one to two hours to complete. The interview will take place in a private place where no one can hear what is being said. The interviewer will ask you questions about your life including school activities, friends, family, gangs, crime, and drugs. Some questions will be answered through the selection of answers provided by the interviewer. Some questions will be answered in your own words. The interview will be audiotaped to help the interviewer keep good notes and gather information.

What is our responsibility to you?

The information you can share with us is very important. We have done several things to protect your privacy if you agree to be a part of this study. First, none of the local people who helped arrange the interviews will be allowed to see any of your answers to the interview. When they are completed, the interviews and tapes will be sent to the research offices at the University of Missouri at St Louis. The interviews will be kept in locked files. Your interview will be assigned a coded number. That number will always be used instead of your name. When the interviewer's notes have been checked with the tapes, these tapes will be erased. Your identity will always remain secret when the results of this study are reported.

Are there any "risks" or "discomforts" to this research?

The interview may take one to two hours to complete. Also, some of the questions may be about personal and sensitive issues which might cause you embarrassment. If you wish to talk

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EXHIBIT 2-2 (CONTINUED)
CONSENT FORM FOR NON-PARTICIPANTS
(BACK OF FORM)

more about your feelings about any of these issues or receive counseling on anything you discuss with us, we will refer you to someone who can help you.

What are your rights?

Taking part in this study is entirely voluntary. You may refuse to be a part of the study or you may quit at any time. You may also choose not to answer some of the questions during the interview if they make you feel uncomfortable. We will be providing a small stipend for completing the interview. This is to repay you for the time and effort you take in helping us with the research.

What should you do if you have problems or questions about the study?

If you have any questions about the study you should feel free to ask the interviewer or you may call Dr. Curry at the University of Missouri at St. Louis. His telephone number is 314-553-5042. You may call him collect. You may also contact the Office of Research at the University of Missouri at St. Louis, if you have any concerns about this study. The office telephone number is 314-553-5284.

How do you become a participant?

If you have read the information about the study and understand your rights, our responsibilities to you, and any possible discomfort from the study and you want to be a part of this study please sign this form.

_____ _____

Signature of Youth Participant Date

_____ _____

Signature of Interviewer Date

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EXHIBIT 2-3
RESPONDENT PAYMENT FORM

UNIVERSITY OF MISSOURI - ST. LOUIS
Department of Criminology and Criminal Justice
8001 Natural Bridge Road
St. Louis, Missouri 63121-4499
Telephone: (314) 553-5031

ADOLESCENT FEMALE STUDY

Respondent Payment Receipt

I hereby accept payment of $_____ made to me by the University of Missouri-St. Louis for participation in the Adolescent Female Study.

_____ _____
Respondent Interviewer

_____ _____
Interview Number Date

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MATERIALS FOR REPORTING

You should report your progress to UMSL staff weekly. The Data Collection Result Form (Exhibit 2-4) will help you to keep track of the cases which have been assigned to you. Use the codes to indicate the final disposition of each interview. The Comments section can be used to let UMSL staff of any special situations with interviews.

MATERIALS FOR RETURNING COMPLETED INTERVIEWS

Prepaid Return Envelopes. You will be supplied with addressed, prepaid mailing envelopes for returning completed interview materials. These envelopes go directly to the UMSL project address and do not require any postage. You will also be supplied with smaller, padded envelopes for the cassette tapes. These smaller envelopes should be placed in the prepaid mailer along with the completed surveys and other forms.

Interview Return Checklist. In order to ensure that all the materials and forms associated with a particular are returned to UMSL together, we have provided an Interview Return Checklist (Exhibit 2-5). This form will enable you and UMSL staff to track all interview materials. Directions for the use of this form are in Chapter 15.

Interviewer Payment Invoice. Interviewers will be paid $35 for each interview. The manner of payment may differ at each site. However, the Interviewer Payment Invoice (Exhibit 2-6) should be enclosed in the envelope with the completed interview material. Once the interview material is reviewed by UMSL staff, the Invoice will be forwarded for payment.

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EXHIBIT 2-4
DATA COLLECTION RESULT FORM

ADOLESCENT FEMALE STUDY

DATA COLLECTION RESULT FORM

INTERVIEWER : _____

	CASE ID #	RESPONDENT'S NAME	DATE OF INTERVIEW	INTERVIEW TIME	RESULT DISP:	COMMENTS
1						
2						
3						
4						
5						
6						
7						
8						

FINAL CASE DISPOSITIONS: 1=INTERVIEW COMPLETED 2=PARTIAL COMPLETE 3=PARTICIPANT SHOWED-REFUSED
4=PARTICIPANT DIDN'T 5=PARTICIPANT DIDN'T MEET CRITERIA

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EXHIBIT 2-5
INTERVIEW RETURN CHECKLIST

ADOLESCENT FEMALE STUDY

Interview Return Checklist

Please complete the following checklist and return it in the envelope with the completed interview materials.

The return envelope contains:

____ Part I: Screening instrument

____ Part II: Behavior instrument

____ Audio tapes (number of tapes _____)

____ Signed Consent Form

____ Signed Respondent Payment Receipt Form

____ Signed Interviewer Payment Invoice

____ Subject identification labels have been attached to interview forms, tapes, and the consent form.

____ Interview instruments have been edited.

_____ _____

Interview Number Date of Interview

_____ _____

Interviewer Date of Mailing

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EXHIBIT 2-6
INTERVIEWER PAYMENT INVOICE

UNIVERSITY OF MISSOURI - ST. LOUIS
Department of Criminology and Criminal Justice
8001 Natural Bridge Road
St. Louis, Missouri 63121-4499
Telephone: (314) 553-5031

ADOLESCENT FEMALE STUDY

Interviewer Payment Invoice

This form requests payment of $35 for conducting
Adolescent Female Study Interview Number _____.
The interview was completed on _____.

_____	_____
Interviewer	UMSL Interview Review
_____	_____
Date Submitted	Date Reviewed

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CHAPTER 3: SAMPLE SELECTION

The study design for the impact evaluation requires interviews with 120 girls at each site. The breakdown of girls per site is:

30 Program ***PARTICIPANT*** Girls who have never been gang members (***NON-GANG*** members).

30 Program ***PARTICIPANT*** Girls who are now or who have been gang members ***(GANG*** members).

30 Girls who have not participated in the target program (***NON-PARTICIPANT*** girls) who have never been gang members (***NON-GANG*** members).

30 Girls who have not participated in the target program (***NON-PARTICIPANT*** girls) who are now or who have been gang members ***(GANG*** members).

If 30 girls in one of the four categories are not available at site, girls from another category cannot be substituted. The maximum number of girls from any of the four categories for whom interviews will be funded is 30.

DEFINITIONS

PARTICIPANTS: A program participant is any girl who is identified as having been enrolled in one of the three site programs funded by the Administration for Children, Youth, and Families as a program designed to prevent involvement of adolescent females in gang-related delinquency. The program ***PARTICIPANT*** girls will be identified by the research team working with the local program staff.

GANG-INVOLVED GIRLS: For this research project, gang-involvement is defined by a girl's self-report that she is currently, or has been, a member of a youth gang. For the purposes of our design, both currently active ***GANG*** members and ***FORMER GANG*** members count as girls who have been ***GANG-INVOLVED***.

GANG: For this research project, a gang is identified as a group (1) that is identified by its members and/or the community as a "gang," and (2) of which some or all of its members engage in recurrent collective delinquent behavior. Since all of our respondents are juveniles, a third criterion is that the group involve some members who are juveniles.

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Selection of Program PARTICIPANT girls.

Program participants will be selected for inclusion in the sample from lists supplied to the research staff from program personnel for each site's target program. A process will be used to produce ordered lists of girls for inclusion in the sample. It is the ordering of the list that is randomly generated through a computerized application. Girls should be contacted in the order in which they appear on the list. Before a girl on the list (within the first 30) is passed over, a reason why she could not be interviewed should be recorded.

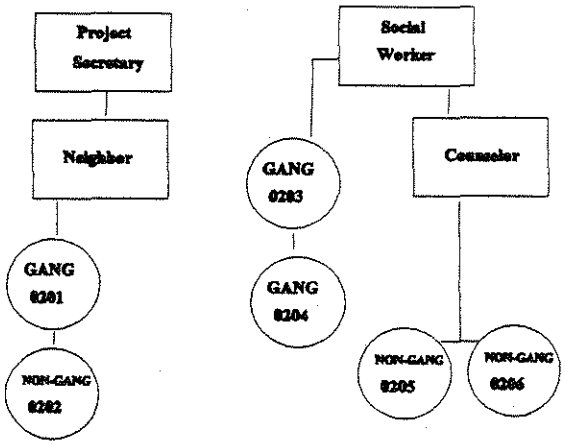
As interviewing personnel approach their 30-girl quotas for *NON-GANG* and *GANG* girls in each category, it becomes important to identify girls as members or non-members prior to arranging the interviews. The maximum number of girls from any of the four categories for whom interviews will be funded is 30. For the purposes of our design, both currently active *GANG* members and ***FORMER GANG*** members count as girls who have been ***gang-involved***.

Selection of Program NON-PARTICIPANT girls.

Interviewers will have more control over the selection of the girls whom they will be interviewing in the *NON-PARTICIPANT* sample. All that is important besides staying within the 30-girl quotas for *GANG* and *NON-GANG* girls is keeping track of how each girl was contacted.

In order to analyze the results obtained from your interviews effectively, we must be able to construct a "referral chart" on which each girl interviewed can be located. The sample referral chart is for six girls interviewed in our pilot study in St. Louis. The boxes are referral sources. The referral sources only need to be distinguished from one another. The circles are girls who were interviewed. The respondent girls are identified by confidential case numbers. (Note that the first digit 0 identifies the St. Louis site. The second digit 2 identifies the respondents as *NON-PARTICIPANT* girls. The third and fourth digits are unique to each girl.

The project secretary referred us to a neighbor who referred us to *GANG* girl # 02001. *GANG* girl # 0201 referred us to *NON-GANG* girl # 0202. A social worker referred us to *GANG* girl # 0203, who in turn referred us to *GANG* girl # 0204. The social worker also referred us to a counselor at a detention facility who referred us to *NON-GANG* girl # 0205 and *NON-GANG* girl # 0206.



Good notes on how *NON-PARTICIPANT* girls were contacted will make our analysis of the information that you obtain much easier and save us followup time in constructing referral charts for your site. Space is provided for this on the front page of the Non-Participant Screening Interview.

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CHAPTER 4: CONDUCTING THE INTERVIEW

One of the most important parts of interviewing for this study will be to develop and maintain a good relationship with the girls you interview. This particular study possesses additional challenges due to the length of most interviews, the young age of many of the girls being interviewed and the sensitive nature of some of the questions. This section will provide you with some tips for establishing a congenial relationship with the girls you interview and for answering their questions and concerns. Bear in mind that a knowledgeable interviewer is our best weapon against refusals and poor quality data.

IDENTIFYING THE PROGRAM

Before you begin the interviews with girls who are program participants, check with the project staff to see how the girls themselves refer to the program. Very few of the youth in prevention programs will use the formal title of the program. They may identify activities with a particular place or person or program staff may have developed a local name for the program. It is important that you know this name or names so that you can focus the girl's attention on the correct set of program activities.

RESPONDENTS

The outcome study design plans for interviews with 90 gang-involved program participants, 90 non-gang-involved program participants, 90 gang-involved non-participants, and 90 non-gang-involved non-participants. We hope to complete interviews with 30 girls in each one of the four categories at each of the three sites. Program participants will be selected from program rosters according to their ages (14-18 years old) and ethnicities (African American in Seattle, Latina in Pueblo, and both African American and Latina in Boston). In order to be included in the study, program participants will have to have been involved in program activities for at least six months prior to being interviewed or to have completed 75% of the program services for programs with a time-limited program. Non-participants will be selected using Wright's (1989) and Sudman's (1976) models of snowball sampling of girls from similar backgrounds as program girls. In addition, non-participants may be selected for interviewing from program waiting lists or from girls who have just begun program participation.

CONTACT GUIDELINES

It is likely that your first contact with the girls you will be interviewing will be when they arrive for the interview. Exhibit 4-1 is an introductory script to use if you are meeting respondents for the first time.

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EXHIBIT 4-1
STANDARD INTRODUCTION

Hello, my name is _____, and I am working with Dr. David Curry, a researcher from the University of Missouri in St. Louis. Dr. Curry is conducting a study to (**for participants:** find out how girls feel about services they have received from programs like this one); (**for non-participants**: find out what girls know about the _____ project). I'll ask you some questions about yourself and your experiences with school, your family and friends. I'd like your honest opinions. No one else will see how you answered my questions. Everything you tell me is confidential.

OBTAINING CONSENT TO PARTICIPATE

You will be provided with two copies of the Consent to Participate Form for each interview. This form contains a brief description of the study and identifies contact people should the girls being interviewed have any further questions. Remember there are different versions of this form. Be sure to use the correct version for the girl you are interviewing. You should review this form with each girl you interview to make sure they understand what it says. Both copies should be signed by both you and the girl as well as the Youth Advocate appointed for your project. One copy is for the girl to keep for herself, the second copy will be returned to Dr. Curry along with the completed interview materials. A youth advocate has been designated by the program agency. The youth advocate is a volunteer familiar with the community and sensitive to the needs of its youth. You or the respondent may involve the youth advocate in the consent process as needed.

ANSWERING RESPONDENTS' QUESTIONS

This section contains questions respondents may ask about this study and suggested answers for you to use. However, respondent's questions will rarely be phrased exactly as the questions here. It is important to listen carefully to respondents' questions, understand the point of each question, and respond briefly, but directly, to that point. No matter how a question is phrased, the respondent deserves a clear and accurate answer, given in a way that communicates that you think that their question is important.

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In many cases, youth being interviewed will have received a letter informing them of their selection for the study. Those girls who have been selected to be interviewed may have questions and concerns. Although most program sites have told youth that they have been selected, you must be prepared to answer all questions and concerns about the study. Your first discussions with the girls you will be interviewing are a critical time for the interview because most people who refuse a study decide to do so in the first few minutes of contact. A girl's decision whether to proceed with participating or not will often be based on how well you answer their questions.

Should you be asked questions about the study, particularly from older girls, it is especially important for you to give an informed response. Any hesitation on your part gives the respondent the opportunity to terminate the interview. When a respondent asks a question during the course of the interview, be polite and try to respond to their concern or question but also try to return to administering the questionnaire as soon as possible.

Below is a list of frequently-asked questions and example answers. Become familiar with these so that your responses are second nature.

Q: What is this survey about?

A: **For program participants:** The purpose of this survey is to learn about experiences of program participants who have received services from projects such as the one you participate in. We are interested in your honest opinions about your experiences in general and with (use the name the girls use for the program).

For non-participants: The purpose of this survey is to learn about experiences of youth who have received services from the _____ project, as well as the experiences of youth, like you, who share many of the same characteristics of these youth but have received limited or no services from the project. We are interested in your honest opinions about your experiences.

Q: Who do you work for:

A: Tell the girls about any full-time affiliation that may be of interest. In your interviewing tasks you are working for Dr. David Curry at the University of Missouri in St. Louis. Dr. Curry studies the problems of young people.

Q: Why did you select me?

A: **For project participants:** Because it is impossible to interview all the girls in the project, we used random sampling methods to choose representative girls like yourself. You are one of many girls who come to this program asked to participate in this important study.

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For non-participants: Because it is impossible to interview every girl who has similar characteristics to those of girls coming to this program, we used random sampling methods to choose representative girls like yourself. Your name was referred to us along with many other girls. You are one of many girls asked to participate in this important study.

Q: How long is this going to take?

A: The interview usually takes a little over an hour to complete, although it could be a little shorter or longer because some parts of the interview may not apply to you, or you may have something, in particular, you want us to know.

Q: What will happen to the information I give to you?

A: The information you give us will be combined with similar information collected from other girls. Your name will not be kept with your answers. This research ***never*** identifies individual youth.

How To Use The Interviewing Materials

In advance of each interview you should gather the appropriate interview forms, ID number labels, 2 copies of the Consent to Participate Form, a Respondent Payment Receipt form, a blank 90-minute tape, and a writing pad. Make sure that the batteries in the tape recorder have been recharged in case an outlet is not available where you are interviewing. Case number labels should be placed on each interview form, the Consent to Participate Form returned with the interview, and on the tape cassette. There is an extra label in case two tapes are necessary. Checking to see if all materials are on hand prior to an interview will save time searching for missing forms after the respondent has arrived for the interview.

While conducting the interviews, you will be working directly from the appropriate survey instrument. You should read each item exactly as worded, however you may need help understanding what a question means. For this reason, it is important for you to become familiar with the item descriptions and instructions found in Chapters 6 - 13. Responses should be marked clearly on the interview form. Even though each interview will be audio taped, it is important that you complete the answers on the survey form. Any comments or observations that you wish to make to help the researchers understand the interview answers can be made in parentheses () in the margin of the appropriate page.

Completing The Respondent Payment Form

At the completion of the interview, each girl will receive a small as a stipend for her participation in the research. The Respondent Payment Receipt form (Exhibit 2-3) was developed

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to help us keep track of these payments. Each of the three sites will decide how the girls will be paid but each girl will need to sign a payment form. The form should also be signed by a witness. Returned the signed and witnessed form with the completed interview materials.

RELATIONSHIP BUILDING

In the respondent's eyes, you are the study. The girls you are interviewing are going to know very little about this study or survey research. Interviewers should project a warm and concerned feeling about the study so that the girls feel comfortable talking with you about their experiences. You should at all times:

- Be enthusiastic about the study.
- Make it clear you are committed to the project, and that you think it is worthwhile.
- Know the study. If you are confident and knowledgeable, respondents will trust you.
- Be organized; have all the materials you need at hand.
- Be available for your scheduled appointments on time. Give yourself plenty of time to get to the interview site so traffic doesn't cause a delay.
- You should be sensitive and show concern when the respondent is answering sensitive questions.

Since the girls being interviewed do not know ahead of time that they will be expected to fit opinions into boxes or think in terms of scale answers, you will need to teach them what is expected as the interview progresses. Through a variety of signals, you can indicate to the girl you are interviewing that she is doing a good job of answering the questions. This does *not* mean that you imply agreement or disagreement with her answers or attitudes, but rather that you approve of her behavior in her role as a respondent.

Reinforce the girl you are interviewing by giving her positive feedback in the form of neutral comments such as, "Yes," "OK," "I see," "Uh-huh," or even just a nod of your head, which indicate that you have heard and understood the response and that she is being a good respondent. At the same time, you must be careful not to give leading or unacceptable feedback or to reinforce bad behavior. Once the girl being interviewed realizes that it is your job to ask each question and her job to answer each one, the interview should go smoothly.

These other general rules-of-thumb should also help you establish a good interview situation:

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- **Establish a good relationship.**

- **If the girl who is being interviewed appears undecided about participating further, encourage her.**

- **Let the girl who is being interviewed set the pace of the interview.** Don't rush respondents to quickly answer questions, let them think about the answers.

- **Focus on the person you're interviewing.** Don't be self conscious. Use good eye contact to draw out the respondent's concerns. Be a good listener.

- **Ignore negative comments.** This is not as hard to do as you may think. Don't take negative comments personally, they are not directed at you.

- **Start the interview quickly.** Once you begin asking the questions the respondent will see that her fears are unfounded, and will be more comfortable talking with you.

- **Take breaks when needed.** Many girls will find an hour or so of interviewing tiring. Find a natural break in the interview instruments and take five minutes out to stretch, get something to drink, and move around. This will help both you and the girl being interviewed stay alert.

- **Make sure you have all the materials you will need for the interview.** Before leaving for the interview, make sure you have all the necessary forms and materials you will need. Even though most interviews will take 90 minutes or less, take a 60 minute tape "just in case." It is also a good idea to take tissues, small candies, and other items that may be needed during the interview session.

TAPE RECORDING INTERVIEWS

You will be expected to tape record your interviews with the girls participating in this study. Since researchers have largely ignored the lifestyle and background of girls who are involved in gangs or "at risk" of being involved in gangs, we have included several "open-ended" items in the interview. The tape-recorded answers to these items will be transcribed and will provide a very rich description of the lives of the girls being interviewed. In addition to providing a rich source of information, tape recordings can provide you with good "feedback" about your interviewing techniques, especially if you are a new interviewer.

If you have never used a portable tape recorder for interviewing before, you should first become completely familiar with how it works. Look over the operating instructions for the recorder which was supplied to you. Use it for a practice interview, play it back, and try it again

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if you are not satisfied. If you feel comfortable using the machine, the girls you are interviewing will too.

Be sure the machine is working properly before you leave for the interview. If you are using a rechargeable battery pack, be sure it is fully charged. If you are using regular batteries, be sure they are fresh and always carry the electric power cord for your machine "just in case....." Prior to the interview, label the tape with the appropriate identification number. Load the tape into the recorder and record the date of the interview and the respondent identification number directly on the tape.

Before the interview begins, you should inform the person being interviewed that the interview will be recorded. You might want to say "The researchers have asked me to tape these interviews." You may also explain that it helps you to make sure you have recorded answers accurately. Most people being interviewed do not know what to expect in an interview situation--you, the interviewer, set the rules, and if you use a tape recorder, then the person being interviewed will assume that it is a natural part of the procedure.

Parts of the recordings of your interview will be transcribed after they are returned to the research office so it is important that both you and the person being interviewed can be heard clearly on the tape. If possible, put the recorder on a table between you and the girl being interviewed. Placing the recorder on a magazine or folded newspaper will help absorb some of the motor noise produced by vibration against a bare table top.

Use 90-minute cassette tapes. Shorter tapes may not be long enough for an entire interview, and 120-minute tapes tend to "drag" or become tangled in the recorder. You will be given a supply of 90-minute tapes for your interviews. You will also be given a smaller number of 60-minute tapes in the unlikely event that an interview goes over the 90-minute limit. Use the 60-minute tapes only in these cases.

Since each side of the cassette records for 45 minutes, it is a good idea to put a note to yourself in the survey at a convenient place to turn the tape. As you become more familiar with the interview, you will be better able to identify a natural "break point" for turning the tape. Once the tape has been turned, do not bother to rewind to the beginning of side two. Except when you turn the tape, please do not turn the machine on and off during the course of the interview unless there are lengthy interruptions.

You must also ***write*** the responses, comments, and probes onto the questionnaire just as you would if the tape recorder were not there. The time you decide not to bother and try to write answers from the tape will be the time the machine does not work or the time the recording does not come out clearly.

Evaluation of your interviewing technique. If you are a beginning interviewer, it is especially important to review your interviewing style. Tape recording interviews enables you to do this easily. After you have edited an interview, you should listen to the tape and "observe"

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your interviewing technique. Did you read all the questions exactly as worded? Did you probe where necessary? Did you made sure that the objectives of the questions were met? Did you read slowly and clearly, giving the girl being interviewed time for a considered reply? Was your approach to the respondent professional, showing neither approval nor disapproval, but rewarding her positively for her performance rather than for her responses?

A tape recording can give you valuable insight into your own performance as an interviewer. It is very difficult to evaluate your performance when you are in the midst of an interview, and the tape, in effect, gives you a chance to observe yourself.

ASKING THE QUESTIONS

You should avoid creating the impression that the interview is a quiz or cross-examination; be careful that nothing in your words or manner implies criticism, surprise, approval or disapproval either of the questions you ask or of the respondent's answers. If you have a normal tone of voice, an attentive way of listening, and a nonjudgmental manner, you will maintain and increase the respondent's interest. Know the questions so well that you can read each one smoothly and move on to the next without any hesitancy. Study the surveys carefully and practice reading the questions aloud.

Answers to questions are strongly influenced by the way in which a question is worded. If a question is asked differently for different respondents, it will not produce comparable results among interviews. Question order must also be the same from interview to interview because changes in sequence also affect respondents' answers. The best results from this survey will come if each interviewer uses the survey instruments in the same way as all other interviewers. This will help to ensure that we collect information that is uniformly accurate and comparable from location to location.

Ask the questions exactly as they are worded in the survey. Since exactly the same questions must be asked of each respondent, you should not make changes in their phrasing. Avoid not only deliberate word changes, but also unintentional ones. You may unwittingly leave out part of a question or change some of the words; or you may ask the question just as it is worded, but in a effort to be conversational, add a few words at the end. The respondent's answer is prompted by the words in the question, and a change in wording can very easily produce a change in response.

Read each question slowly. Even if you read a question correctly, it doesn't do much good if the words are all pushed together in a rush or lost in a mumble. A slow and deliberate pace gives the respondent time to understand the question and form a reply.

Interviewers may read too quickly for several reasons. Perhaps they usually speak rapidly or perhaps the respondent has said that she doesn't have much time. However, trying to speed up the interview may actually slow things down if many questions have to be repeated. If the

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interviewer hurries through the questions, there is a tendency for the respondent to hurry too. This may create a pattern in which the interviewer asks the question before the girl answering has quite finished the previous answer, and then the respondent starts the next answer before the interviewer has finished asking the question. While you will become very familiar with the surveys during the course of your interviews, remember that it is all new to each girl you interview, and each should be given an equal chance to understand and respond to all of the questions.

Ask the questions in the order in which they are presented in the questionnaire. The question sequence is designed to create a sense of continuity and to ensure that early questions will not have a harmful effect on the respondent's answers to items that come later. Question order needs to be the same from respondent to respondent if the interviews are to be comparable.

Ask every question specified in the questionnaire. In answering one question, a respondent will sometimes also answer another question which appears later in the interview. Or, from time to time, when an interviewer needs to ask a series of similar questions, the respondent may say "Just put me down as 'Yes' to all of them." When this happens, you may wonder whether you should skip the questions which are apparently answered. You should not. It is your responsibility to make certain, whenever possible, to ask each girl each question in the survey.

Assuming the respondent has already answered a question is a risky practice. Whenever possible, *ask every question*, even when it has been answered previously. Do this by letting the respondent know that you are aware of the earlier response, and asking the respondent's cooperation in answering again.

Repeat questions which are misunderstood or misinterpreted. We have tried very hard to write the questions in the surveys so that the girls being interviewed will understand them. Occasionally, however, a respondent may misunderstand or misinterpret what is asked. When this happens, the best technique is to repeat the question just as it is written in the survey. If you think that the respondent just needs time to think it over, simply wait and don't press for an immediate answer. If you think the respondent just needs to be reassured, you may want to add a neutral remark, such as: "We're just trying to get your ideas on this," or "There are no right or wrong answers, just your ideas on it." Use the response cards for question series using the same response.

PROBING AND OTHER INTERVIEWING TECHNIQUES

One of the most challenging and important aspects of your job is getting the respondents to answer the questions which are asked. If the girl you are interviewing gives you an incomplete or irrelevant answer, misunderstands the question, if you do not understand her answer, or if she loses track of the question and gets off on another topic, it is your responsibility to get her back on the track through careful, ***neutral*** techniques. The quality of the interview depends a great deal on your ability to probe and use these techniques successfully.

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Probing has two major functions:

- It motivates the respondent to communicate more fully so that she enlarges on, clarifies, or explains the reasons behind what she has said.

- It helps the respondent focus on the specific content of the interview so that irrelevant and unnecessary information can be avoided.

Probes must perform these two function without introducing bias.

Obtaining specific, complete responses which satisfy the objectives of the questions can be the most difficult part of the interview. Some respondents find it difficult to put their thoughts into words; others may give unclear or incomplete answers; still others may be reluctant to reveal their attitudes because they feel that they are socially unacceptable. You must deal with such situations and use procedures which encourage and clarify responses.

Even the best survey may result in first answers which are inadequate. An answer may be inadequate because it is only a partial answer and therefore incomplete; it may also be irrelevant, about something other than the subject of the question, or it may be unclear. Some method needs to be found to return the respondent's mind to the topic of the question so that clear, complete, and relevant answers are obtained. This does not mean that the interviewer should openly question a respondent's answer, since the girl probably thought she was answering the question correctly. By probing, you can encourage the girls you interview to clarify and expand their answers. Several different neutral techniques are described below. These may be used to stimulate a fuller, clearer response.

Repeating the question. When the respondent does not seem to understand the question, when she misinterprets it, when she seems unable to make up her mind, or when she strays from the subject, the most useful technique is to repeat the question just as it is written in the questionnaire. Many respondents, hearing it for a second time, realize what kind of answer is needed. They may not have heard the question fully the first time, or they may have missed the question's emphasis. Often, further probes will be unnecessary.

An expectant pause. The simplest way to convey to the girl being interviewed that you know she has begun to answer the question, but that you feel she has more to say, is to be silent. The pause -- often accompanied by an expectant look or a nod of the head -- will give the girl time to gather her thoughts.

Accepting pauses during an interview is often difficult for a new interviewer. Sometimes you may have a desperate feeling that things must be kept moving, and a few seconds of silence seem to last forever. But pauses are often useful in encouraging communication, and they should become a natural part of your interviewing technique.

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You must, however, be sensitive to each individual in using pauses. Some girls may actually be out of ideas, and a pause can interfere rather than encourage further thoughts.

Repeating the respondent's reply. Simply repeating what the respondent has said as soon as she has stopped talking is often an excellent probe. This should be done as you are writing, so that you are actually repeating the respondent's reply and recording it at the same time. Hearing an idea repeated often reminds a respondent of additional information on the topic.

Neutral questions or comments. Neutral questions or comments are frequently used to obtain clearer and fuller responses. The following are examples of commonly used probes:

- Repeat the question
- Anything else?
- Any other reason?
- Any others?
- How do you mean?
- Could you tell me more about your thinking on that?
- Would you tell me what you have in mind?
- What do you mean?
- Why do you feel that way?
- Which would be closer to the way you feel?

These probes indicate that the interviewer is interested and they make a direct request for more information. Longer probes are more likely to encourage more information than short phrases. "Are there any other reasons why you feel that way?" gives the respondent time to think and lends importance to the request. "Any other?" is much more likely to result in a "no" response. This technique takes time to master, but it is a dependable and fruitful one when used correctly. New interviewers often find it useful to write these standard probes on a card for easy reference.

Successful probing requires that you recognize immediately just how the girl's answer has failed to meet the objective of the question and then be able to form a neutral probe to get the correct information. You know the question objectives; the respondent does not. It is your responsibility to study the instruction book thoroughly before starting to use the questionnaires. It is only through a complete understanding of the objectives that you can recognize when and where probes are needed and use they effectively. The way you ask these neutral questions is important.

Asking for further clarification. In probing, it is sometimes useful for you to appear slightly bewildered by the respondent's answer and suggest with your probe that it might be you who failed to understand. For example: "I'm not quite sure I know what you mean by that -- could you tell me a little more?" This technique can arouse the respondent's desire to cooperate with someone who she thinks is trying to do a good job. Don't overdo it, however, or the respondent may feel that you don't know when a question is properly answered.

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RECORDING RESPONSES TO "OPEN-ENDED" ITEMS

A good written interview should record not only what the respondent said, but also the way in which she said it. In order to accomplish this, you will need to follow a few rules for recording the "open ended" items.

Record responses during the interview. In order to capture the answers accurately, you must write them down immediately during the interview. Relevant information will be lost or distorted if you try to remember what the respondent has said and write it up later.

Use the respondent's own words. You must learn to record the respondent's replies in the very words which she uses. This is called "verbatim reporting." Try to note the phrases, grammatical usage, and patterns of speech which are characteristic of each respondent, so that the interview will reflect something of her individual personality. This will give the interview color and animation.

If at all possible, do not summarize or paraphrase the respondent's answers. Summarizing or paraphrasing a response can create an artificial and dangerous communication gap between the respondent and the data analyst, and often results in distortion. Unless responses are very long, try to provide the entire response in the respondent's words.

Include everything that applies to the question objectives. The recorded response should include everything the respondent said that relates to the objectives of the question. Some respondents will digress from the topic and talk at length about subjects that have no bearing on the study objectives. These sections may be omitted from your written notes if you are sure that what's being said does not relate to the question objectives. If you omit these sections, make marginal notes to indicate that a digression took place.

Include all of your probes. All comments, probes, and explanations which you make during the interview should appear in the survey instrument at the location which corresponds to the point at which they were made during the interview. Coders will use your notes to determine what influenced the respondent to reply as she did. Always enter your probes and comments in parentheses ().

Hold the respondent's interest. Try to keep your attention focused on the girl you're interviewing rather than becoming overly absorbed in the survey instrument. A good technique for holding the respondent's interest and taking verbatim notes is to start repeating the response, as you are writing it down. This lets the respondent know you are listening to every word -- and, in fact, recording each one. And, as we pointed out above, this technique also serves as a "probe." The respondent will hear what she has just said, and this may lead her to amplify or modify her answer.

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TIPS ON NOTE TAKING

With practice you will be able to record your interviews with little difficulty. The following tips on note taking may help you become more comfortable with speedy recording.

When starting the interview, try to find a place where you can write comfortably. A desk or table is ideal, but just in case a table is not available, always carry a folder or pad that you can use as a writing surface. Try to sit so that you are facing the girl you are interviewing and avoid being in a position which allows the respondent to look over your shoulder as you write.

When the respondent starts to talk, begin to write immediately. This will help you record the responses verbatim and minimize the time the respondent has to wait for the next question. Most of the open-ended items have space for an answer. A long answer may be recorded on the back of the interview page or on a separate sheet of paper as long as the answer is properly identified as belonging to a particular question.

Abbreviate sentences. You can do this by leaving out articles and prepositions, by entering only key words, and so on. Then later, while you are editing the interview, put these in along with punctuation so that the coders can read the responses as they were actually given.

In the case of standard probes all you need to do is write the two or three keywords of the probe in parentheses. For example, (What mind?) would show you used "Will you tell me what you have in mind?" Any nonstandard probes should be written out in full.

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CHAPTER 5: INTERVIEW INSTRUMENT SELECTION

An important part of the interview process is making sure that each respondent completes the correct two instruments. That there are eight different instruments makes the process seem more complicated than it is. The decision on which instrument to use at the beginning of the interview is made by the research team. While there should be a preliminary notion about which of the three Part II instruments to use, we have divided the interview into two parts to make it possible for you the interviewer to make final decision about a girl's gang involvement status based on her answers to the final items on each Part I instrument. Should you have to change the preliminary identification of a girl as gang-involved or not gang-involved, your choices will already be limited by the type of Part I instrument being used.

The process of correctly selecting instruments for interviews is made easier by keeping in mind the two major differences between girls around which the impact evaluation is designed.

1. We are interested in differences between ***girls who <u>have</u> participated in the prevention program being evaluated*** and ***girls who <u>have not</u> participated in the prevention program being evaluated.*** The first girls are referred to here as ***PARTICIPANTS.*** The second group of girls are referred to here as ***NON-PARTICIPANTS***.

2. We are interested in differences between ***girls who have never been a member of a gang*** and ***girls who are or have been a member of a gang***. The first girls are referred to here as ***NON-GANG*** girls. The second group of girls are referred to here as ***GANG*** girls. The separate instruments for ***GANG*** and ***FORMER GANG*** girls is provided for ease in interviewing girls who no longer consider themselves to be active members of a gang.

The study design and, hence, the number of each kind of respondent needed at each study site is very straight forward. At each site, we need 60 interviews with girls who have been involved in the target prevention program. Of these 60, 30 should never have been a member of a gang. The other 30 ***PARTICIPANT*** girls should either currently consider themselves to be a member of a gang or to have been at some time in the past a member of a gang. For the purposes of our design, both currently active ***GANG*** members and ***FORMER GANG*** members count as girls who have been ***gang-involved***.

Also, at each site, we need 60 interviews with girls who have ***<u>not</u>*** been involved in the target prevention program. Of these 60, 30 should never have been a member of a gang. The other 30 ***NON-PARTICIPANT*** girls should either currently consider themselves to be a member of a gang or to have been at some time in the past a member of a gang.

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FOUR RULES OF INSTRUMENT SELECTION

There are four simple rules for deciding which instrument to use in interviewing a particular girl.

Rule 1 Two instruments, a Part I and a Part II, must be completed by each respondent.

Rule 2 The type of Part I instrument, ***PARTICIPANT*** or ***NON-PARTICIPANT***, is assigned by the research team.

Rule 3 The Part II instrument type, ***NON-GANG***, ***GANG***, or ***FORMER GANG***, is selected by the interviewer based on the respondent's answers to the gang involvement items at the end of the Part I instrument.

Rule 4 The Part II instrument must match the Part I instrument. If the Part I instrument is a ***PARTICIPANT*** instrument, the Part II instrument must be a ***PARTICIPANT*** instrument. If the Part I instrument is a ***NON-PARTICIPANT*** instrument, the Part II instrument must be a ***NON-PARTICIPANT*** instrument.

Only one of these rules, Rule 3, should require a decision by you the interviewer.

THE PROGRAM *PARTICIPANT* INSTRUMENT SEQUENCE

The girl to be interviewed will already have been identified as a ***PARTICIPANT*** interview by the Research Team. There will be a preliminary identification, based on the best information available of the girl as a ***NON-GANG***, ***GANG***, or ***FORMER GANG*** respondent. You the interviewer will carry the alternative two PART II interview instruments with you, just in case the best available information is not accurate.

On page 10 of the Program Participant Part I Instrument, the third question under the heading **GANG INFORMATION/INVOLVEMENT** is:

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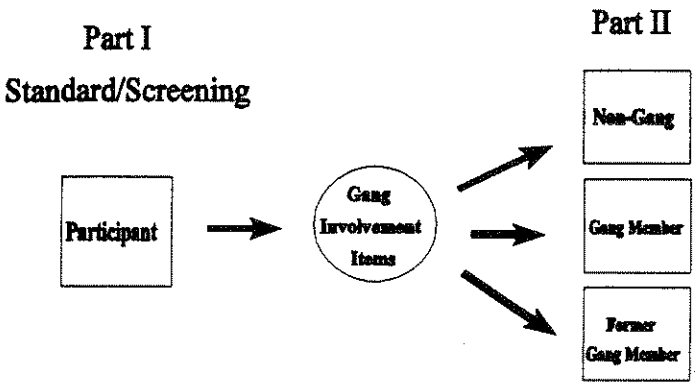
Are you a member of a gang?

If the answer is "YES," you have completed the Program Participant Part I Instrument. Proceed to the Program Participant Gang Member Instrument. Attach the pre-printed case identification label for the respondent to the top of the Program Participant Gang Member Instrument, and begin asking the questions.



If the answer is "NO" to the question about being a gang member, ask the next question:

Have you been a member of a gang in the past?

If the answer is "YES," you have completed the Program Participant Part I Instrument. Proceed to the Program Participant Former Gang Member Instrument. Attach the pre-printed case identification label for the respondent to the top of the Program Participant Former Gang Member Instrument, and begin asking the questions.

The final two questions on the Program Participant Part I Instrument are:

Are you a member of a group that you label as something other than a gang? (Specify)
Have you been a member of a group that you label as something other than a gang? (Specify)

These questions are included just in case the girls being interviewed use some other term such as "crew" or "posse" for "gang-like" groups to which they belong or have previously belonged. Should a girl answer either of these questions affirmatively, use the *NOTES*

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/SPECIFICATIONS block to record what the girl calls her "gang-like" group. We do not anticipate encountering gang-like groups in any of the three sites for this study, but this question is again for "just in case." Girls who identify themselves as belonging to a gang-like group or having belonged to a gang-like group will be treated as a ***GANG*** or ***FORMER GANG*** member in this study. To be a gang-like group, the group must have engaged in criminal activity.

If a girl answers "NO" to the questions about gang membership and the three additional questions, proceed to the Program Participant Non-Gang Member Instrument. Attach the pre-printed case identification label for the respondent to the top of the Program Participant Non-Gang Member Instrument, and begin asking the questions.

THE PROGRAM *NON-PARTICIPANT* INSTRUMENT SEQUENCE

The girl to be interviewed will not have been identified as a ***PARTICIPANT*** interview by the Research Team. There will be no program information provided for the girl. You may have to solicit the required information for *Birthdate*, *Age*, and *Ethnic Group*. There should still be some preliminary identification, based on the best information available of the girl as a ***NON-GANG, GANG,*** or ***FORMER GANG*** respondent. You the interviewer will carry the alternative two PART II interview instruments with you, just in case the best available information is not accurate.

On page 9 of the Standard Non-Participant Part I Instrument, the third question under the heading *GANG INFORMATION/INVOLVEMENT* is:

Are you a member of a gang?

If the answer is "YES," you have completed the Standard Non-Participant Part I Instrument. Proceed to the Program Non-Participant Gang Member Instrument. Attach the pre-printed case identification label for the respondent to the top of the Program Non-Participant Gang Member Instrument, and begin asking the questions.

If the answer is "NO" to the question about being a gang member, ask the next question:

Have you been a member of a gang in the past?

If the answer is "YES," you have completed the Standard Non-Participant Part I Instrument. Proceed to the Program Non-Participant Former Gang Member Instrument. Attach the pre-printed case identification label for the respondent to the top of the Program Non-Participant Former Gang Member Instrument, and begin asking the questions.

The final two questions on the Standard Non-Participant Part I Instrument are:

Are you a member of a group that you label as something other than a gang? (Specify)

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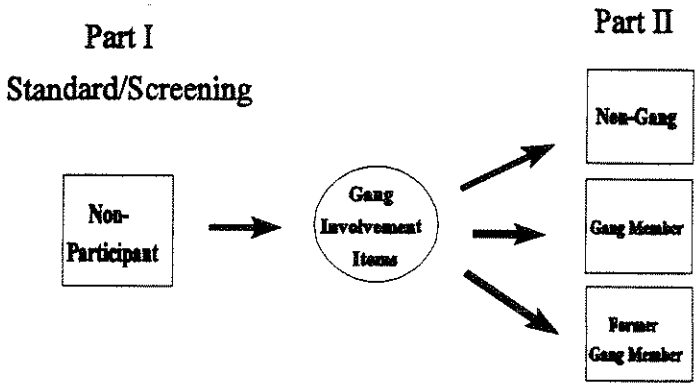
Have you been a member of a group that you label as something other than a gang? (Specify)

These questions are included just in case the girls being interviewed use some other term such as "crew" or "posse" for "gang-like" groups to which they belong or have previously belonged. Should a girl answer either of these questions affirmatively, use the *NOTES /SPECIFICATIONS* block to record what the girl calls her "gang-like" group. We do not anticipate encountering gang-like groups in any of the three sites for this study, but this question is again for "just in case." Girls who identify themselves as belonging to a gang-like group or having belonged to a gang-like group will be treated as a ***GANG*** or ***FORMER GANG*** member in this study. To be a gang-like group, the group must have engaged in criminal activity.



If a girl answers "NO" to the questions about gang membership and the three additional questions, proceed to the Program Non-Participant Non-Gang Member Instrument. Attach the pre-printed case identification label for the respondent to the top of the Program Non-Participant Non-Gang Member Instrument, and begin asking the questions.

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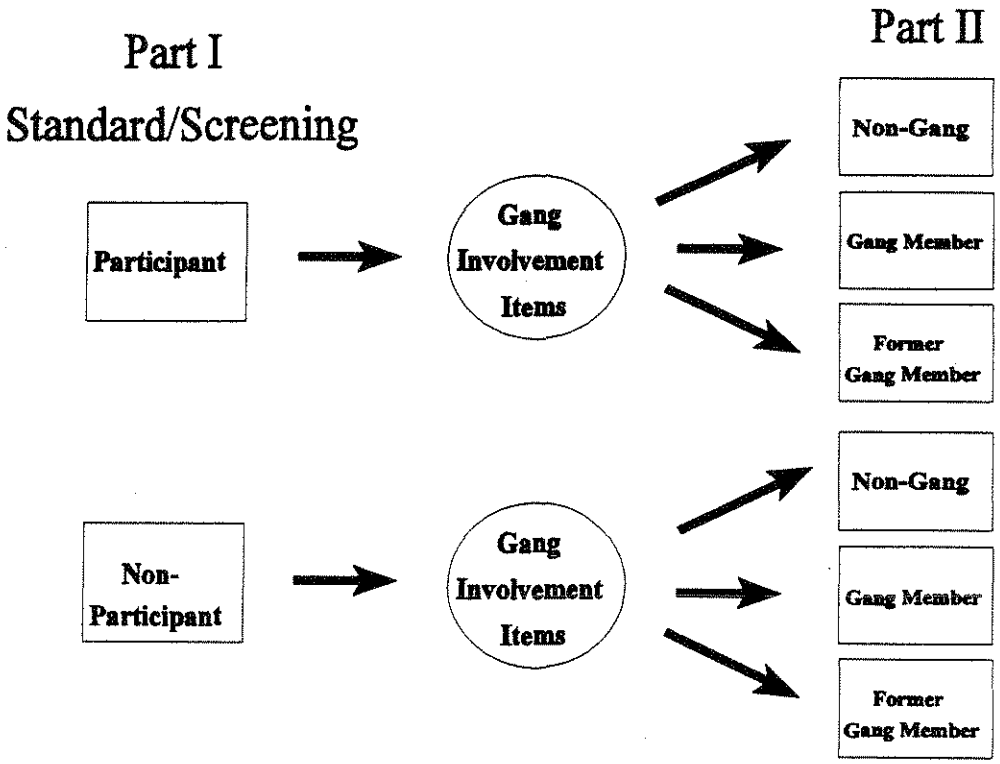
OVERVIEW OF INTERVIEW STRUCTURE
IMPACT EVALUATION STUDY

Two Instruments Must Be Completed by Each Respondent.



Two Instruments Must Be Completed by Each Respondent.

The Part I Instrument Is Assigned by the Research Team.

The Part II Instrument Is Selected by the Interviewer Based on the Respondent's Answers to the Gang Involvement Items.

The Part II Instrument Must Match the Part I Instrument.

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CHAPTER 6: QUESTION BY QUESTION (Q x Q) INSTRUCTIONS FOR PROGRAM PARTICIPANT SCREENING INSTRUMENT

Before meeting the Respondent, you should have attached the pre-printed case identification label for the respondent to the top of the Standard Program Participant Part I Instrument. You should have also reviewed the information on Page 1 of the instrument. Since the girl is a Program Participant, her **BACKGROUND INFORMATION** and **PROGRAM INFORMATION** should already be filled in on Page 1.

Page 1 **BACKGROUND INFORMATION.** Verify this information and correct, if necessary.

PROGRAM INFORMATION. You will verify this information when you ask the questions under **PROGRAM RATINGS** on Page 3.

HOUSEHOLD/FAMILY LOG

The federal agency that has supported the social service programs that are the object of this impact evaluation are particularly interested in how the family can be involved in gang prevention and intervention efforts. Therefore, many questions in this interview focus on the family. The idea of family is a very general one. The purpose of the **HOUSEHOLD/FAMILY LOG** found at the end of this instrument is to identify at the outset and throughout the interview what "family" is for an individual girl. Please be flexible and inquisitive. Based on the pre-testing of these interview instruments, we have tried to construct a method of describing households and family that reaches beyond both living in the same residence (or a single residence) and "fixed" ideas about kinship. Please use what the girl tells you and the spaces provided to construct the best possible picture of what constitutes "family" for each girl.

We hope that the **HOUSEHOLD/FAMILY LOG** provides a friendly, easy beginning in your getting to get to know your respondent. The **HOUSEHOLD/FAMILY LOG** should be detachable from the interview instruments, since you may find it helpful to refer to it numerous times throughout the interview. Please make sure that the **HOUSEHOLD/FAMILY LOG** is ***reattached*** to the instrument for each respondent when you turn in your completed interview packets.

Make sure you have completed the HOUSEHOLD/FAMILY LOG before beginning page 2.

Page 2 Before you begin the interviews with the girls who are program participants, check with the project staff to see how the girls refer to the program. It is very important that you make sure that you are referring to the program that is the object of the impact evaluation as you ask questions about **PROGRAM PARTICIPATION** and opinions about the program. Throughout the interview with

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PARTICIPANT girls, it is important that the girl understands "what program" you are asking about. As you begin this page, it is important that you identify the program for the girl and that you develop a way of "anchoring" in her mind the date that she began participating in the program.

Answer all the questions in the order that they are presented on the page.

An example of a place that it may prove convenient to refer to the **HOUSEHOLD/FAMILY LOG** occurs under the question about whether family members or other relatives come to the target program. Use the codes from the **HOUSEHOLD/FAMILY LOG** if it is convenient or comfortable for you.

Page 2 Note that the question one up from the bottom of the page requires a conditional item for **either** a "YES" or a "NO" answer.

Page 3 Use the information provided by the research or program staff on the cover (page 1) of the Standard Program Participant Part I Instrument to ask the questions under **PROGRAM RATINGS**.

Answer all the questions in the order that they are presented on the page.

Page 4 Answer all the questions in the order that they are presented on the page. The questions in the first box at the top of the page are particularly important.

A concern is how many other programs (besides the target program) are available for the youth included in the study. Also, it is important to see if certain kinds of youths are more likely to participate in **any** available program.

The **EMPLOYMENT** questions are intended to solicit the girl's perception of opportunity in her neighborhood **and** her actual experience, if any, with work.

Page 5 The first question about current school enrollment is used to allow you to skip ahead to Page 8 for non-students or continue with the questions for currently active students. If the student answers "NO" to the first question, skip to Page 8, and answer the question again at the top of the page.

Page 5 The list of statements about how much the respondent agrees or disagrees with statements about her school experience are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be

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paying attention or may not have understood some of the items. DO NOT, HOWEVER, POINT OUT INCONSISTENCIES THAT YOU MAY PERCEIVE IN A GIRL'S ANSWERS. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices.

Page 5 — Answer all the questions in the order that they are presented on the page. Do not forget the questions at the bottom of the page.

Page 6 — Answer all the questions in the order that they are presented on the page. For the items about "HOW OFTEN ..." on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. Note that under **PRIOR SCHOOL INVOLVEMENT - CURRENT STUDENTS**, questions asked on this and the prior page for the present time are repeated respectively for what the girl can remember about "before" she started participating in the program. This is a good time to make sure that the girl has the date that she gave you at the top of page 2 firmly anchored in her mind.

Page 7 — Answer all the questions in the order that they are presented on the page. For the items about "HOW OFTEN ..." on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. Again note that the questions asked on this page repeat respectively questions already asked about the present for what the girl can remember about "before" she started participating in the program. Again, make sure that the girl has the date that she gave you at the top of page 2 firmly anchored in her mind.

Page 8 — For currently enrolled students, skip this page. For girls who are not enrolled in school, please answer all of the questions in the order that they are presented on the page. The list of statements about how much the respondent agrees or disagrees with statements about her school experience are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. DO NOT, HOWEVER, POINT OUT INCONSISTENCIES THAT YOU MAY PERCEIVE IN A GIRL'S ANSWERS. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices.

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Page 9 Please answer all the questions about how the girl feels about her neighborhood and community in the order that the items appear, and continue to the next page. For the items about "HOW OFTEN ..." on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices.

Page 10 Complete the items about neighborhood at the top of the page.

Page 10 Answer the two questions about the definition of a gang and the presence of gangs in the girl's neighborhood.

Page 10 The third question under the heading **GANG INFORMATION/INVOLVEMENT** is: *Are you a member of a gang?* If the answer is "YES," you have completed the Program Participant Part I Instrument. Proceed to the Program Participant Gang Member Instrument. Attach the pre-printed case identification label for the respondent to the top of the Program Participant Gang Member Instrument, and begin asking the questions. If the answer is "NO," proceed to the next question.

Page 10 If the answer is "NO" to the question about being a gang member, ask the next question: *Have you been a member of a gang in the past?* If the answer is "YES," you have completed the Program Participant Part I Instrument. Proceed to the Program Participant Former Gang Member Instrument. Attach the pre-printed case identification label for the respondent to the top of the Program Participant Former Gang Member Instrument, and begin asking the questions.

Page 10 The final two questions on the Program Participant Part I Instrument are: *Are you a member of a group that you label as something other than a gang? (Specify)* and *Have you been a member of a group that you label as something other than a gang? (Specify)* These questions are included just in case the girls being interviewed use some other term such as "crew" or "posse" for "gang-like" groups to which they belong or have previously belonged. Should a girl answer either of these questions affirmatively, use the *NOTES/SPECIFICATIONS* block to record what the girl calls her "gang-like" group. We do not anticipate encountering gang-like groups in any of the three sites for this study, but this question is again for "just in case." Girls who identify themselves as belonging to a gang-like group or having belonged to a gang-like group will be treated as a ***GANG*** or ***FORMER GANG*** member in this study. To be a gang-like group, the group must have engaged in criminal activity.

Page 10 If a girl answers "NO" to the questions about gang membership and the three additional questions, proceed to the Program Participant Non-Gang Member Instrument. Attach the pre-printed case identification label for the respondent to the top of the Program Participant Non-Gang Member Instrument, and begin asking the questions.

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ADOLESCENT FEMALE STUDY
OUTCOME EVALUATION SURVEY

STANDARD - PROGRAM PARTICIPANT

Subject Study ID Number: _____

BACKGROUND INFORMATION

Birthdate		Age	
Ethnic Group (Check most appropriate)			
African-American			
Asian		Specify:	
Hispanic/Latina		Specify:	
White			
Other		Specify:	

Notes:

PROGRAM INFORMATION
(from program records or staff)

Program Start Date		Program End Date	

Code	Service	From		To		Level of Participation
S1						
S2						
S3						
S4						
S5						
S6						
S7						
S8						

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PROGRAM PARTICIPATION

I'm going to ask you about your participation in the _____.
By the _____, we mean those activities that are provided in the _____.
(IF NECESSARY, USE PROGRAM INFORMATION TO PROBE.)

You started participating in the program on	Month		Year	

This date is important. We are going to refer to this date throughout the rest of this interview. ***(PROBE ON KEY EVENTS THAT WILL ANCHOR THIS DATE FOR THE RESPONDENT. CLARIFY FOR RESPONDENT THAT WE ARE INTERESTED IN THE DATE THAT THEY BEGAN PARTICIPATING IN THIS SPECIFIC PROGRAM RATHER THAN THE DATE FIRST STARTED COMING TO THE FACILITY.)***

How did you learn about the program? ***(MARK ALL THAT APPLY.)***

Counselor		Teacher	
Probation Officer/Court		Welfare worker	
Family member		Friend	
Advertisement (newpaper, TV, radio)		Other (*Specify*)	

Specifications/Notes:

What made you start coming to the program?

Do any of your friends from the neighborhood come to the program, too?	Yes		No	
What about members of your family, or other relatives?	Yes		No	
IF YES — Which ones? *Identify with codes from household log, if convenient.*				
IF YES — Did they come because you asked them to?	Yes		No	
Have you ever tried to get any of your friends or relatives to come to the program?	Yes		No	

IF YES	Why?
IF NO	Why not?

What types of things do/did you do when you come to the program?
(PROBE: WHAT ELSE DO YOU DO HERE?)

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PROGRAM RATINGS

(Use service codes from program information.)

Code	Do you remember?		How helpful was it to you?			How was it helpful? Or why not?
	Yes	No	Very Helpful	Helpful	Not Helpful	
S1						
S2						
S3						
S4						
S5						
S6						
S7						
S8						

Besides the activities themselves, what other things do you like or not like about the program? (e.g. the staff, or how activities are timed or organized?)

(PROBE: FOR ADDITIONAL ATTITUDES TOWARD ORGANIZATION OF ACTIVITIES, STAFF, STAFF TREATMENT OF PARTICIPANTS.)

PROGRAM PARTICIPATION

Do you know of other girls who might want to participate in the program, but for some reason can't?	Yes	
	No	

IF YES	What are the reasons why they can't participate?
	What do you think could be changed to make it easier for them to come to the program?

Do you know anyone who came to the program for a while, but then stopped?	Yes	
	No	

IF YES	Why do you think they stopped coming?
	What could have been done to get them to continue coming to the program?

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All in all, how well do you like the program?				
If you could, what would you change about it?				
Would you get involved in the program again?	Yes		No	
Why?				

Have you participated in any other programs offered by agencies or groups?

USE ANY OF ITEMS TO PROMPT. CHECK ALL THAT ARE MENTIONED.

		Details
Church-sponsored activities?		
Boys' and girls' club?		
Police department?		
Recreation department?		
Sports teams?		
School clubs?		
After school activities?		
Other (***Must specify***)		

EMPLOYMENT

What kinds of jobs for people your age are available in your neighborhood?

Did you work or have a job this past year? *(CHECK ONE.)*

	Yes, part-time or temporary (less than 25 hours per week)	
	Yes, full-time (25 hours or more per week)	
	No	
IF "YES"	What kind of job(s) did/do you have?	
	About how much money did/do you make an hour in your most recent job?	$
IF "NO"	Have you ever looked for a job? Yes ☐ No ☐	
	If "YES", why don't you have one?	

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SCHOOL INVOLVEMENT - CURRENT STUDENTS

Are you going to school now?	Yes		No	

IF NO	***SKIP TO PAGE 8.***

What grade are you in?	
How many times have you changed schools during the past 2 years other than graduating from one school to another?	
If one or more times, why did you change schools?	

How much would you say you agree with the following statements about school? Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
My teachers expect too much of me.				
In the kinds of things we do in school, I am at least as good as other people in my classes.				
I often feel worthless in school.				
I am usually proud of my report card.				
School is harder for me than most other people.				
My teachers are usually happy with the kind of work I do.				
Most of my teachers do **not** understand me.				
I am an important person in my class.				
All and all, I feel I've been very fortunate to have had the kind of teachers I've had since I started school.				

How important is getting good grades to you personally? ***(CHECK ONE.)***

Very important	
Somewhat important	
Fairly important	
Not important at all	

What grades are you mostly getting in school? ***(CHECK ONE.)***

A's & B's		B's & C's		C's & D's		D's & F's	

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How often do you do the following things?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Never	Sometimes	Often
Finish your homework on time.			
Stay away from school for at least part of a day, just to take off.			
Turned in work that was not your own.			
Cheat on an exam at school.			
Get thrown out of class.			
Be suspended from school.			

What activities are you involved in **at school**? *(CHECK ALL THAT ARE MENTIONED.)*

Athletics (e.g. track, softball)		Other student organizations (specify)	
School politics		Hanging out with friends	
Music, band, or theater		Protecting friends	
Tutoring other students		Gang fights	

Other (Specify)

PRIOR SCHOOL INVOLVEMENT - CURRENT STUDENTS

Thinking back to before you started participating in the program, please answer the following.

How important was getting good grades to you personally, back then? *(CHECK ONE.)*

Very important	
Somewhat important	
Fairly important	
Not important at all	

What grades were you mostly getting in school? *(CHECK ONE.)*

A's & B's		B's & C's		C's & D's		D's & F's	

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How often did you do the following things?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Never	Sometimes	Often
Finish your homework on time.			
Stay away from school for at least part of a day, just to take off.			
Turned in work that was not your own.			
Cheat on an exam at school.			
Get thrown out of class.			
Be suspended from school.			

What activities were you involved in **at school**? *(CHECK ALL THAT ARE MENTIONED.)*

Athletics (e.g. track, softball)		Other student organizations (specify)	
School politics		Hanging out with friends	
Music, band, or theater		Protecting friends	
Tutoring other students		Gang fights	

Other (Specify)

Have there been any changes in grades or behavior in school since beginning the program? Why?

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SCHOOL INVOLVEMENT - FORMER STUDENTS							
Are you going to school now?		Yes		No			
What was the last grade you were in?							
When did you stop going to school?							
Why did you stop going to school?							
What kinds of grades were you mostly getting in your last year of school?							
A's & B's		B's & C's		C's & D's		D's & F's	
Do you have plans to go back to school or get your GED? How has the program affected your school plans?							

How much would you say you agree with the following statements about when you were in school?
Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
My teachers expected too much of me.				
In the kinds of things we did in school, I was at least as good as other people in my classes.				
I often felt worthless in school.				
I was usually proud of my report card.				
School was harder for me than most other people.				
My teachers were usually happy with the kind of work I did.				
Most of my teachers did not understand me.				
I was an important person in my class.				
All and all, I felt I was very fortunate to have had the kind of teachers I had in school.				

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I'm going to ask you some questions about your neighborhood, the people who live there, and how other youth your age in your neighborhood spend their time. For each of these statements, tell me if they are mostly true or mostly false about your neighborhood.

Statement	Mostly true	Mostly false
Most of my friends live in my neighborhood.		
In my neighborhood, it is safe for youth to play outside.		
Around here a lot of men are unemployed or working for very little money.		
People using drugs is a big problem in my neighborhood.		
People getting drunk is a big problem in my neighborhood.		
Around here it's hard to make much money without doing something that's against the law.		
Crime is a big problem in my neighborhood.		
In my neighborhood, I have seen someone getting hurt by someone with a weapon.		
Lots of youth in my neighborhood have been in trouble with the police.		
There are adults around here who help young people make money illegally.		
In my neighborhood, a lot of youth carry some kind of weapon to protect themselves.		
People move frequently in my neighborhood.		
A lot of people in my neighborhood have a hard time finding a job.		
There are lots of things for youth to do in my neighborhood.		
Most families know each other.		

How safe do you feel in your neighborhood?

Very safe		Fairly safe		Fairly unsafe		Very unsafe	

Please tell me how frequently each of these things occur in your neighborhood.

How often do ...	Never	Sometimes	Often
You see police riding in police cars?			
You see police walking around?			
Youth your age have a good relationship with the police, or a particular police officer?			
Youth your age get picked up by or arrested by the police?			
You see someone in your neighborhood using drugs?			
You see someone in your neighborhood buying or selling drugs?			
You see someone hurt in a fight or beating?			

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Neighborhood Question	Yes	No
Do you know most of your neighbors?		
Have you ever seen anyone on the street in your neighborhood with ...		
Guns?		
Knives?		
Other weapons (*Specify*) _____		
Other weapons (*Specify*)		

GANG INFORMATION/INVOLVEMENT

What is a gang?

Are there gangs in your neighborhood?		Yes		No	
Are you a member of a gang?		Yes		No	
IF ANSWER IS "NO," ASK NEXT QUESTION. STOP, IF "YES" ANSWER IS RECEIVED.	Have you been a member of a gang in the past?	Yes		No	
	Are you a member of a group that you label as something other than a gang? (***Specify***)	Yes		No	
	Have you been a member of a group that you label as something other than a gang? (*Specify*)	Yes		No	

NOTES/SPECIFICATIONS:

IF "YES" TO ONE OF THE LAST FOUR QUESTIONS, USE GANG MEMBER/PROGRAM PARTICIPANT INSTRUMENT OR FORMER GANG MEMBER/PROGRAM PARTICIPANT INSTRUMENT..

IF "NO" TO ALL OF THE LAST FOUR QUESTIONS, USE NON-GANG MEMBER/PROGRAM PARTICIPANT INSTRUMENT.

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Fill in this card and keep it handy for all questions about household members and significant family contacts throughout the remainder of the interview.

HOUSEHOLD/FAMILY LOG

Please identify those who live with you or who are important in your life.
Mark all that are mentioned.

ID	Relationship Circle "H" if live with you, "N", if live in neighborhood, "C", if other but "close".		ID	Relationship Circle "H" if live with you, "N", if live in neighborhood, "C", if other but "close".	
H1	Mother Check if step ☐	H N C	H2	Father Check if step ☐	H N C
H3	Grandmother (Maternal)	H N C	H4	Grandfather (Maternal)	H N C
H5	Grandmother (Paternal)	H N C	H6	Grandfather (Paternal)	H N C
H7	Boyfriend/Husband Notes:			Live with? Yes No	

Please list the ages of your brothers and sisters.

	Mark if live with.	Gender	Age	Notes
SIB1		M F		
SIB2		M F		
SIB3		M F		
SIB4		M F		
SIB5		M F		
SIB6		M F		
SIB7		M F		

Others in Household/Neighborhood

ID	Relationship (Aunts, uncles, cousins, other, identify friends as gang/non-gang)	Gender	Age (Estimate if not known)
H8		M F	
H9		M F	
H10		M F	
H11		M F	
H12		M F	

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CHAPTER 7: QUESTION BY QUESTION (Q x Q) INSTRUCTIONS FOR NON-PARTICIPANT SCREENING INSTRUCTIONS

Before meeting the Respondent, you should have attached the pre-printed case identification label for the respondent to the top of the Standard Non-Participant Part I Instrument.

Page 1 — Since the girl is not a Program Participant, you will have to complete her **BACKGROUND INFORMATION.**

HOUSEHOLD/FAMILY LOG

The federal agency that has supported the social service programs that are the object of this impact evaluation are particularly interested in how the family can be involved in gang prevention and intervention efforts. Therefore, many questions in this interview focus on the family. The idea of family is a very general one. The purpose of the **HOUSEHOLD/FAMILY LOG** found at the end of this instrument is identify at the outset and throughout the interview what "family" is for an individual girl. Please be flexible and inquisitive. Based on the pre-testing of these interview instruments, we have tried to construct a method of describing households and family that reaches beyond both living in the same residence (or a single residence) and "fixed" ideas about kinship. Please use what the girl tells you and the spaces provided to construct the best possible picture of what constitutes "family" for each girl.

We hope that the **HOUSEHOLD/FAMILY LOG** provides a friendly, easy beginning in your getting to get to know your respondent. The **HOUSEHOLD/FAMILY LOG** should be detachable from the interview instruments, since you may find it helpful to refer to it numerous times throughout the interview. Please make sure that the **HOUSEHOLD/FAMILY LOG** is ***reattached*** to the instrument for each respondent when you turn in your completed interview packets.

Make sure you have completed the HOUSEHOLD/FAMILY LOG before beginning page 2.

Page 2 — These items are asked in an effort to find out what other programs (besides the target program) are available for the youth included in the study. This also gives you one more chance to make sure that the girl ***is not*** a program participant.

Page 2 — As you ask these questions about the target program, it is very important that you make sure that you are referring to the program that is the object of the impact evaluation. If the girl answers the first question under **KNOWLEDGE OF THE PROGRAM** that she did not know that the program existed before this interview, skip to the **EMPLOYMENT** section that begins on Page 3. If the girl has heard of

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the program prior to this interview, it is important that you obtain her answers to all of the questions in the order that they are presented on the page.

Page 3 — If the girl has heard of the program prior to this interview, make sure that you ask the question about her reasons for not participating at the top of the page.

Page 3 — The **EMPLOYMENT** questions are intended to solicit the girl's perception of opportunity in her neighborhood ***and*** her actual experience, if any, with work.

Page 4 — The first question about current school enrollment is used to allow you to skip ahead to Page 7 for non-students or continue with the questions for currently active students. If the student answers "NO" to the first question, skip to Page 7, and answer the question again at the top of the page.

Page 4 — The list of statements about how much the respondent agrees or disagrees with statements about her school experience are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. DO NOT, HOWEVER, POINT OUT INCONSISTENCIES THAT YOU MAY PERCEIVE IN A GIRL'S ANSWERS. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices.

Page 4 — Answer all the questions in the order that they are presented on the page. Do not forget the questions at the bottom of the page.

Page 5 — Answer all the questions in the order that they are presented on the page. For the items about "HOW OFTEN ..." on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. Note that under **PRIOR SCHOOL INVOLVEMENT - CURRENT STUDENTS**, questions asked on this and the prior page for the present time are repeated retrospectively for what the girl can remember about "twelve months ago" or "last year". Please continue to emphasize the retrospective nature of these questions, so that the girl doesn't think you are simply asking the same questions over again.

Page 6 — Answer all the questions in the order that they are presented on the page. Again note that the questions asked on this page repeat retrospectively questions already asked about the present for what the girl can remember about "twelve months ago"

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or "last year." For the items about "HOW OFTEN ..." on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices.

Page 7 — For currently enrolled students, skip this page. For girls who are not enrolled in school, please answer all of the questions in the order that they are presented on the page. The list of statements about how much the respondent agrees or disagrees with statements about her school experience are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. DO NOT, HOWEVER, POINT OUT INCONSISTENCIES THAT YOU MAY PERCEIVE IN A GIRL'S ANSWERS. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices.

Page 8 — Please answer all the questions about how the girl feels about her neighborhood and community in the order that the items appear, and continue to the next page. For the items about "HOW OFTEN ..." on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices.

Page 9 — Complete the items about neighborhood at the top of the page.

Page 9 — Answer the two questions about the definition of a gang and the presence of gangs in the girl's neighborhood.

Page 9 — The third question under the heading **GANG INFORMATION/INVOLVEMENT** is: *Are you a member of a gang?* If the answer is "YES," you have completed the Program Participant Part I Instrument. Proceed to the Program Non-Participant Gang Member Instrument. Attach the pre-printed case identification label for the respondent to the top of the Program Participant Gang Member Instrument, and begin asking the questions. If the answer is "NO," proceed to the next question.

Page 9 — If the answer is "NO" to the question about being a gang member, ask the next question: *Have you been a member of a gang in the past?* If the answer is "YES," you have completed the Program Participant Part I Instrument. Proceed to the Program Non-Participant Former Gang Member Instrument. Attach the pre-printed case identification label for the respondent to the top of the Program Non-Participant Former Gang Member Instrument, and begin asking the questions.

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The final two questions on the Program Non-Participant Part I Instrument are: *Are you a member of a group that you label as something other than a gang? (Specify)* and *Have you been a member of a group that you label as something other than a gang? (Specify)* These questions are included just in case the girls being interviewed use some other term such as "crew" or "posse" for "gang-like" groups to which they belong or have previously belonged. Should a girl answer either of these questions affirmatively, use the *NOTES/SPECIFICATIONS* block to record what the girl calls her "gang-like" group. We do not anticipate encountering gang-like groups in any of the three sites for this study, but this question is again for "just in case." Girls who identify themselves as belonging to a gang-like group or having belonged to a gang-like group will be treated as a ***GANG*** or ***FORMER GANG*** member in this study. To be a gang-like group, the group must have engaged in criminal activity.

Page 9

If a girl answers "NO" to the questions about gang membership and the three additional questions, proceed to the Program Non-Participant Non-Gang Member Instrument. Attach the pre-printed case identification label for the respondent to the top of the Program Non-Participant Non-Gang Member Instrument, and begin asking the questions.

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ADOLESCENT FEMALE STUDY
OUTCOME EVALUATION SURVEY

STANDARD - NON - PARTICIPANT

Subject Study ID Number: _____

DRAW PICTURE OF HOW RESPONDENT WAS CONTACTED. REMEMBER TO LABEL ALL BOXES (CONNECTIONS).

BACKGROUND INFORMATION			
Birthdate		Age	
Ethnic Group (Check most appropriate)			
African-American			
Asian		Specify:	
Hispanic/Latina		Specify:	
White			
Other		Specify:	
Notes:			

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PROGRAM PARTICIPATION/KNOWLEDGE

Have you participated in any programs offered by agencies or groups?

USE ANY OF ITEMS TO PROMPT. CHECK ALL THAT ARE MENTIONED.

		Details
Church-sponsored activities?		
Boys' and girls' club?		
Police department?		
Recreation department?		
Sports teams?		
School clubs?		
After school activities?		
Other (***Must specify***)		

KNOWLEDGE OF PROGRAM

We would like to find out how much you know about _____ and how you feel about it.

Before we contacted you about this study, did you know?	Yes	No
The program existed? *(If "NO", skip to Employment Section, next page.)*		
Where the program is located?		
What kinds of things the program does?		
When the program is open?		
Who operates the program?		
The purpose of the program?		
Do you know anyone involved with the program?	**Yes**	**No**
Family member?		
Friend?		
Staff?		
Other? Specify:		
Have you ever thought about taking part in any of the activities offered by the program?	Yes	No

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What are some of the reasons you don't participate in the program? *(CHECK THOSE THAT ARE MENTIONED.)*			
Didn't know I was allowed.		Don't like some of the people.	
No way of getting there.		Participate in other program(s).	
Have to work.		None of my friends go there.	
The way there is dangerous.		My parents don't want me to.	
Other (***Must specify***) _____			

EMPLOYMENT					
What kinds of jobs for people your age are available in your neighborhood?					
Did you work or have a job this past year? *(CHECK ONE.)*					
	Yes, part-time or temporary (less than 25 hours per week)				
	Yes, full-time (25 hours or more per week)				
	No				
IF "YES"	What kind of job(s) did/do you have?				
	About how much money did/do you make an hour in your most recent job?	$			
IF "NO"	Have you ever looked for a job?	Yes		No	
	If "YES", why don't you have one?				

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SCHOOL INVOLVEMENT - CURRENT STUDENTS

Are you going to school now?	Yes		No	

IF NO — ***SKIP TO PAGE 7.***

What grade are you in?	
How many times have you changed schools during the past 2 years other than graduating from one school to another?	
If one or more times, why did you change schools?	

How much would you say you agree with the following statements about school? Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
My teachers expect too much of me.				
In the kinds of things we do in school, I am at least as good as other people in my classes.				
I often feel worthless in school.				
I am usually proud of my report card.				
School is harder for me than most other people.				
My teachers are usually happy with the kind of work I do.				
Most of my teachers do **not** understand me.				
I am an important person in my class.				
All and all, I feel I've been very fortunate to have had the kind of teachers I've had since I started school.				

How important is getting good grades to you personally? ***(CHECK ONE.)***

Very important	
Somewhat important	
Fairly important	
Not important at all	

What grades are you mostly getting in school? ***(CHECK ONE.)***

A's & B's		B's & C's		C's & D's		D's & F's	

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How often do you do the following things?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Often	Sometimes	Never
Finish your homework on time.			
Stay away from school for at least part of a day, just to take off.			
Turned in work that was not your own.			
Cheat on an exam at school.			
Get thrown out of class.			
Be suspended from school.			

What activities are you involved in **at school**? *(CHECK ALL THAT ARE MENTIONED.)*

Athletics (e.g. track, softball)		Other student organizations (specify)	
School politics		Hanging out with friends	
Music, band, or theater		Protecting friends	
Tutoring other students		Gang fights	

Other (Specify)

PRIOR SCHOOL INVOLVEMENT - CURRENT STUDENTS

Thinking back to twelve months ago (last year), please answer the following.

How important was getting good grades to you personally, back then? *(CHECK ONE.)*

Very important	
Somewhat important	
Fairly important	
Not important at all	

What grades were you mostly getting in school? *(CHECK ONE.)*

A's & B's		B's & C's		C's & D's		D's & F's	

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Thinking back to twelve months ago (last year), how often did you do the following things? *(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)*

	Often	Sometimes	Never
Finish your homework on time.			
Stay away from school for at least part of a day, just to take off.			
Turned in work that was not your own.			
Cheat on an exam at school.			
Get thrown out of class.			
Be suspended from school.			

What activities were you involved in **at school**? *(CHECK ALL THAT ARE MENTIONED.)*

Athletics (e.g. track, softball)		Other student organizations (specify)	
School politics		Hanging out with friends	
Music, band, or theater		Protecting friends	
Tutoring other students		Gang fights	

Other (Specify)

Have there been any changes in grades or behavior in school since twelve months ago? Why?

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SCHOOL INVOLVEMENT - FORMER STUDENTS							
Are you going to school now?	Yes		No				
What was the last grade you were in?							
When did you stop going to school?							
Why did you stop going to school?							
What kinds of grades were you mostly getting in your last year of school?							
A's & B's		B's & C's		C's & D's		D's & F's	
Do you have plans to go back to school or get your GED?							

How much would you say you agree with the following statements about when you were in school?
Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
My teachers expected too much of me.				
In the kinds of things we did in school, I was at least as good as other people in my classes.				
I often felt worthless in school.				
I was usually proud of my report card.				
School was harder for me than most other people.				
My teachers were usually happy with the kind of work I did.				
Most of my teachers did not understand me.				
I was an important person in my class.				
All and all, I felt I was very fortunate to have had the kind of teachers I had in school.				

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I'm going to ask you some questions about your neighborhood, the people who live there, and how other youth your age in your neighborhood spend their time. For each of these statements, tell me if they are mostly true or mostly false about your neighborhood.

Statement	Mostly true	Mostly false
Most of my friends live in my neighborhood.		
In my neighborhood, it is safe for youth to play outside.		
Around here a lot of men are unemployed or working for very little money.		
People using drugs is a big problem in my neighborhood.		
People getting drunk is a big problem in my neighborhood.		
Around here it's hard to make much money without doing something that's against the law.		
Crime is a big problem in my neighborhood.		
In my neighborhood, I have seen someone getting hurt by someone with a weapon.		
Lots of youth in my neighborhood have been in trouble with the police.		
There are adults around here who help young people make money illegally.		
In my neighborhood, a lot of youth carry some kind of weapon to protect themselves.		
People move frequently in my neighborhood.		
A lot of people in my neighborhood have a hard time finding a job.		
There are lots of things for youth to do in my neighborhood.		
Most families know each other.		

How safe do you feel in your neighborhood?

Very safe		Fairly safe		Fairly unsafe		Very unsafe	

Please tell me how frequently each of these things occur in your neighborhood.

How often do ...	Never	Sometimes	Often
You see police riding in police cars?			
You see police walking around?			
Youth your age have a good relationship with the police, or a particular police officer?			
Youth your age get picked up by or arrested by the police?			
You see someone in your neighborhood using drugs?			
You see someone in your neighborhood buying or selling drugs?			
You see someone hurt in a fight or beating?			

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Neighborhood Question	Yes	No
Do you know most of your neighbors?		
Have you ever seen anyone on the street in your neighborhood with ...		
Guns?		
Knives?		
Other weapons (*Specify*) _____		
Other weapons (*Specify*)		

GANG INFORMATION/INVOLVEMENT

What is a gang?

Are there gangs in your neighborhood?		Yes		No	
Are you a member of a gang?		Yes		No	
IF ANSWER IS "NO," ASK NEXT QUESTION. STOP, IF "YES."	Have you been a member of a gang in the past?	Yes		No	
	Are you a member of a group that you label as something other than a gang? (***Specify)***	Yes		No	
	Have you been a member of a group that you label as something other than a gang? (*Specify)*	Yes		No	

NOTES/SPECIFICATIONS:

IF "YES" TO ONE OF THE LAST FOUR QUESTIONS, USE GANG MEMBER/NON-PARTICIPANT INSTRUMENT OR FORMER GANG MEMBER PARTICIPANT INSTRUMENT.

IF "NO" TO ALL OF THE LAST FOUR QUESTIONS, USE NON-GANG MEMBER/NON-PARTICIPANT INSTRUMENT.

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Fill in this card and keep it handy for all questions about household members and significant family contacts throughout the remainder of the interview.

HOUSEHOLD/FAMILY LOG

Please identify those who live with you or who are important in your life.
Mark all that are mentioned.

ID	Relationship Circle "H" if live with you, "N", if live in neighborhood, "C", if other but "close".					
H1	Mother Check if step ☐	H N C	H2	Father Check if step ☐	H N C
H3	Grandmother (Maternal)	H N C	H4	Grandfather (Maternal)	H N C
H5	Grandmother (Paternal)	H N C	H6	Grandfather (Paternal)	H N C
H7	Boyfriend/Husband Notes:			Live with? Yes No	

Please list the ages of your brothers and sisters.

	Mark if live with.	Gender	Age	Notes
SIB1		M F		
SIB2		M F		
SIB3		M F		
SIB4		M F		
SIB5		M F		
SIB6		M F		
SIB7		M F		

Others in Household/Neighborhood

ID	Relationship (Aunts, uncles, cousins, other, identify friends as gang/non-gang)	Gender	Age (Estimate if not known)
H8		M F	
H9		M F	
H10		M F	
H11		M F	
H12		M F	

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CHAPTER 8: QUESTION BY QUESTION (Q x Q) INSTRUCTIONS FOR PROGRAM PARTICIPANT NON-GANG MEMBER INSTRUMENT

Page 1 — Before beginning Part II of the interview, make sure that you have the correct instrument based on the rules listed in the chapter on Instrument/Interview Structure. Once you are sure that this is the correct Part II instrument, attach the pre-printed case identification label for the respondent to the top of the Program Participant Non-Gang Member Instrument. ***Make sure that you have access to the girl's completed* HOUSEHOLD/FAMILY LOG *when completing this instrument. You will have to have it to complete page 3.***

Page 1 — Please obtain answers to all of the items in the order in which they appear on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" items identified by the words "*IF YES.*" Asking these questions when they should not be asked can be confusing or annoying to the respondent. Not asking these questions when they should be asked can lose information valuable to the study. The set of items at the bottom of the page is an attempt to see how involved in gang activity girls are who are not gang members.

Page 2 — This page is very important for determining the patterns of association with peers. If the girl answers the first question that she ***does not*** associate with girls who belong to gangs, it may be helpful to "X out" the columns B & D so that you know not to ask them.

Page 2 — If the girl, answered the first question that she ***does not*** associate with girls who belong to gangs, you should, follow the conditional instruction "IF YES" and skip the second question. If the girl, answers that she associates with girls who belong to gangs but that she does not consider them to be "friends," it may be helpful to "X out" the column B so that you know not to ask it for each item.

Page 2 — This is a long list of activity items. Read each. Place an "X" or check wherever a girl indicates "YES." If a girl indicates an obvious "negative" reaction to an activity or doesn't know what it means, assume that the answer is "NO" for the other categories of associations.

Page 3 — It is essential to have the **HOUSEHOLD/FAMILY LOG** in hand when completing the items on this page. Solicit answers for ***all*** appropriate household and family members.

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Page 4 The list of statements about how much the respondent agrees or disagrees with statements about her interaction with her family are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG**.

Page 4 For the items about "HOW OFTEN ..." on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG**. For the items on the lower half of this page, make sure that the girl remembers the date that she gave on Page 2 of the Standard Program Participant Part I Instrument for when she became involved in the program. Note that this set of items asks about current behavior.

Page 5 Note that items on this page repeat the questions on the prior page retrospectively for what the girl can remember about "before" she started participating in the program. Again, it is important to make sure that the girl has the date that she gave you at the top of page 2 of the Standard Program Participant Part I Instrument firmly anchored in her mind. For the items about "HOW OFTEN ..." on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG**. Don't forget to get an answer to the last question in this section about "ANY CHANGES IN ACTIVITIES WITH FAMILY."

Page 5 If the girl has no children, please skip to the next page. Information about a girl's children is major concern in studies of female gang involvement. Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or

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make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" item identified by the words "*IF IN SCHOOL.*" If one or more of a girl's children are not living with her, please obtain the information requested in the last four items on the page.

Page 6 — If the answer to the first question is "NO," skip to the next page. If the answer is "YES," you will have to use the **HOUSEHOLD/FAMILY LOG** to fill in the first column. For each household member who is or was a member of a gang, please obtain all of the requested information.

Page 7 — Please obtain the girl's answer for the question at the top of the page. Make sure to follow the instructions for asking the "conditional" item identified by the words "*IF YES.*" The list of statements about how much the respondent agrees or disagrees with statements about her interaction with her friends are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices.

Page 8 — Please obtain answers for the items on this page in the order in which each appears. Make sure to follow the instructions for asking the "conditional" item identified by the words "*IF YES.*" Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers.

Page 8 — Don't forget to ask the question about a "boyfriend" at the bottom of the page.

Page 9 — If the answer to the first question about arrest is "NO," skip to items under **DELINQUENT BEHAVIOR** on the lower half of the page. If the answer is "YES" to having been arrested, please obtain all of the requested information.

Page 9 — It is particularly important to ask the questions about **DELINQUENT BEHAVIOR** that begin on this page in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the researcher staff are protected by federal law from having to reveal any information provided in these interviews. Make sure to follow the conditional "*IF YES*" instructions and to ask each question in this section, if appropriate.

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Page 10 Obtain the answers to each item in the order that it is presented on the page. For the items on the upper half of the page, make sure that the girl remembers the date that she gave on Page 2 of the Standard Program Participant Part I Instrument for when she became involved in the program. Note that this set of items asks about activity "SINCE BEGINNING THE PROGRAM." For the items about "HOW MANY TIMES ...," we recommend that you use the laminated card that bears the choices -- "Once or twice," "3-5 times," and "Over 6 times" -- to make it easier for a respondent to state her choices. Again, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study.

Page 10 For the items on the lower half of the page, make sure that the girl remembers the date that she gave on Page 2 of the Standard Program Participant Part I Instrument for when she became involved in the program. Note that this set of items asks about activity "BEFORE BEGINNING THE PROGRAM." For the items about "HOW MANY TIMES ...," we recommend that you use the laminated card that bears the choices -- "Once or twice," "3-5 times," and "Over 6 times" -- to make it easier for a respondent to state her choices. Again, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study.

Page 11 For the items about alcohol, tobacco, and other drug use on this page, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. For the items on this page, make sure that the girl remembers the date that she gave on Page 2 of the Standard Program Participant Part I Instrument for when she became involved in the program. Note that the set of items on the bottom half of the page asks about activity "SINCE BEGINNING THE PROGRAM." For the items about "HOW OFTEN?", we recommend that you use the laminated card that bears the choices -- "Once/Twice," "Daily," "Weekly," and "Monthly" -- to make it easier for a respondent to state her choices.

Page 12 Note that the set of items at the top of the page asks about activity "BEFORE BEGINNING THE PROGRAM." Make sure that the girl remembers the date that she gave on Page 2 of the Standard Program Participant Part I Instrument for when she became involved in the program. For the items about "HOW OFTEN?", we recommend that you use the laminated card that bears the choices -- "Once/Twice," "Daily," "Weekly," and "Monthly" -- to make it easier for a respondent to state her choices.

Page 12 For the items on the bottom half of the page, please obtain the girl's answers for each question in the order that it appears on the page. Make sure to summarize information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" items identified by the words "*IF YES.*"

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PROGRAM PARTICIPANT NON-GANG MEMBER INSTRUMENT

Have you ever thought of joining a gang?	Yes		No	
Have you ever been recruited or pressured to join a gang?	Yes		No	
How is your life different from girls you know who are in a gang?				
Why haven't you joined a gang?				
Would you want your son/daughter to join a gang?	Yes		No	
If yes, why? If no, why not?				
Do you see any benefits or advantages to belonging to a gang? What?				
What would be the bad parts about being in a gang?				
Do you try to avoid gang members?	Yes		No	
IF YES — How do you avoid gang members?				
IF YES — Is this hard to do?	Yes		No	
Do you ever go out with boys who are in gangs?	Yes		No	
Why or why not?				
Even though you don't belong to a gang, have you ever ...				
Worn gang colors?	Yes		No	
Hung out with gang members?	Yes		No	
Drunk alcohol or gotten high with gang members?	Yes		No	
Vandalized something with gang members?	Yes		No	
Stolen something with gang members?	Yes		No	
Flashed gang signs?	Yes		No	
Been attacked in a gang-related incident?	Yes		No	
Attacked someone in a gang-related incident?	Yes		No	

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I would like you to think about things you do with other people your age. I would like you to think in terms of other young people whom you think of as your friends and those with whom you associate but don't necessarily think of as "friends". We'll refer to those "non-friends" with whom you do things as "associates".

Do you know girls who belong to gangs? *[IF "NO," skip columns B & D in items below.]*		Yes		No	
IF "YES"	Are you friends with them? *[If no, skip column B.]*	Yes		No	

What kind of things do you do with other people your age?

Activity	(A) Friends Not in Gang	(B) Friends in Gang	(C) Associates Not in Gang	(D) Associates in Gang
Sports				
Dancing				
Parties				
Concerts				
Hanging Out				
Cruising				
Looking for Men				
Family Outings				
Block Parties				
Work Together				
Fight				
Drink				
Do Drugs				
Sell Drugs				
Other				
Other				

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FAMILY INFORMATION

I would like you to think about each member of your household and family.

ID	How well do you get along with ...					How well do you communicate with ...				
	Very Close	Close	Indifferent	Difficult	Very Difficult	Very Well	Well	Okay	Poorly	Very Poorly
H1										
H2										
H3										
H4										
H5										
H6										
H7										
H8										
H9										
H10										
H11										
H12										
SIB1										
SIB2										
SIB3										
SIB4										
SIB5										
SIB6										
SIB7										

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How much would you say you agree with the following statements about you and those with whom you live? Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)
(IF PRIMARY CAREGIVER OF *RESPONDENT IS SINGLE PARENT OR OTHER THAN PARENT, PLEASE ALTER WORDING FOR ITEMS ON PARENTS.)*

	Strongly Disagree	Disagree	Agree	Strongly Agree
My parents are proud of the kind of person I am.				
No one pays much attention to me at home.				
My parents feel that I can be depended on.				
I often feel that if they could, my parents would trade me in for another child.				
My parents try to understand me.				
My parents expect too much of me.				
I am an important person to my family.				
I often feel unwanted at home.				
My parents believe that I will be a success in the future.				
I often wish I had been born into another family.				

How often do you do the following things?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Never	Sometimes	Often
Share your thoughts and feelings with your parents.			
Go to the movies or sporting events with your parents.			
Help your parents around the house.			
Watch television with your parents.			
Visit family, friends and relatives with your parents.			
Tell your parents where you're going when you go out.			
Work on hobbies or play games with your parents.			
Participate in sports activities (play ball, etc.) with your parents.			

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Looking back before beginning PROGRAM, how often did you do the following things?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Never	Sometimes	Often
Share your thoughts and feelings with your parents.			
Go to the movies or sporting events with your parents.			
Help your parents around the house.			
Watch television with your parents.			
Visit family, friends and relatives with your parents.			
Tell your parents where you're going when you go out.			
Work on hobbies or play games with your parents.			
Participate in sports activities (play ball, etc.) with your parents.			

IF any changes in activities with family ask	What has caused these changes?

Do you have any children?		Yes		No	
IF YES	How many?	SEX	AGE	Live with you?	
	CHILD 1			Yes	No
	CHILD 2			Yes	No
	CHILD 3			Yes	No
	CHILD 4			Yes	No
	Do they give you any specific problems? What?				
	IF IN SCHOOL (USE CODES FROM LOG IF CONVENIENT)	Who takes care of your children while you're in school?			

(IF NOT LIVING WITH ONE OR MORE CHILDREN)

Where are they?

How often do you see them?

What kind of things do you do with them?

Who takes care of them? *(USE CODES FROM LOG IF CONVENIENT)*

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Is anyone in your household or family a gang member or former gang member?	Yes		No	

IF NO, CONTINUE TO NEXT ITEM.

IF YES

Label each row with the identifying code for the appropriate family/household member from the household/family log.

ID or Relation	Current gang member? (Mark X for "YES".)	Former gang member? (Mark X for "YES".)	Has he/she ever encouraged you to join a gang? (Mark X for "YES".)	If yes, what? Other notes.

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PEER INFORMATION					
Is there a group of girls that you hang out with the most?		Yes		No	
IF YES	How many people are in this group?				

How much would you say you agree with the following statements about friends? Would you strongly disagree, disagree, agree, or strongly agree? ***(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)***

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have at least as many friends as other people my age.				
I am **not** as popular as other people my age.				
In the kinds of things that people my age like to do, I am at least as good as most other people.				
People my age often pick on me.				
Other people think I am a lot of fun to be with.				
I usually keep to myself because I am not like other people my age.				
Other people wish they were like me.				
I wish I were a different kind of person because I'd have more friends.				
If my group of friends decided to vote for leaders of their group, I'd be elected to a high position.				
When things get tough, I am **not** a person that other people would turn to for help.				

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PEER INFORMATION					
Do you associate with different friends now than you associated with before you began PROGRAM.		Yes		No	
IF YES	How are they different?				
	Why do you think you are associating with different friends?				
Do you and your friends spend time doing different things now from what you did before you began the program?		Yes		No	
IF YES	What are you and your friends doing differently now?				
	Why do you think you are spending your time differently?				
If someone shows you disrespect or if you have a disagreement or conflict with someone your age, how do you handle it?					
How has your reaction to these situations (being shown disrespect or disagreeing with a peer) changed since you began PROGRAM?					
IF CHANGED	Why do you think it has changed?				
What activities do you do that are not with your friends? How much time each week do you spend in these activities?					

BOYFRIEND INFORMATION					
Do you have a boyfriend?		Yes		No	
IF YES	Is your boyfriend in a gang?	Yes		No	

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OFFENSE BACKGROUND

Have you ever been arrested?			Yes		No		
IF YES	How many times?						
	Arrest	Charge	Age	With how many others?	With gang members? *(Mark for yes.)*		
	First						
	Second						
	Most recent						
	Most Serious *(If not already listed.)*						
	Have you ever been on probation?		Yes		No		
	IF YES	Give details.					
	Have you ever been incarcerated?		Yes		No		
	IF YES	Give details.					

DELINQUENT BEHAVIOR

Do you and your friends ever steal things together?		Yes		No	
IF YES	Is this planned?	Yes		No	
	What is the most valuable thing you ever took?				
Do you ever use violence?		Yes		No	
IF YES	What happens? What kind of violence have you been involved in?				
Do your friends ever use violence?		Yes		No	
IF YES	What happens? What kind of violence have your friends been involved in?				
Does the violence ever involve weapons?		Yes		No	
IF YES	What kinds of weapons?				

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DELINQUENT BEHAVIOR

Have you ever, even just once, done any of these specific things since beginning PROGRAM?					*IF YES*				
					How often?			With others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
					Once or twice	3-6 times	Over 6 times		
Thrown objects (such as rocks, snowballs, or bottles at cars or people.	Yes		No						
Purposely damaged or destroyed property that did not belong to you.	Yes		No						
Run away from home.	Yes		No						
Knowingly bought, sold or held stolen goods (or tried to do any of these things).	Yes		No						
Stolen or tried to steal something worth less than $50 from a store or some other place.	Yes		No						
Stolen or tried to steal something worth more than $50 from a store or some other place.	Yes		No						
Carried a hidden weapon other than a plain pocket knife.	Yes		No						

Had you ever, even just once, done any of these specific things before beginning PROGRAM?					*IF YES*				
					How many times?			With how many others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
					Once or twice	3-6 times	Over 6 times		
Thrown objects (such as rocks, snowballs, or bottles at cars or people.	Yes		No						
Purposely damaged or destroyed property that did not belong to you.	Yes		No						
Run away from home.	Yes		No						
Knowingly bought, sold or held stolen goods (or tried to do any of these things).	Yes		No						
Stolen or tried to steal something worth less than $50 from a store or some other place.	Yes		No						
Stolen or tried to steal something worth more than $50 from a store or some other place.	Yes		No						
Carried a hidden weapon other than a plain pocket knife.	Yes		No						

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DRUG INVOLVEMENT								
Is there any street drug sales in your immediate neighborhood?			Yes			No		
IF YES	What drugs are being sold? (*Check all that are mentioned. Clarify meanings for street names.*)							
	Marijuana			Cocaine				
	Crack			Heroin				
	Speed			Methamphetamines				
	PCP			LSD				
	Mescaline/mushrooms			Other (*Specify*)				
	Notes/Specifications:							
Do any of your friends drink alcohol regularly?			Yes			No		
Do any of your friends use illegal drugs?			Yes			No		
Do you smoke cigarettes?			Yes			No		
IF YES	How many cigarettes do you smoke a day?							

DRUG INVOLVEMENT										
Have you ever, even just once, used any of the following since beginning the program?							*IF YES*		
							How often? 1= Once/Twice 2=Daily 3=Weekly 4=Monthly	With others? (*Mark for yes.*)	With gang members? (*Mark for yes.*)
Beer or wine		Yes		No					
Hard liquor		Yes		No					
Marijuana/hashish/reefer		Yes		No					
Other drugs		Yes		No					
IF YES	Crack cocaine	Yes		No					
	Any other cocaine (powder, freebase, coca paste)	Yes		No					
	Other Drugs (*Specify below*)	Yes		No					
		Yes		No					
		Yes		No					

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Did you ever, even just once, use any of the following before beginning the program?						*IF YES* How often? 1= Once/Twice 2=Daily 3=Weekly 4=Monthly	*IF YES* With others? *(Mark for yes.)*	*IF YES* With gang members? *(Mark for yes.)*
Beer or wine		Yes		No				
Hard liquor		Yes		No				
Marijuana/hashish/reefer		Yes		No				
Other drugs		Yes		No				
IF YES	Crack cocaine	Yes		No				
	Any other cocaine	Yes		No				
	Other Drugs *(Specify below)*	Yes		No				
		Yes		No				
		Yes		No				

FUTURE & OUTLOOK ON LIFE

What does your future look like to you? What do you see yourself doing in one years's time in five years time?

How much education would you like to get eventually?

How much education do you actually expect to get?

What kind of work would you like to do?

Do you have any specific plans right now to get that kind of work?	Yes		No		
IF YES	Give details.				
Do you have any plans to get married?	Yes		No		
IF YES	To what kind of person?				
	How old would like to be when you get married?				
	Do you want to have children?	Yes		No	

Where would you like to live when you move away from home?

Is there anything that I should know that I didn't ask you about?

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CHAPTER 9: QUESTION BY QUESTION (Q x Q) INSTRUCTIONS FOR PROGRAM PARTICIPANT GANG MEMBER INSTRUMENT

Page 1 — Before beginning Part II of the interview, make sure that you have the correct instrument based on the rules listed in the chapter on Instrument/Interview Structure. Once you are sure that this is the correct Part II instrument, attach the pre-printed case identification label for the respondent to the top of the Program Participant Gang Member Instrument. ***Make sure that you have access to the girl's completed*** **HOUSEHOLD/FAMILY LOG** ***when completing this instrument. You will have to have it to complete page 9.***

Page 1 — Gangs are called by many words by the youth who participate in them. These questions are to assist the girl in firmly identifying the group with which she reports being involved. Answer all of the questions in the order in which they appear on the page. Make sure to solicit any additional information provided by the girl such as NOTES or SPECIFICATIONS.

Page 2 — Please obtain the girl's answers for each question in the order that it appears on the page. Note that you are asked to read aloud to the girl ***each*** of the reasons for gang membership on the bottom half of this page.

Page 3 — Note that you are asked ***not*** to read aloud the list under the first item at the top of this page. Make sure to record any additional information provided by the girl such as NOTES or SPECIFICATIONS. Please obtain the girl's answers for each question in the order that it appears on the page.

Page 4 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record any additional information provided by the girl as NOTES or SPECIFICATIONS. Make sure to follow the instructions for asking the "conditional" items identified by the words "*IF YES.*" Asking these questions when they should not be asked can be confusing or annoying to the respondent. Not asking these questions when they should be asked can lose information valuable to the study. Note that the last question on the page requires a conditional item for ***either*** a "YES" or a "NO" answer.

Page 5 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to follow the instructions for asking the "conditional" items identified by the words "*IF YES.*" Asking these questions when they should not be asked can be confusing or annoying to the respondent. Not asking these questions when they should be asked can lose information valuable to the study.

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Page 6 Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" items identified by the words "*IF YES*."

Page 7 Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to probe for additional information on items explicitly requesting **PROBE FOR MORE**. Make sure to follow the instructions for asking the "conditional" items identified by the words "*IF YES*." Note that the last question on the page requires a conditional item for ***either*** a "YES" or a "NO" answer.

Page 8 This page is very important for determining the patterns of association with peers. If the girl, answers the first question that she ***does not*** associate with girls belong to gangs, it may be helpful to "X out" the columns B & D so that you know not to ask them.

Page 8 If the girl, answered the first question that she ***does not*** associate with girls who belong to gangs, you should skip the second question. If the girl, answers this question that she ***does not*** still have friends who are in gangs, it may be helpful to "X out" the column B so that you know not to ask it for each item.

Page 8 This is a long list of activity items. Read each. Place an "X" or check wherever a girl indicates "YES." If a girl indicates an obvious "negative" reaction to an activity or doesn't know what it means, assume that the answer is "NO" for the other categories of associations.

Page 8 Carefully solicit the information requested under the last open-ended item on the page.

Page 9 It is essential to have the **HOUSEHOLD/FAMILY LOG** in hand when completing the items on this page. Solicit answers for ***all*** appropriate household and family members.

Page 10 The list of statements about how much the respondent agrees or disagrees with statements about her interaction with her family are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be

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paying attention or may not have understood some of the items. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG**.

Page 10 — For the items about "HOW OFTEN ..." on bottom of this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG**.

Page 11 — Note that items on this page repeat the questions on the prior page retrospectively for what the girl can remember about "BEFORE TWELVE MONTHS AGO" or "BEFORE LAST YEAR." For the items about "HOW OFTEN ..." on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG**. Don't forget to get an answer to the last question on this page about "CHANGES IN ACTIVITIES WITH FAMILY."

Page 12 — If the girl has no children, please skip to the next page. Information about a girl's children is major concern in studies of female gang involvement. Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" items identified by the words "*IF YES.*" Note that the one question on the page requires a conditional item for ***either*** a "YES" or a "NO" answer. If one or more of a girl's children are not living with her, please obtain the information requested in the last four items on the page.

Page 13 — If the answer to the first question is "NO," skip to the next page. If the answer is "YES," you will have to use the **HOUSEHOLD/FAMILY LOG** to fill in the first column. For each household member who is or was a member of a gang, please obtain all of the requested information.

Page 14 — If the answer to the first question is "NO," proceed to the next item. Note that the next item is at the bottom of this same page. If the answer is "YES," you will

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have to use the **HOUSEHOLD/FAMILY LOG** to fill in the first column. For each household member who knows, please obtain all of the requested information.

Page 14 — For the question at the bottom of the page, if the answer is "NO," skip to the next page. If the answer is "YES," you will have to use the **HOUSEHOLD/FAMILY LOG** to fill in the first column. For each household member who tried, please find out how.

Page 15 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" item identified by the words "*IF YES.*"

Page 16 — The list of statements about how much the respondent agrees or disagrees with statements about her interaction with her friends are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices.

Page 16 — Please obtain answers for the items at the bottom of the page. Make sure to summarize information provided by the girl to the open-ended questions and make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" item identified by the words "*IF YES.*"

Page 17 — Please obtain answers for the items at the top of the page. Make sure to summarize information provided by the girl to the open-ended questions and make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" item identified by the words "*IF YES.*"

Page 17 — If the girl answers "NO," to the question about a boyfriend, go to the block on the page with the question about arrest. If the girl answers "YES" that she has a boyfriend, please follow the flow of the conditional "*IF YES*" directions and obtain the requested information.

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Page 17 Don't forget to ask the question about arrests. If the answer to the first question is "NO," skip to the next page. If the answer is "YES," please obtain all of the requested information.

Page 18 It is particularly important to ask these questions about delinquent behavior in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the researcher staff are protected by federal law from having to reveal any information provided in these interviews. Obtain the answers to each item in the order that it is presented on the page. For the items on the lower half of the page, make sure that the girl understand that you are asking about behavior "IN THE LAST TWELVE MONTHS." For the items about "HOW MANY TIMES ...," we recommend that you use the laminated card that bears the choices -- "Once or twice," "3-5 times," and "Over 6 times" -- to make it easier for a respondent to state her choices.

Page 19 For the items on the upper half of the page, make sure that the girl understands that you are asking about behavior "BEFORE TWELVE MONTHS AGO" or "Before Last Year." For the items about "HOW MANY TIMES ...," we recommend that you use the laminated card that bears the choices -- "Once or twice," "3-5 times," and "Over 6 times" -- to make it easier for a respondent to state her choices.

Page 19 For the items about alcohol, tobacco, and other drug use on the bottom of this page, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the researcher staff are protected by federal law from having to reveal any information provided in these interviews.

Page 20 For the items about alcohol and other drug use on this page, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the researcher staff are protected by federal law from having to reveal any information provided in these interviews. Note that the set of items at the top of the page asks about activity "IN THE LAST TWELVE MONTHS." Note that the set of items at the bottom of the page asks about activity "BEFORE TWELVE MONTHS AGO." For the items about "HOW OFTEN?", we recommend that you use the laminated card that bears the choices -- "Once/Twice," "Daily," "Weekly," and "Monthly" -- to make it easier for a respondent to state her choices.

Page 21 Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" items identified by the words "*IF YES.*"

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PROGRAM PARTICIPANT
Gang/Group MEMBER
INSTRUMENT

Gangs can be called a lot of different things. How do you refer to your group?
(***CHECK ALL THAT ARE REPORTED.***)

crew		posse	
set		mob	
tip		Home Girls	
clique		Other _____	

What is the name of the group that you are in?

Does it go by any other names?	Yes		No	
IF "YES"	What are the other names?			

How many members are in your gang?	
How many members of the gang did you know when you joined?	

How do **you** know somebody is in the gang?
(*i.e.* How can someone in the gang identify another gang member?)
(***CHECK ALL THAT ARE MENTIONED.***)

Clothing		Signs	
Colors		Tattoos	
Greetings		Other (***Specify***)	

NOTES/SPECIFICATIONS:

How could **I** tell who gang members are?
(***CHECK ALL THAT ARE MENTIONED.***)

Clothing		Signs	
Colors		Tattoos	
Greetings		Other (***Specify***)	

NOTES/SPECIFICATIONS:

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How long has your gang been around?				
Are any of the people who started it still around?	Yes		No	
How did the gang get started? Tell me the history.				
How has your gang changed since you joined?				
How old is the oldest member?				
How old is the youngest member?				
How old are most of the members in the gang?				
What is good about your gang? What are the advantages to you? What does it do for you?				

I am going to read you a list things. Tell me if any of them are good reasons to be a member of your gang?
(*ASK EACH AND CHECK THOSE THAT ARE AFFIRMATIVE RESPONSES. ASK HOW FOR EACH AFFIRMATIVE RESPONSE.*)

Advantage		How?
For protection?		
To defend the neighborhood?		
To meet and impress guys?		
It's important among my friends?		
Make me feel important in the neighborhood?		
It's my neighborhood?		
My family members belong?		
Opportunities to make money?		
Opportunities to use drugs?		
Opportunities to buy drugs?		
Opportunities to sell drugs?		
There is nothing else to do?		

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Why did you join your gang? What else?
(DON'T READ THE LIST. CHECK ALL REASONS MENTIONED.)

Individual interest		desire for status	
prompted by relative		desire for material goods	
prompted by friend		desire for protection	
curiosity		extension of criminal activity	

OTHER/NOTES/SPECIFICATIONS:

How old were you when you first heard about your gang?	
How old were you when you first started hanging out with your gang?	
How old were you when you first became a member of your gang?	

Did the gang already exist before you joined?	Yes		No	

Who can be in your gang?					Why or Why not?
Are there black members of your gang?	Yes		No		
Are there Latina members of your gang?	Yes		No		
Are there white members of your gang?	Yes		No		

Do all members live in the neighborhood?	Yes		No	
Can a person live outside the neighborhood and still belong?	Yes		No	

IF "YES"	How many members live outside the neighborhood?	

Tell me how girls in general become members of your gang. Is there any special initiation procedure?

Does your gang ever seek out people to join?

What happens to girls in your neighborhood who refuse to join your gang?

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GANG MEMBER GANG INFORMATION						
How were you brought into the gang?						
Was this different from the way other girls are brought into the gang?						
What did you have to do to be accepted as a member of your gang?						
What did you have to do to become a full-fledged member of the gang?						
What happens when a girl wants to leave your gang?						
Do you know any girls who used to be in a gang but aren't anymore?		Yes		No		
IF YES	Why did they decide to leave?					
	How old were they when they left the gang?					
How do you get rid of a girl you no longer want to be in your gang?						
Who runs your gang? Who has the most influence and power? Who gets their way the most often?						
Does your gang have formal leaders?		Yes		No		
IF YES	How did they get to become leaders?					
Are you a leader of any kind?		Yes		No		
IF YES	In what situations?					
	How did you get that role?					
IF NO	What roles do you play in your gang?					

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Do you have times when most of the members get together to talk about things the gang is going to do?		Yes		No	
IF YES	How often does this happen?				
	What happens at these meetings?				
Are there any rules in your gang?		Yes		No	
IF YES	Tell me some of them.				
	Who makes the rules?				
	Do you have written rules?	Yes		No	
	What happens if someone breaks the rules?				
Are there men in your gang?		Yes		No	
Do men have a separate gang that is affiliated with your gang?		Yes		No	
IF "YES" TO EITHER OF THE ABOVE	Do members of the gang(s) date each other?	Yes		No	
	Are you allowed to date people outside the gang?	Yes		No	
	Are you allowed to date people from other gangs?	Yes		No	
	Are you allowed to date people from rival gangs?	Yes		No	
	Do you go on wars/campaigns/battles together?	Yes		No	
How does your gang relate to other gangs in this city? What do you do with them?					
Do you meet together?		Yes		No	
Do you go on wars/campaigns/battles together?		Yes		No	
Are there other gangs of girls in the city?		Yes		No	
How do you relate with the women in other gangs?					

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GANG MEMBER GANG INFORMATION					
Is there a group for younger girls who graduate to your group when they become old enough?		Yes		No	
IF YES	What do they have to do to graduate?				
Do people move from one gang to another?		Yes		No	
IF YES	How do they switch from one to the other?				
Does your gang have a relationship with gangs in other cities?		Yes		No	
IF YES	Which gangs and which cities?				
	What is the nature of that relationship?				
	What do you get from them?				
Is there a group of girls in the gang that you hang out with the most?		Yes		No	
IF YES	How many people are in this group?				
	What kinds of things do you do together that you don't do with the rest of the gang?				
When does the gang get together -- days of the week, time of day?					

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GANG MEMBER GANG INFORMATION					
Does your gang have special colors?	Yes		No		
IF YES	What are they?				
	What ways do you show your gang's colors? ***(PROBE FOR MORE.)***				
Does your gang have special hand signs?	Yes		No		
IF YES	What are they?				
	What ways do you show your gang's signs? ***(PROBE FOR MORE.)***				
Does your gang have special symbols	Yes		No		
IF YES	What are they?				
	What ways do you show your gang's symbols? ***(PROBE FOR MORE.)***				
Does your gang paint graffiti? (*MARK, DON'T ASK, IF MENTIONED AS WAY OF SHOWING COLORS OR SYMBOLS.)*	Yes		No		
IF YES	What does the removal of graffiti mean to you and your gang?				
Do some women bring their kids when they hang out or do other things with the gang?	Yes		No		
IF YES	What do the mothers do with their kids? Do they do anything to identify the kids as being part of the gang?				
IF NO	Where are their kids when they're with the gang?				

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I would like you to think about things you do with other people your age. I would like you to think in terms of other young people whom you think of as your friends and those with whom you associate but don't necessarily think of as "friends". We'll refer to those "non-friends" with whom you do things as "associates".

Do you associate with any girls who do not belong to your gang? *[IF "NO," skip columns A & C in items below.]*	Yes		No	
Do you associate with any girls who do not belong to your gang, but who belong to other gangs?	Yes		No	
Are you friends with any girls who are not in your gang? *[If no, skip column A.]*	Yes		No	

What kind of things do you do with other people your age?

Activity	(A) Friends Not in Gang	(B) Friends in Gang	(C) Associates Not in Gang	(D) Associates in Gang
Sports				
Dancing				
Parties				
Concerts				
Hanging Out				
Cruising				
Looking for Men				
Family Outings				
Block Parties				
Work Together				
Fight				
Drink				
Do Drugs				
Sell Drugs				
Other				
Other				

What activities do you do <u>most</u> with other gang members?

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FAMILY INFORMATION

I would like you to think about each member of your household and family.

ID	How well do you get along with ...					How well do you communicate with ...				
	Very Close	Close	Indifferent	Difficult	Very Difficult	Very Well	Well	Okay	Poorly	Very Poorly
H1										
H2										
H3										
H4										
H5										
H6										
H7										
H8										
H9										
H10										
H11										
H12										
SIB1										
SIB2										
SIB3										
SIB4										
SIB5										
SIB6										
SIB7										

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How much would you say you agree with the following statements about you and those with whom you live? Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)
(IF PRIMARY CAREGIVER OF *RESPONDENT IS SINGLE PARENT OR OTHER THAN PARENT, PLEASE ALTER WORDING FOR ITEMS ON PARENTS.)*

	Strongly Disagree	Disagree	Agree	Strongly Agree
My parents are proud of the kind of person I am.				
No one pays much attention to me at home.				
My parents feel that I can be depended on.				
I often feel that if they could, my parents would trade me in for another child.				
My parents try to understand me.				
My parents expect too much of me.				
I am an important person to my family.				
I often feel unwanted at home.				
My parents believe that I will be a success in the future.				
I often wish I had been born into another family.				

How often do you do the following things?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Never	Sometimes	Often
Share your thoughts and feelings with your parents.			
Go to the movies or sporting events with your parents.			
Help your parents around the house.			
Watch television with your parents.			
Visit family, friends and relatives with your parents.			
Tell your parents where you're going when you go out.			
Work on hobbies or play games with your parents.			
Participate in sports activities (play ball, etc.) with your parents.			

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Looking back before you became involved in the program, how often did you do the following things?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Never	Sometimes	Often
Share your thoughts and feelings with your parents.			
Go to the movies or sporting events with your parents.			
Help your parents around the house.			
Watch television with your parents.			
Visit family, friends and relatives with your parents.			
Tell your parents where you're going when you go out.			
Work on hobbies or play games with your parents.			
Participate in sports activities (play ball, etc.) with your parents.			
IF any changes in activities with family ask	What has caused these changes?		

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Do you have any children?			Yes		No			
IF YES	How many?		SEX	AGE	Live with you?			
	CHILD 1				Yes		No	
	CHILD 2				Yes		No	
	CHILD 3				Yes		No	
	CHILD 4				Yes		No	
	Do they give you any specific problems? What?							
	IF IN SCHOOL *(USE CODES FROM LOG IF CONVENIENT)*	Who takes care of your children while you're in school?						
	Do you ever bring your child with you when you hang out with the gang?		Yes		No			
	IF YES	What do your children do when you're both with the gang?						
		Do you ever do anything to identify your children as being part of the gang (e.g. clothes, jewelry with gang signs or colors)? What?						
	IF NO	What are your children doing when you're with the gang?						
	How does your gang membership affect your children?							
(IF NOT LIVING WITH ONE OR MORE CHILDREN)								
Where are they?								
How often do you see them?								
What kind of things do you do with them?								
Who takes care of them? *(USE CODES FROM LOG IF CONVENIENT)*								

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Is anyone in your household or family a gang member or former gang member?	Yes		No	

IF NO, CONTINUE TO NEXT ITEM.

IF YES

Label each row with the identifying code for the appropriate family/household member from the household/family log.

ID or Relation	Current gang member? (Mark X for "YES".)	Former gang member? (Mark X for "YES".)	Did he/she have anything to do with your joining the gang? (Mark X for "YES".)	If yes, what? Other notes.

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Does anyone in your household or family know you are in a gang?	Yes		No	

IF NO, GO TO NEXT ITEM.

IF YES:

ID or Relation	How did he/she find out?	What does he/she think about your being in a gang? (If supportive, how?)	Has he/she tried to get you to quit the gang? (Mark X for "YES".)	Do you think they would have reacted differently if you were a boy? (Mark X for "YES".)	Why? (Answer briefly.)

Has anyone in your household or family ever tried to stop you from joining a gang?	Yes		No	

IF YES:

ID or RELATION	How did they try to stop you?

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FAMILY/GANG INFORMATION					
How has your family been affected by your membership in the gang?					
What ways does your gang provide support that a family might normally provide? ***(Check all that are mentioned.)***					
Love		Money		Protection	
Emotional		Other *(Specify)*			
Would gang members stand by you when your family would not?			Yes		No
Why? Why not?					
Would other gang members understand you in ways that your family didn't?			Yes		No
Why do you think this is?					
How much time do you spend with the gang compared to your family?					
If you had to choose between your gang and your family which would you choose?					
Gang		Family		Can't choose	
Why?					

PEER INFORMATION				
Is there a group of girls other than the ones in your gang that you hang out with the most?	Yes		No	
IF YES	How many people are in this group?			
	How does what you do with this group of girls differ from what you do with the girls in your gang?			

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How much would you say you agree with the following statements about friends? Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have at least as many friends as other people my age.				
I am **not** as popular as other people my age.				
In the kinds of things that people my age like to do, I am at least as good as most other people.				
People my age often pick on me.				
Other people think I am a lot of fun to be with.				
I usually keep to myself because I am not like other people my age.				
Other people wish they were like me.				
I wish I were a different kind of person because I'd have more friends.				
If my group of friends decided to vote for leaders of their group, I'd be elected to a high position.				
When things get tough, I am **not** a person that other people would turn to for help.				

Do you associate with different friends now than you associated with before becoming involved in the program?	Yes		No	
IF YES	How are they different?			
	Why do you think you are associating with different friends?			
Do you and your friends spend time doing different things now from what you did before becoming involved in the program?	Yes		No	
IF YES	What are you and your friends doing differently now?			
	Why do you think you are spending your time differently?			

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If someone shows you disrespect or if you have a disagreement or conflict with someone your age, how do you handle it?						
How has your reaction to these situations (being shown disrespect or disagreeing with a peer) changed since before becoming involved in the program?						
IF CHANGED	Why do you think it has changed?					
What activities do you do that are not with your friends? How much time each week do you spend in these activities?						
Do you have a boyfriend?			Yes		No	
IF YES	Is your boyfriend in a gang?		Yes		No	
	Does he know you're in a gang?		Yes		No	
	IF YES	What does he think about you're being in a gang?				
		Has he tried to get you to quit?	Yes		No	

Have you ever been arrested?			Yes		No	
IF YES	How many times?					
	Arrest	Charge	Age	With how many others?	With gang members? *(Mark for yes.)*	
	First					
	Second					
	Most recent					
	Most Serious *(If not already listed.)*					
	Have you ever been on probation?		Yes		No	
	IF YES	Give details.				
	Have you ever been incarcerated?		Yes		No	
	IF YES	Give details.				

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DELINQUENT BEHAVIOR						
Do you and your friends ever steal things together?		Yes		No		
IF YES	Is this planned?	Yes		No		
	What is the most valuable thing you ever took?					
Do you ever use violence?		Yes		No		
IF YES	What happens? What kind of violence have you been involved in?					
Do your friends ever use violence?		Yes		No		
IF YES	What happens? What kind of violence have your friends been involved in?					
Does the violence ever involve weapons?		Yes		No		
IF YES	What kinds of weapons?					

Have you ever, even just once, done any of these specific things since becoming involved in the program?					*IF YES*				
					How many times?			With others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
					Once or twice	3-6 times	Over 6 times		
Thrown objects (such as rocks, snowballs, or bottles at cars or people.	Yes		No						
Purposely damaged or destroyed property that did not belong to you.	Yes		No						
Run away from home.	Yes		No						
Knowingly bought, sold or held stolen goods (or tried to do any of these things).	Yes		No						
Stolen or tried to steal something worth less than $50 from a store or some other place.	Yes		No						
Stolen or tried to steal something worth more than $50 from a store or some other place.	Yes		No						
Carried a hidden weapon other than a plain pocket knife.	Yes		No						

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Had you ever, even just once, done any of these specific things before becoming involved in the program?					*IF YES*				
					How many times?			With others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
					Once or twice	3-6 times	Over 6 times		
Thrown objects (such as rocks, snowballs, or bottles at cars or people.	Yes		No						
Purposely damaged or destroyed property that did not belong to you.	Yes		No						
Run away from home.	Yes		No						
Knowingly bought, sold or held stolen goods (or tried to do any of these things).	Yes		No						
Stolen or tried to steal something worth less than $50 from a store or some other place.	Yes		No						
Stolen or tried to steal something worth more than $50 from a store or some other place.	Yes		No						
Carried a hidden weapon other than a plain pocket knife.	Yes		No						

DRUG INVOLVEMENT

Is there any street drug sales in your immediate neighborhood?	Yes		No	

IF YES

What drugs are being sold?
(Check all that are mentioned. Clarify meanings for street names.)

Marijuana		Cocaine	
Crack		Heroin	
Speed		Methamphetamines	
PCP		LSD	
Mescaline/mushrooms		Other (*Specify*)	

Notes/Specifications:

Do any of your friends drink alcohol regularly?	Yes		No	
Do any of your friends use illegal drugs?	Yes		No	
Do you smoke cigarettes?	Yes		No	

IF YES How many cigarettes do you smoke a day?

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DRUG INVOLVEMENT

Have you ever, even just once, used any of the following since becoming involved in the program?						*IF YES* How often? 1= Once/Twice 2=Daily 3=Weekly 4=Monthly	*IF YES* With others? *(Mark for yes.)*	*IF YES* With gang members? *(Mark for yes.)*
Beer or wine		Yes		No				
Hard liquor		Yes		No				
Marijuana/hashish/reefer		Yes		No				
Other drugs		Yes		No				
IF YES TO "OTHER" DRUGS	Crack cocaine	Yes		No				
	Any other cocaine (powder, freebase, coca paste)	Yes		No				
	Other Drugs *(Specify below)*	Yes		No				

Did you ever, even just once, use any of the following before becoming involved in the program?						*IF YES* How often? 1= Once/Twice 2=Daily 3=Weekly 4=Monthly	*IF YES* With others? *(Mark for yes.)*	*IF YES* With gang members? *(Mark for yes.)*
Beer or wine		Yes		No				
Hard liquor		Yes		No				
Marijuana/hashish/reefer		Yes		No				
Other drugs		Yes		No				
IF YES TO "OTHER" DRUGS	Crack cocaine	Yes		No				
	Any other cocaine	Yes		No				
	Other Drugs *(Specify below)*	Yes		No				

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FUTURE & OUTLOOK ON LIFE					
What does your future look like to you? What do you see yourself doing in one years's time in five years time?					
How much education would you <u>like</u> to get eventually?					
How much education do you <u>actually expect</u> to get?					
What kind of work would you like to do?					
Do you have any specific plans right now to get that kind of work?		Yes		No	
IF YES	Give details.				
Do you have any plans to get married?		Yes		No	
IF YES	To what kind of person?				
	How old would like to be when you get married?				
	Do you want to have children?	Yes		No	
Where would you like to live when you move away from home?					
Is there anything that I should know that I didn't ask you about?					

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CHAPTER 10: QUESTION BY QUESTION (Q x Q) INSTRUCTIONS FOR PROGRAM PARTICIPANT FORMER GANG MEMBER INSTRUMENT

Page 1 — Before beginning Part II of the interview, make sure that you have the correct instrument based on the rules listed in the chapter on Instrument/Interview Structure. While the differences in which we are interested are those between girls who have never been involved in gangs and girls who have, we have provided the FORMER GANG member instrument as a convenience for the interviewer. It makes most of the necessary changes in wording to make it easier to obtain gang involvement information from girls who report that they are no longer members of a gang. Once you are sure that this is the correct Part II instrument, attach the pre-printed case identification label for the respondent to the top of the Program Participant Former Gang Member Instrument. ***Make sure that you have access to the girl's completed Household/Family Log when completing this instrument. You will have to have it to complete page 9.***

Page 1 — Gangs are called by many words by the youth who participate in them. These questions are to assist the girl in firmly identifying the group with which she reports having been involved. Answer all of the questions in the order in which they appear on the page. Make sure to solicit any additional information provided by the girl such as NOTES or SPECIFICATIONS.

Page 2 — Please obtain the girl's answers for each question in the order that it appears on the page. Note that you are asked to read aloud to the girl ***each*** of the list on the bottom half of this page.

Page 3. — Note that you are asked ***not*** to read aloud the list under the first item at the top of this page. Make sure to record any additional information provided by the girl such as NOTES or SPECIFICATIONS. Please obtain the girl's answers for each question in the order that it appears on the page.

Page 4 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to follow the instructions for asking the "conditional" items identified by the words "*IF YES.*" Asking these questions when they should not be asked can be confusing or annoying to the respondent. Not asking these questions when they should be asked can lose information valuable to the study. Note that the next to last question on the page requires a conditional item for ***either*** a "YES" or a "NO" answer.

Page 5 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to follow the instructions for asking the "conditional" items identified by the words "*IF YES.*" Asking these questions when they should not

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be asked can be confusing or annoying to the respondent. Not asking these questions when they should be asked can lose information valuable to the study.

Page 6 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to summarize information provided by the girl to the open-ended questions and to make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" items identified by the words "*IF YES.*" Make sure to probe for additional information on items explicitly requesting **PROBE FOR MORE.**

Page 7 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to summarize information provided by the girl to the open-ended questions and to make a reference to "see tape" for longer answers. Make sure to probe for additional information on items explicitly requesting **PROBE FOR MORE.** Make sure to follow the instructions for asking the "conditional" items identified by the words "*IF YES.*" Note that one question on the page requires a conditional item for ***either*** a "YES" or a "NO" answer.

Page 8 — This page is very important for determining the patterns of association with peers. If the girl answers the first question that she ***does not*** associate with girls who belong to gangs, it may be helpful to "X out" the columns B & D so that you know not to ask them.

Page 8 — If the girl answered the first question that she ***does not*** associate with girls who belong to gangs, you should skip the second question. If the girl answers this question that she ***does not*** still have friends who are in gangs, it may be helpful to "X out" the column B so that you know not to ask it for each item.

Page 8 — This is a long list of activity items. Read each. Place an "X" or check wherever a girl indicates "YES." If a girl indicates an obvious "negative" reaction to an activity or doesn't know what it means, assume that the answer is "NO" for the other categories of associations.

Page 8 — Carefully solicit the information requested under the last open-ended item on the page, **ONLY IF THE GIRL STILL ASSOCIATES WITH GANG MEMBERS** (PLEASE CROSS OUT THE WORD "OTHER" IN THE LAST ITEM ON THIS PAGE. IT IS A TYPOGRAPHICAL ERROR.)

Page 9 — It is essential to have the **HOUSEHOLD/FAMILY LOG** in hand when completing the items on this page. Solicit answers for ***all*** appropriate household and family members.

Page 10 — The list of statements about how much the respondent agrees or disagrees with statements about her interaction with her family are a part of a set of measures of

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"self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG.**

Page 11 Note that items on this page repeat the questions on the prior page retrospectively for what the girl can remember about "before" she started participating in the program. It is important to make sure that the girl has the date that she gave you at the top of page 2 of the Standard Program Participant Part I Instrument firmly anchored in her mind. For the items about "HOW OFTEN ..." on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **Household/Family Log.** Don't forget to get an answer to the last question on this page about "CHANGES IN ACTIVITIES WITH FAMILY."

Page 12 If the girl has no children, please skip to the next page. Information about a girl's children is major concern in studies of female gang involvement. Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES." Note that the one question on the page requires a conditional items for ***either*** a "YES" or a "NO" answer. If one or more of a girl's children are not living with her, please obtain the information requested in the last four items on the page.

Page 13 If the answer to the first question is "NO," skip to the next page. If the answer is "YES," you will have to use the **HOUSEHOLD/FAMILY LOG** to fill in the first column. For each household member who is or was a member of a gang, please obtain all of the requested information.

Page 14 If the answer to the first question is "NO," proceed to the next item. Note that the next item is at the bottom of this same page. If the answer is "YES," you will

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have to use the **HOUSEHOLD/FAMILY LOG** to fill in the first column. For each household member who tried, please find out how.

Page 15 Please obtain the girl's answer for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" item identified by the words "IF YES."

Page 16 The list of statements about how much the respondent agrees or disagrees with statements about her interaction with her friends are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. We recommend that you use the laminated card that bears the choices -- "Strongly Agree Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices.

Page 16 Please obtain answers for the items at the bottom of the page. Make sure to summarize information provided by the girl to the open-ended questions and make a reference to "see tape" for long answers. Make sure to follow the instructions for asking the "conditional" item identified by the words "IF YES."

Page 17 Please obtain answers for the items at the top of the page. Make sure to summarize information provided by the girl to the open-ended questions and make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" item identified by the words "IF YES."

Page 17 If the girl answers "NO," to the question about a boyfriend, go to the block on the page with the question about arrest. If the girl answers "YES" that she has a boyfriend, please follow the flow of the conditional "IF YES" directions and obtain the requested information.

Page 17 Don't forget to ask the question about arrests. If the answer to the first question is "NO," skip to the next page. If the answer is "YES," please obtain all of the requested information.

Page 18 It is particularly important to ask these questions about delinquent behavior in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the

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researcher staff are protected by federal law from having to reveal any information provided in these interviews. Obtain the answers to each item in the order that it is presented on the page. For the items on the lower half of the page, make sure that the girl remembers the date that she gave on Page 2 of the Standard Program Participant Part I Instrument for when she became involved in the program. Note that this set of items asks about activity "SINCE BECOMING INVOLVED IN THE PROGRAM." For the items about "HOW MANY TIMES ...," we recommend that you use the laminated card that bears the choices -- "Once or twice," "3-5 times," and "Over 6 times" -- to make it easier for a respondent to state her choices.

Page 19 — For the items on the upper half of the page, make sure that the girl remembers the date that she gave on Page 2 of the Standard Program Participant Part I Instrument for when she became involved in the program. Note that this set of items asks about activity "BEFORE BECOMING INVOLVED IN THE PROGRAM." For the items about "HOW MANY TIMES ...," we recommend that you use the laminated card that bears the choices -- "Once or twice," "3-5 times," and "Over 6 times" -- to make it easier for a respondent to state her choices.

Page 19 — For the items about alcohol, tobacco, and other drug use on the bottom of this page, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the research staff are protected by federal law from having to reveal any information provided in these interviews.

Page 20 — For the items about alcohol and other drug use on this page, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the researcher staff are protected by federal law from having to reveal any information provided in these interviews. For the items on this page, make sure that the girl remembers the date that she gave on Page 2 of the Standard Program Participant Part I Instrument for when she became involved in the program. Note that the set of items at the top of the page asks about activity "SINCE BECOMING INVOLVED IN THE PROGRAM." Note that the set of items at the bottom of the page asks about activity "BEFORE BECOMING INVOLVED IN THE PROGRAM." For items about "HOW OFTEN?", we recommend that you use the laminated card that bears the choices -- "Once/Twice," "Daily," "Weekly," and "Monthly" -- to make it easier for a respondent to state her choices.

Page 21 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "condition" items identified by the words "IF YES."

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PROGRAM PARTICIPANT
FORMER GANG/GROUP MEMBER
INSTRUMENT

Gangs can be called a lot of different things. How did you refer to your group?
(*CHECK ALL THAT ARE REPORTED.*)

crew		posse	
set		mob	
tip		Home Girls	
clique		Other _____	

What is the name of the group that you were in?

Did it go by any other names?	Yes		No	
IF "YES"	What were the other names?			

How many members were in your gang?	
How many members of the gang did you know when you joined?	

How did **you** know somebody was in the gang?
(*i.e.* How could someone in the gang identify another gang member?)
(*CHECK ALL THAT ARE MENTIONED.*)

Clothing		Signs	
Colors		Tattoos	
Greetings		Other (*Specify)*	

NOTES/SPECIFICATIONS:

How could **I** have known who gang members were?
(*CHECK ALL THAT ARE MENTIONED.*)

Clothing		Signs	
Colors		Tattoos	
Greetings		Other (*Specify)*	

NOTES/SPECIFICATIONS:

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How long has your former gang been around?				
Are any of the people who started it still around?	Yes		No	
How did the gang get started? Tell me the history.				
How has your former gang changed since you joined?				
How old was the oldest member?				
How old was the youngest member?				
How old were most of the members in the gang?				
What was good about your gang? What were the advantages to you? What did it do for you?				

I am going to read you a list things. Tell me if any of them were good reasons to be a member of your gang?
(***ASK EACH*** *AND CHECK THOSE THAT ARE AFFIRMATIVE RESPONSES. ASK HOW FOR EACH AFFIRMATIVE RESPONSE.*)

Advantage		How?
For protection?		
To defend the neighborhood?		
To meet and impress guys?		
It's important among my friends?		
Make me feel important in the neighborhood?		
It's my neighborhood?		
My family members belong?		
Opportunities to make money?		
Opportunities to use drugs?		
Opportunities to buy drugs?		
Opportunities to sell drugs?		
There is nothing else to do?		

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Why did you join your gang? What else? *(DON'T READ THE LIST. CHECK ALL REASONS MENTIONED.)*			
Individual interest		desire for status	
prompted by relative		desire for material goods	
prompted by friend		desire for protection	
curiosity		extension of criminal activity	
OTHER/NOTES/SPECIFICATIONS:			

How old were you when you first heard about your gang?	
How old were you when you first started hanging out with your gang?	
How old were you when you first became a member of your gang?	

Did the gang already exist before you joined?	Yes		No	

Who could be in your gang?					Why or Why not?
Were there black members of your gang?	Yes		No		
Were there Latina members of your gang?	Yes		No		
Were there white members of your gang?	Yes		No		

Did all members live in the neighborhood?	Yes		No	
Could a person live outside the neighborhood and still belong?	Yes		No	

IF "YES"	How many members lived outside the neighborhood?	

Tell me how girls in general became members of your gang. Was there any special initiation procedure?

Did your gang ever seek out people to join?

What happened to girls in your neighborhood who refused to join your gang?

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How were you brought into the gang?					
Was this different from the way other girls were brought into the gang?					
What did you have to do to be accepted as a member of your gang?					
What did you have to do to become a full-fledged member of the gang?					
How did members get rid of a girl they no longer wanted to be in the gang?					
Who ran the gang? Who had the most influence and power? Who got their way the most often?					
Did your gang have formal leaders?		Yes		No	
IF YES	How did they get to become leaders?				
Were you a leader of any kind?		Yes		No	
IF YES	In what situations?				
	How did you get that role?				
IF NO	What roles did you play in your gang?				
Did you have times when most of the members get together to talk about things the gang was going to do?		Yes		No	
IF YES	How often did this happen?				
	What happened at these meetings?				

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Were there any rules in your gang?		Yes		No	
IF YES	Tell me some of them.				
	Who made the rules?				
	Did you have written rules?	Yes		No	
	What happened if someone broke the rules?				
Were there men in your gang?		Yes		No	
Did men have a separate gang that was affiliated with your gang?		Yes		No	
IF "YES" TO EITHER OF THE ABOVE	Did members of the gang(s) date each other?	Yes		No	
	Were you allowed to date people outside the gang?	Yes		No	
	Were you allowed to date people from other gangs?	Yes		No	
	Were you allowed to date people from rival gangs?	Yes		No	
	Did you go on wars/campaigns/battles together?	Yes		No	
How did your gang relate to other gangs in this city? What did you do with them?					
Did you meet together?		Yes		No	
Did you go on wars/campaigns/battles together?		Yes		No	
Were there other gangs of girls in the city?		Yes		No	
How did you relate with the women in other gangs?					
Was there a group for younger girls who graduate to your group when they became old enough?		Yes		No	
IF YES	What did they have to do to graduate?				

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Did people move from one gang to another?		Yes		No	
IF YES	How did they switch from one to the other?				
Did your gang have a relationship with gangs in other cities?		Yes		No	
IF YES	Which gangs and which cities?				
	What was the nature of that relationship?				
	What did you get from them?				
Was there a group of girls in the gang that you hang out with the most?		Yes		No	
IF YES	How many people were in this group?				
	What kinds of things did you do together that you didn't do with the rest of the gang?				
When did the gang get together -- days of the week, time of day?					
Did your gang have special colors?		Yes		No	
IF YES	What were they?				
	What ways did you show your gang's colors? *(PROBE FOR MORE.)*				
Did your gang have special hand signs?		Yes		No	
IF YES	What were they?				
	What ways did you show your gang's signs? *(PROBE FOR MORE.)*				

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Did your gang have special symbols		Yes		No	
IF YES	What were they?				
	What ways did you show your gang's symbols? ***(PROBE FOR MORE.)***				
Did your gang paint graffiti? *(MARK, DON'T ASK, IF MENTIONED AS WAY OF SHOWING COLORS OR SYMBOLS.)*		Yes		No	
IF YES	What did the removal of graffiti mean to you and your gang?				
Did some women bring their kids when they hang out or do other things with the gang?		Yes		No	
IF YES	What did the mothers do with their kids? Did they do anything to identify the kids as being part of the gang?				
IF NO	Where were their kids when they're with the gang?				
How old were you when they left the gang?					
Why did you leave the gang?					
What happened when you left the gang? Did you have to do anything special?					
Do you know other girls who used to be in a gang but aren't anymore?		Yes		No	
IF YES	Why did they decide to leave?				
	How old were they when they left the gang?				

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I would like you to think about things you do with other people your age. I would like you to think in terms of other young people whom you think of as your friends and those with whom you associate but don't necessarily think of as "friends". We'll refer to those "non-friends" with whom you do things as "associates".

Do you still associate with girls who belong to gangs? *[IF "NO," skip columns B & D in items below.]*	Yes		No	
Are you still friends with any girls who are in gangs? *[If "NO", skip column B.]*	Yes		No	

What kind of things do you do with other people your age?

Activity	(A) Friends Not in Gang	(B) Friends in Gang	(C) Associates Not in Gang	(D) Associates in Gang
Sports				
Dancing				
Parties				
Concerts				
Hanging Out				
Cruising				
Looking for Men				
Family Outings				
Block Parties				
Work Together				
Fight				
Drink				
Do Drugs				
Sell Drugs				
Other				
Other				

What activities do you do <u>most</u> with other gang members?

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FAMILY INFORMATION

I would like you to think about each member of your household and family.

ID	How well do you get along with ...					How well do you communicate with ...				
	Very Close	Close	Indifferent	Difficult	Very Difficult	Very Well	Well	Okay	Poorly	Very Poorly
H1										
H2										
H3										
H4										
H5										
H6										
H7										
H8										
H9										
H10										
H11										
H12										
SIB1										
SIB2										
SIB3										
SIB4										
SIB5										
SIB6										
SIB7										

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How much would you say you agree with the following statements about you and those with whom you live? Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)
(IF PRIMARY CAREGIVER OF *RESPONDENT IS SINGLE PARENT OR OTHER THAN PARENT, PLEASE ALTER WORDING FOR ITEMS ON PARENTS.)*

	Strongly Disagree	Disagree	Agree	Strongly Agree
My parents are proud of the kind of person I am.				
No one pays much attention to me at home.				
My parents feel that I can be depended on.				
I often feel that if they could, my parents would trade me in for another child.				
My parents try to understand me.				
My parents expect too much of me.				
I am an important person to my family.				
I often feel unwanted at home.				
My parents believe that I will be a success in the future.				
I often wish I had been born into another family.				

How often do you do the following things?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Never	Sometimes	Often
Share your thoughts and feelings with your parents.			
Go to the movies or sporting events with your parents.			
Help your parents around the house.			
Watch television with your parents.			
Visit family, friends and relatives with your parents.			
Tell your parents where you're going when you go out.			
Work on hobbies or play games with your parents.			
Participate in sports activities (play ball, etc.) with your parents.			

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Looking back before you became involved in the program, how often did you do the following things? *(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)*			
	Never	**Sometimes**	**Often**
Share your thoughts and feelings with your parents.			
Go to the movies or sporting events with your parents.			
Help your parents around the house.			
Watch television with your parents.			
Visit family, friends and relatives with your parents.			
Tell your parents where you're going when you go out.			
Work on hobbies or play games with your parents.			
Participate in sports activities (play ball, etc.) with your parents.			
IF any changes in activities with family ask	What has caused these changes?		

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Do you have any children?			Yes		No			
IF YES	How many?		SEX	AGE	Live with you?			
	CHILD 1				Yes		No	
	CHILD 2				Yes		No	
	CHILD 3				Yes		No	
	CHILD 4				Yes		No	
	Do they give you any specific problems? What?							
	IF IN SCHOOL *(USE CODES FROM LOG IF CONVENIENT)*	Who takes care of your children while you're in school?						
	Did you ever bring your child with you when you hung out with the gang?		Yes		No			
	IF YES	What did your children do when you were both with the gang?						
		Did you ever do anything to identify your children as being part of the gang (e.g. clothes, jewelry with gang signs or colors)? What?						
	IF NO	What did your children do when you were with the gang?						
	How did your gang membership affect your children?							

(IF NOT LIVING WITH ONE OR MORE CHILDREN)

Where are they?

How often do you see them?

What kind of things do you do with them?

Who takes care of them? ***(USE CODES FROM LOG IF CONVENIENT)***

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Is anyone in your household or family a gang member or former gang member?	Yes		No	

IF NO, CONTINUE TO NEXT ITEM.

IF YES

Label each row with the identifying code for the appropriate family/household member from the household/family log.

ID or Relation	Current gang member? (Mark X for "YES".)	Former gang member? (Mark X for "YES".)	Did he/she have anything to do with your joining the gang? (Mark X for "YES".)	If yes, what? Other notes.

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Does anyone in your household or family know you were in a gang?	Yes		No	

IF NO, GO TO NEXT ITEM.

IF YES:

ID or Relation	How did he/she find out? When? (Before or after you left the gang?)	What does he/she think about your having been in a gang? (If supportive, how?)	Did he/she try to get you to quit the gang? (Mark X for "YES".)	Do you think they would have reacted differently if you were a boy? (Mark X for "YES".)	Why? (Answer briefly.)

Has anyone in your household or family ever tried to stop you from joining a gang?	Yes		No	

IF YES:

ID or RELATION	How did they try to stop you?

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FAMILY/GANG INFORMATION					
How has your family been affected by your having been in the gang?					
What ways did your gang provide support that a family might normally provide? ***(Check all that are mentioned.)***					
Love		Money		Protection	
Emotional		Other *(Specify)*			
Would gang members stand by you when your family would not?		Yes		No	
Why? Why not?					
Would other gang members understand you in ways that your family didn't?		Yes		No	
Why do you think this is?					
How much time did you spend with the gang compared to your family?					
If you had to choose between your gang and your family which would you choose?					
Gang		Family		Can't choose	
Why?					

PEER INFORMATION				
Was there a group of girls other than the ones in your gang that you hung out with the most?	Yes		No	
IF YES	How many people were in this group?			
	How did what you did with this group of girls differ from what you do with the girls in your gang?			

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How much would you say you agree with the following statements about friends? Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have at least as many friends as other people my age.				
I am **not** as popular as other people my age.				
In the kinds of things that people my age like to do, I am at least as good as most other people.				
People my age often pick on me.				
Other people think I am a lot of fun to be with.				
I usually keep to myself because I am not like other people my age.				
Other people wish they were like me.				
I wish I were a different kind of person because I'd have more friends.				
If my group of friends decided to vote for leaders of their group, I'd be elected to a high position.				
When things get tough, I am **not** a person that other people would turn to for help.				

Do you associate with different friends now than you associated with before becoming involved in the program?	Yes		No	

IF YES	How are they different?
	Why do you think you are associating with different friends?

Do you and your friends spend time doing different things now from what you did before becoming involved in the program?	Yes		No	

IF YES	What are you and your friends doing differently now?
	Why do you think you are spending your time differently?

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If someone shows you disrespect or if you have a disagreement or conflict with someone your age, how do you handle it?						
How has your reaction to these situations (being shown disrespect or disagreeing with a peer) changed since before becoming involved in the program?						
IF CHANGED	Why do you think it has changed?					
What activities do you do that are not with your friends? How much time each week do you spend in these activities?						
Do you have a boyfriend?			Yes		No	
IF YES	Is or was your boyfriend in a gang?		Yes		No	
	Does he know you were in a gang?		Yes		No	
	IF YES	What does he think about you're having been in a gang?				
		Did he ever try to get you to quit?	Yes		No	

Have you ever been arrested?			Yes		No	
IF YES	How many times?					
	Arrest	Charge	Age	With how many others?	With gang members? *(Mark for yes.)*	
	First					
	Second					
	Most recent					
	Most Serious *(If not already listed.)*					
	Have you ever been on probation?		Yes		No	
	IF YES	Give details.				
	Have you ever been incarcerated?		Yes		No	
	IF YES	Give details.				

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DELINQUENT BEHAVIOR						
Do you and your friends ever steal things together?		Yes		No		
IF YES	Is this planned?	Yes		No		
	What is the most valuable thing you ever took?					
Do you ever use violence?		Yes		No		
IF YES	What happens? What kind of violence have you been involved in?					
Do your friends ever use violence?		Yes		No		
IF YES	What happens? What kind of violence have your friends been involved in?					
Does the violence ever involve weapons?		Yes		No		
IF YES	What kinds of weapons?					

Have you ever, even just once, done any of these specific things since becoming involved in the program?					*IF YES*				
					How many times?			With others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
					Once or twice	3-6 times	Over 6 times		
Thrown objects (such as rocks, snowballs, or bottles at cars or people.	Yes		No						
Purposely damaged or destroyed property that did not belong to you.	Yes		No						
Run away from home.	Yes		No						
Knowingly bought, sold or held stolen goods (or tried to do any of these things).	Yes		No						
Stolen or tried to steal something worth less than $50 from a store or some other place.	Yes		No						
Stolen or tried to steal something worth more than $50 from a store or some other place.	Yes		No						
Carried a hidden weapon other than a plain pocket knife.	Yes		No						

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Had you ever, even just once, done any of these specific things before becoming involved in the program?					IF YES				
					How many times?			With others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
					Once or twice	3-6 times	Over 6 times		
Thrown objects (such as rocks, snowballs, or bottles at cars or people.	Yes		No						
Purposely damaged or destroyed property that did not belong to you.	Yes		No						
Run away from home.	Yes		No						
Knowingly bought, sold or held stolen goods (or tried to do any of these things).	Yes		No						
Stolen or tried to steal something worth less than $50 from a store or some other place.	Yes		No						
Stolen or tried to steal something worth more than $50 from a store or some other place.	Yes		No						
Carried a hidden weapon other than a plain pocket knife.	Yes		No						

DRUG INVOLVEMENT

Is there any street drug sales in your immediate neighborhood?	Yes		No	

IF YES	What drugs are being sold? *(Check all that are mentioned. Clarify meanings for street names.)*			
	Marijuana		Cocaine	
	Crack		Heroin	
	Speed		Methamphetamines	
	PCP		LSD	
	Mescaline/mushrooms		Other (*Specify*)	
	Notes/Specifications:			

Do any of your friends drink alcohol regularly?	Yes		No	
Do any of your friends use illegal drugs?	Yes		No	
Do you smoke cigarettes?	Yes		No	
IF YES How many cigarettes do you smoke a day?				

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DRUG INVOLVEMENT

Have you ever, even just once, used any of the following since becoming involved in the program?						IF YES: How often? 1= Once/Twice 2=Daily 3=Weekly 4=Monthly	IF YES: With others? (Mark for yes.)	IF YES: With gang members? (Mark for yes.)
Beer or wine		Yes		No				
Hard liquor		Yes		No				
Marijuana/hashish/reefer		Yes		No				
Other drugs		Yes		No				
IF YES TO "OTHER" DRUGS	Crack cocaine	Yes		No				
	Any other cocaine (powder, freebase, coca paste)	Yes		No				
	Other Drugs *(Specify below)*	Yes		No				

Did you ever, even just once, use any of the following before becoming involved in the program?						IF YES: How often? 1= Once/Twice 2=Daily 3=Weekly 4=Monthly	IF YES: With others? (Mark for yes.)	IF YES: With gang members? (Mark for yes.)
Beer or wine		Yes		No				
Hard liquor		Yes		No				
Marijuana/hashish/reefer		Yes		No				
Other drugs		Yes		No				
IF YES TO "OTHER" DRUGS	Crack cocaine	Yes		No				
	Any other cocaine	Yes		No				
	Other Drugs *(Specify below)*	Yes		No				

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FUTURE & OUTLOOK ON LIFE					
What does your future look like to you? What do you see yourself doing in one years's time in five years time?					
How much education would you <u>like</u> to get eventually?					
How much education do you <u>actually expect</u> to get?					
What kind of work would you like to do?					
Do you have any specific plans right now to get that kind of work?		Yes		No	
IF YES	Give details.				
Do you have any plans to get married?		Yes		No	
IF YES	To what kind of person?				
	How old would like to be when you get married?				
	Do you want to have children?	Yes		No	
Where would you like to live when you move away from home?					
Is there anything that I should know that I didn't ask you about?					

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CHAPTER 11: QUESTION BY QUESTION (QxQ) INSTRUCTIONS FOR PROGRAM NON-PARTICIPANT NON-GANG MEMBER INSTRUMENT

Page 1 — Before beginning Part II of the interview, make sure that you have the correct instrument based on the rules listed in the chapter on Instrument/Interview Structure. Once you are sure that this is the correct Part II instrument, attach the pre-printed case identification label for the respondent on the top of the Program Non-Participant Non-Gang Member Instrument. ***Make sure that you have access to the girl's completed HOUSEHOLD/FAMILY LOG when completing this instrument. You will have to have it complete page 3.***

Page 1 — Please obtain answers to all of the items in the order in which they appear on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES." Asking these questions when they should not be asked can be confusing or annoying to the respondent. Not asking these questions when they should be asked can loose information valuable to the study. The set of items at the bottom of the page is an attempt to see how involved in gang activity girls are who are not gang members.

Page 2 — This page is very important for determining the patterns of association with peers. If the girl, answers the first question that she ***does not*** associate with girls who belong to gangs, it may be helpful to "X out" the columns B & D so that you know not to ask them.

Page 2 — If the girl answered the first question that she ***does not*** associate with girls who belong to gangs, you should, follow the conditional instruction "IF YES" and skip the second question. If the girl answers that she associates with girls who belong to gangs but that she does not consider them to be "friends," it may be helpful to "X out" the column B so that you know not to ask it for each item.

Page 2 — This is a long list of activity items. Read each. Place an "X" or check wherever a girl indicates "YES." If a girl indicates an obvious "negative" reaction to an activity or doesn't know what it means, assume that the answer is "NO" for the other categories of associations.

Page 3 — It is essential to have the **HOUSEHOLD/FAMILY LOG** in hand when completing the items on this page. Solicit answers for ***all*** appropriate household and family members.

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Page 4 The list of statements about how much the respondent agrees or disagrees with statements about her interaction with her family are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG.**

Page 4 For the items about "HOW OFTEN ...," on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG.** For the items on the lower half of this page, note that these items refer to current behavior.

Page 5 Note that items on this page repeat the questions on the prior page retrospectively for what the girl can remember about "before twelve months ago" or "last year." For the items about "HOW OFTEN ...," on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG.** Don't forget to get an answer to the last question in this section about "ANY CHANGES IN ACTIVITIES WITH FAMILY."

Page 5 If the girl has no children, please skip to the next page. Information about a girl's children is major concern in studies of female gang involvement. Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. make sure to follow the instructions for asking the "conditional" item identified by the words "IF IN SCHOOL." If one or more of a girl's children are not living with her, please obtain the information requested in the last four items on the page.

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Page 6 — If the answer to the first question is "NO," skip to the next page. If the answer is "YES," you will have to use the **HOUSEHOLD/FAMILY LOG** to fill in the first column. For each household member who is or was a member of a gang, please obtain all of the requested information.

Page 7 — Please obtain the girl's answer for the question at the top of the page. Make sure to follow the instructions for asking the "conditional" item identified by the words "IF YES." The list of statements about how much the respondent agrees or disagrees with statements about her interaction with her friends are part of a set of measure of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs, and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices.

Page 8 — Please obtain answers for the items on this page in the order in which each appears. Make sure to follow the instructions for asking the "conditional" item identified by the words "IF YES." Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers.

Page 8 — Don't forget to ask the question about a "boyfriend" at the bottom of the page.

Page 9 — If the answer to the first question about arrest is "NO," skip to items under **DELINQUENT BEHAVIOR** on the lower half of the page. If the answer is "YES" to having been arrested, please obtain all of the requested information.

Page 9 — It is particularly important to ask the questions about **DELINQUENT BEHAVIOR** that begin on this page in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the researcher staff are protected by federal law from having to reveal any information provided in these interviews. make sure to follow the conditional "IF YES" instructions and to ask each question in this section, if appropriate.

Page 10 — Obtain the answers to each item in the order that is presented on the page. For the items on the upper half of the page, note that the items refer to behavior in the "last twelve months." For the items about "HOW MANY TIMES ...," we recommend that you use the laminated card that bears the choices -- "Once or

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twice," "3-5 times," and Over 6 times" -- to make it easier for a respondent to state her choices. Again, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study.

Page 10 For the items on the lower half of the page, make sure that the girl understands that you are asking about behavior "before twelve months ago" or "before last year." For the items about "HOW MANY TIMES ...," we recommend that you use the laminated card that bears the choices -- "Once or twice," "3-5 times," and "Over 6 times" -- to make it easier for a respondent to state her choices. Again, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study.

Page 11 For the items about alcohol, tobacco, and other drug use on this page, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. For the items on the bottom half of the page, make sure that the girl understands that you are asking about behavior "in the last twelve months." For the items about "HOW OFTEN?", we recommend that you use the laminated card that bears the choices -- "Once/Twice," "Daily," "Weekly," and "Monthly" -- to make it easier for a respondent to state her choices.

Page 12 Note that the set of items at the top of the page asks about activity "BEFORE TWELVE MONTHS AGO." For the items about "HOW OFTEN?", we recommend that you use the laminated card that bears the choices -- "Once/Twice," "Daily," "Weekly," and "Monthly" -- to make it easier for a respondent to state her choices.

Page 12 For the items on the bottom half of the page, please obtain the girl's answers for each question in the order that it appears on the page. Make sure to summarize information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES."

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PROGRAM NON-PARTICIPANT NON-GANG MEMBER INSTRUMENT

Have you ever thought of joining a gang?		Yes		No	
Have you ever been recruited or pressured to join a gang?		Yes		No	
How is your life different from girls you know who are in a gang?					
Why haven't you joined a gang?					
Would you want your son/daughter to join a gang?		Yes		No	
If yes, why? If no, why not?					
Do you see any benefits or advantages to belonging to a gang? What?					
What would be the bad parts about being in a gang?					
Do you try to avoid gang members?		Yes		No	
IF YES	How do you avoid gang members?				
	Is this hard to do?	Yes		No	
Do you ever go out with boys who are in gangs?		Yes		No	
Why or why not?					
Even though you don't belong to a gang, have you ever ...					
Worn gang colors?		Yes		No	
Hung out with gang members?		Yes		No	
Drunk alcohol or gotten high with gang members?		Yes		No	
Vandalized something with gang members?		Yes		No	
Stolen something with gang members?		Yes		No	
Flashed gang signs?		Yes		No	
Been attacked in a gang-related incident?		Yes		No	
Attacked someone in a gang-related incident?		Yes		No	

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I would like you to think about things you do with other people your age. I would like you to think in terms of other young people whom you think of as your friends and those with whom you associate but don't necessarily think of as "friends". We'll refer to those "non-friends" with whom you do things as "associates".

Do you know girls who belong to gangs? *[IF "NO," skip columns B & D in items below.]*		Yes		No	
IF "YES"	Are you friends with them? *[If no, skip column B.]*	Yes		No	

What kind of things do you do with other people your age?

Activity	(A) Friends Not in Gang	(B) Friends in Gang	(C) Associates Not in Gang	(D) Associates in Gang
Sports				
Dancing				
Parties				
Concerts				
Hanging Out				
Cruising				
Looking for Men				
Family Outings				
Block Parties				
Work Together				
Fight				
Drink				
Do Drugs				
Sell Drugs				
Other				
Other				

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FAMILY INFORMATION

I would like you to think about each member of your household and family.

ID	How well do you get along with ...					How well do you communicate with ...				
	Very Close	Close	Indifferent	Difficult	Very Difficult	Very Well	Well	Okay	Poorly	Very Poorly
H1										
H2										
H3										
H4										
H5										
H6										
H7										
H8										
H9										
H10										
H11										
H12										
SIB1										
SIB2										
SIB3										
SIB4										
SIB5										
SIB6										
SIB7										

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How much would you say you agree with the following statements about you and those with whom you live? Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)
(IF PRIMARY CAREGIVER OF *RESPONDENT IS SINGLE PARENT OR OTHER THAN PARENT, PLEASE ALTER WORDING FOR ITEMS ON PARENTS.)*

	Strongly Disagree	Disagree	Agree	Strongly Agree
My parents are proud of the kind of person I am.				
No one pays much attention to me at home.				
My parents feel that I can be depended on.				
I often feel that if they could, my parents would trade me in for another child.				
My parents try to understand me.				
My parents expect too much of me.				
I am an important person to my family.				
I often feel unwanted at home.				
My parents believe that I will be a success in the future.				
I often wish I had been born into another family.				

How often do you do the following things?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Never	Sometimes	Often
Share your thoughts and feelings with your parents.			
Go to the movies or sporting events with your parents.			
Help your parents around the house.			
Watch television with your parents.			
Visit family, friends and relatives with your parents.			
Tell your parents where you're going when you go out.			
Work on hobbies or play games with your parents.			
Participate in sports activities (play ball, etc.) with your parents.			

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Looking back before twelve months ago (last year), how often did you do the following things?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Never	Sometimes	Often
Share your thoughts and feelings with your parents.			
Go to the movies or sporting events with your parents.			
Help your parents around the house.			
Watch television with your parents.			
Visit family, friends and relatives with your parents.			
Tell your parents where you're going when you go out.			
Work on hobbies or play games with your parents.			
Participate in sports activities (play ball, etc.) with your parents.			

IF any changes in activities with family ask	What has caused these changes?

Do you have any children?		Yes		No	
	How many?	SEX	AGE	Live with you?	
IF YES	**CHILD 1**			Yes	No
	CHILD 2			Yes	No
	CHILD 3			Yes	No
	CHILD 4			Yes	No
	Do they give you any specific problems? What?				
	IF IN SCHOOL *(USE CODES FROM LOG IF CONVENIENT)*	Who takes care of your children while you're in school?			

(IF NOT LIVING WITH ONE OR MORE CHILDREN)

Where are they?

How often do you see them?

What kind of things do you do with them?

Who takes care of them? *(USE CODES FROM LOG IF CONVENIENT)*

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Is anyone in your household or family a gang member or former gang member?	Yes		No	

IF NO, CONTINUE TO NEXT ITEM.

IF YES

Label each row with the identifying code for the appropriate family/household member from the household/family log.

ID or Relation	Current gang member? (Mark X for "YES".)	Former gang member? (Mark X for "YES".)	Has he/she ever encouraged you to join a gang? (Mark X for "YES".)	If yes, what? Other notes.

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PEER INFORMATION					
Is there a group of girls that you hang out with the most?		Yes		No	
IF YES	How many people are in this group?				

How much would you say you agree with the following statements about friends? Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have at least as many friends as other people my age.				
I am **not** as popular as other people my age.				
In the kinds of things that people my age like to do, I am at least as good as most other people.				
People my age often pick on me.				
Other people think I am a lot of fun to be with.				
I usually keep to myself because I am not like other people my age.				
Other people wish they were like me.				
I wish I were a different kind of person because I'd have more friends.				
If my group of friends decided to vote for leaders of their group, I'd be elected to a high position.				
When things get tough, I am **not** a person that other people would turn to for help.				

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PEER INFORMATION					
Do you associate with different friends now than you associated with before twelve months ago (last year)?		Yes		No	
IF YES	How are they different?				
	Why do you think you are associating with different friends?				
Do you and your friends spend time doing different things now from what you did before twelve months ago (last year)?		Yes		No	
IF YES	What are you and your friends doing differently now?				
	Why do you think you are spending your time differently?				
If someone shows you disrespect or if you have a disagreement or conflict with someone your age, how do you handle it?					
How has your reaction to these situations (being shown disrespect or disagreeing with a peer) changed since before twelve months ago (last year)?					
IF CHANGED	Why do you think it has changed?				
What activities do you do that are not with your friends? How much time each week do you spend in these activities?					

BOYFRIEND INFORMATION					
Do you have a boyfriend?		Yes		No	
IF YES	Is your boyfriend in a gang?	Yes		No	

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OFFENSE BACKGROUND								
Have you ever been arrested?				Yes		No		
IF YES	How many times?							
	Arrest	Charge	Age	With how many others?	With gang members? *(Mark for yes.)*			
	First							
	Second							
	Most recent							
	Most Serious *(If not already listed.)*							
	Have you ever been on probation?			Yes		No		
	IF YES	Give details.						
	Have you ever been incarcerated?			Yes		No		
	IF YES	Give details.						

DELINQUENT BEHAVIOR					
Do you and your friends ever steal things together?		Yes		No	
IF YES	Is this planned?	Yes		No	
	What is the most valuable thing you ever took?				
Do you ever use violence?		Yes		No	
IF YES	What happens? What kind of violence have you been involved in?				
Do your friends ever use violence?		Yes		No	
IF YES	What happens? What kind of violence have your friends been involved in?				
Does the violence ever involve weapons?		Yes		No	
IF YES	What kinds of weapons?				

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DELINQUENT BEHAVIOR

Have you ever, even just once, done any of these specific things in the last twelve months?					*IF YES*				
					How many times?			With others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
					Once or twice	3-6 times	Over 6 times		
Thrown objects (such as rocks, snowballs, or bottles at cars or people.	Yes		No						
Purposely damaged or destroyed property that did not belong to you.	Yes		No						
Run away from home.	Yes		No						
Knowingly bought, sold or held stolen goods (or tried to do any of these things).	Yes		No						
Stolen or tried to steal something worth less than $50 from a store or some other place.	Yes		No						
Stolen or tried to steal something worth more than $50 from a store or some other place.	Yes		No						
Carried a hidden weapon other than a plain pocket knife.	Yes		No						

Had you ever, even just once, done any of these specific things before twelve months ago (last year)?					*IF YES*				
					How many times?			With others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
					Once or twice	3-6 times	Over 6 times		
Thrown objects (such as rocks, snowballs, or bottles at cars or people.	Yes		No						
Purposely damaged or destroyed property that did not belong to you.	Yes		No						
Run away from home.	Yes		No						
Knowingly bought, sold or held stolen goods (or tried to do any of these things).	Yes		No						
Stolen or tried to steal something worth less than $50 from a store or some other place.	Yes		No						
Stolen or tried to steal something worth more than $50 from a store or some other place.	Yes		No						
Carried a hidden weapon other than a plain pocket knife.	Yes		No						

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DRUG INVOLVEMENT

Is there any street drug sales in your immediate neighborhood?		Yes		No	

	What drugs are being sold? (*Check all that are mentioned. Clarify meanings for street names.*)			
IF YES	Marijuana		Cocaine	
	Crack		Heroin	
	Speed		Methamphetamines	
	PCP		LSD	
	Mescaline/mushrooms		Other (*Specify*)	
	Notes/Specifications:			

Do any of your friends drink alcohol regularly?	Yes		No	
Do any of your friends use illegal drugs?	Yes		No	
Do you smoke cigarettes?	Yes		No	
IF YES How many cigarettes do you smoke a day?				

DRUG INVOLVEMENT

Have you ever, even just once, used any of the following in the last twelve months?						*IF YES* How often? 1= Once/Twice 2=Daily 3=Weekly 4=Monthly	With others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
Beer or wine		Yes		No				
Hard liquor		Yes		No				
Marijuana/hashish/reefer		Yes		No				
Other drugs		Yes		No				
IF YES	Crack cocaine	Yes		No				
	Any other cocaine (powder, freebase, coca paste)	Yes		No				
	Other Drugs *(Specify below)*	Yes		No				
		Yes		No				
		Yes		No				

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Did you ever, even just once, use any of the following before twelve months ago?						*IF YES* How often? 1= Once/Twice 2=Daily 3=Weekly 4=Monthly	With others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
Beer or wine		Yes		No				
Hard liquor		Yes		No				
Marijuana/hashish/reefer		Yes		No				
Other drugs		Yes		No				
IF YES	Crack cocaine	Yes		No				
	Any other cocaine	Yes		No				
	Other Drugs *(Specify below)*	Yes		No				
		Yes		No				
		Yes		No				

FUTURE & OUTLOOK ON LIFE

What does your future look like to you? What do you see yourself doing in one years's time in five years time?				
How much education would you <u>like</u> to get eventually?				
How much education do you <u>actually expect</u> to get?				
What kind of work would you like to do?				
Do you have any specific plans right now to get that kind of work?	Yes		No	
IF YES	Give details.			
Do you have any plans to get married?	Yes		No	
IF YES	To what kind of person?			
	How old would like to be when you get married?			
	Do you want to have children?	Yes	No	
Where would you like to live when you move away from home?				
Is there anything that I should know that I didn't ask you about?				

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CHAPTER 12: QUESTION BY QUESTION (Q x Q) INSTRUCTIONS FOR PROGRAM NON-PARTICIPANT GANG MEMBER INSTRUMENT

Page 1 — Before beginning Part II of the interview, make sure that you have the correct instrument based on the rules listed in the chapter on Instrument/Interview Structure. Once you are sure that this is the correct Part II Instrument, attach the pre-printed case identification label for the respondent to the top of the Program Non-Participant Gang Member Instrument. ***Make sure that you have access to the girl's completed HOUSEHOLD/FAMILY LOG when completing this instrument. You will have to have it to complete Page 9.***

Page 1 — Gangs are called by many words by the youth who participate in them. These questions are to assist the girl in firmly identifying the group with which she reports being involved. Answer all of the questions in the order in which they appear on the page. Make sure to solicit any additional information provided by the girl such as NOTES or SPECIFICATIONS.

Page 2 — Please obtain the girl's answers for each question in the order that it appears on the page. Note that you are asked to read aloud to the girl ***each*** of the list on the bottom half of this page.

Page 3 — Note that you are asked ***not*** to read aloud the list under the first item at the top of this page. Make sure to record any additional information provided by the girl such as NOTES or SPECIFICATIONS. Please obtain the girl's answers for each question in the order that it appears on the page.

Page 4 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record any additional information provided by the girl as NOTES or SPECIFICATIONS. Make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES." Asking these questions when they should not be asked can be confusing or annoying to the respondent. Not asking these questions when they should be asked can lose information valuable to the study. Note that the last question on the page requires a conditional item for ***either*** a "YES" or a "NO" answer.

Page 5 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES." Asking these questions when they should not be asked can be confusing or annoying to the respondent. Not asking these questions when they should be asked can lose information valuable to the study.

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Page 6 Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES."

Page 7 Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. make sure to probe for additional information on items explicitly requesting **PROBE FOR MORE.** Make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES." Note that the last question on the page requires a conditional item for ***either*** a "YES" or a "NO" answer.

Page 8 This page is very important for determining the patterns of association with peers. If the girl, answers the first question that she ***does not*** associate with girls who are not members of her gang, it may be helpful to "X out" the columns A & C so that you know not to ask them.

Page 8 If the girl answered the first question that she ***does not*** associate with girls who are not members of her gang, you should skip the third question. If the girl, answers the third question that she ***does not*** have friends who are not members of her gang, it may be helpful to "X out" the column A so that you know not to ask it for each item.

Page 8 This is a long list of activity items. Read each. Place an "X" or check wherever a girl indicates "YES." If a girl indicates an obvious "negative" reaction to an activity or doesn't know what it means, assume that the answer is "NO" for the other categories of associations.

Page 8 Carefully solicit the information requested under the last open-ended item on the page.

Page 9 It is essential to have the **HOUSEHOLD/FAMILY LOG** in hand when completing the items on this page. Solicit answers for ***all*** appropriate household and family members.

Page 10 The list of statements about how much the respondent agrees or disagrees with statements about her interaction with her family are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are

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"negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. We recommend that you use the laminated card that bears the choices -0- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG.**

Page 10 For the items about "HOW OFTEN ..." on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG.**

Page 11 Note that items on this page repeat the questions on the prior page retrospectively for what the girl can remember about "before twelve months ago" or "last year." For the items about "HOW OFTEN ..." on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG.** Don't forget to get an answer to the last question on this page about "CHANGES IN ACTIVITIES WITH FAMILY."

Page 12 If the girl has no children, please skip to the next page. Information about a girl's children is major concern in studies of female gang involvement. Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended question or make a reference to "see tape" for longer answers. make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES." Note that one question on the page requires a conditional item for ***either*** a "YES" or a "NO" answer. If one or more of a girl's children are not living with her, please obtain the information requested in the last four items on the page.

Page 13 If the answer to the first question is "NO," skip to the next page. If the answer is "YES," you will have to use the **HOUSEHOLD/FAMILY LOG** to fill in the first column. For each household member who is or was a member of a gang, please obtain all of the requested information.

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Page 14 If the answer to the first question is "NO," proceed to the next item. Note that the next item is at the bottom of this same page. If the answer is "YES," you will have to use the **HOUSEHOLD/FAMILY LOG** to fill in the first column. For each household member who knows, please obtain all of the requested information.

Page 14 For the question at the bottom of the page, if the answer is "NO," skip to the next page. If the answer is "YES," you will have to use the **HOUSEHOLD/FAMILY LOG** to fill in the first column. For each household member who tried, please find out how.

Page 15 Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" item identified by the words "IF YES."

Page 16 The list of statements about how much the respondent agrees or disagrees with statement about her interaction with her friends are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to relate to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices.

Page 16 Please obtain answers for the items at the bottom of the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" item identified by the words "IF YES."

Page 17 Please obtain answers for the items at the top of the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" item identified by the words "IF YES."

Page 17 If the girl answers "NO," to the question about a boyfriend, go to the block on the page with the question about arrest. If the girl answers "YES" that she has a boyfriend, please follow the flow of the conditional "IF YES" directions and obtain the requested information.

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Page 17 Don't forget to ask the question about arrests. If the answer to the first question is "NO," skip to the next page. If the answer is "YES," please obtain all of the requested information.

Page 18 It is particularly important to ask these questions about delinquent behavior in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the researcher staff are protected by federal law from having to reveal any information provided in these interviews. Obtain the answers to each item in the order that it is presented on the page. For the items on the lower half of the page, make sure that the girl understands that they refer to behavior "IN THE LAST TWELVE MONTHS." For the items about "HOW MANY TIMES ...," we recommend that you use the laminated card that bears the choices -- "Once or twice," "3-5 times," and "Over 6 times" -- to make it easier for a respondent to state her choices.

Page 19 For the items on the upper half of the page, make sure that the girl understand that the items refer to behavior "BEFORE TWELVE MONTHS AGO" or "BEFORE LAST YEAR." For the items about "HOW MANY TIMES ...," we recommend that you use the laminated card that bears the choices -- "Once or twice," "3-5 times," and "Over 6 times' -- to make it easier for a respondent to state her choices.

Page 19 For the items about alcohol, tobacco, and other drug use on the bottom of this page, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the researcher staff are protected by federal law from having to reveal any information provided in these interviews.

Page 20 For the items about alcohol and other drug use on this page, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the researcher staff are protected by federal law from having to reveal any information provided in these interviews. Note that the set of items at the top of the page asks about activity "IN THE LAST TWELVE MONTHS." Note that the set of items on the bottom half of the page asks about activity "BEFORE TWELVE MONTHS AGO." For the items about "HOW OFTEN?", we recommend that you use the laminated card that bears the choices -- "Once/Twice," "Daily," "Weekly," and "Monthly" -- to make it easier for a respondent to state her choices.

Page 21 Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES."

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PROGRAM NON-PARTICIPANT

Gang/Group MEMBER
INSTRUMENT

Gangs can be called a lot of different things. How do you refer to your group?
(*CHECK ALL THAT ARE REPORTED.*)

crew		posse	
set		mob	
tip		Home Girls	
clique		Other _____	

What is the name of the group that you are in?

Does it go by any other names?		Yes		No
IF "YES"	What are the other names?			

How many members are in your gang?	
How many members of the gang did you know when you joined?	

How do **you** know somebody is in the gang?
(*i.e.* How can someone in the gang identify another gang member?)
(*CHECK ALL THAT ARE MENTIONED.*)

Clothing		Signs	
Colors		Tattoos	
Greetings		Other (*Specify)*	

NOTES/SPECIFICATIONS:

How could **I** tell who gang members are?
(*CHECK ALL THAT ARE MENTIONED.*)

Clothing		Signs	
Colors		Tattoos	
Greetings		Other (*Specify)*	

NOTES/SPECIFICATIONS:

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How long has your gang been around?				
Are any of the people who started it still around?	Yes		No	
How did the gang get started? Tell me the history.				
How has your gang changed since you joined?				
How old is the oldest member?				
How old is the youngest member?				
How old are most of the members in the gang?				
What is good about your gang? What are the advantages to you? What does it do for you?				

I am going to read you a list things. Tell me if any of them are good reasons to be a member of your gang?
(*ASK EACH AND CHECK THOSE THAT ARE AFFIRMATIVE RESPONSES. ASK HOW FOR EACH AFFIRMATIVE RESPONSE.*)

Advantage		How?
For protection?		
To defend the neighborhood?		
To meet and impress guys?		
It's important among my friends?		
Make me feel important in the neighborhood?		
It's my neighborhood?		
My family members belong?		
Opportunities to make money?		
Opportunities to use drugs?		
Opportunities to buy drugs?		
Opportunities to sell drugs?		
There is nothing else to do?		

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Why did you join your gang? What else?
(DON'T READ THE LIST. CHECK ALL REASONS MENTIONED.)

Individual interest		desire for status	
prompted by relative		desire for material goods	
prompted by friend		desire for protection	
curiosity		extension of criminal activity	

OTHER/NOTES/SPECIFICATIONS:

How old were you when you first heard about your gang?	
How old were you when you first started hanging out with your gang?	
How old were you when you first became a member of your gang?	

Did the gang already exist before you joined?	Yes	No

Who can be in your gang?			Why or Why not?
Are there black members of your gang?	Yes	No	
Are there Latina members of your gang?	Yes	No	
Are there white members of your gang?	Yes	No	

Do all members live in the neighborhood?	Yes	No	
Can a person live outside the neighborhood and still belong?	Yes	No	
IF "YES"	How many members live outside the neighborhood?		

Tell me how girls in general become members of your gang. Is there any special initiation procedure?

Does your gang ever seek out people to join?

What happens to girls in your neighborhood who refuse to join your gang?

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GANG MEMBER GANG INFORMATION					
How were you brought into the gang?					
Was this different from the way other girls are brought into the gang?					
What did you have to do to be accepted as a member of your gang?					
What did you have to do to become a full-fledged member of the gang?					
What happens when a girl wants to leave your gang?					
Do you know any girls who used to be in a gang but aren't anymore?	Yes		No		
IF YES	Why did they decide to leave?				
	How old were they when they left the gang?				
How do you get rid of a girl you no longer want to be in your gang?					
Who runs your gang? Who has the most influence and power? Who gets their way the most often?					
Does your gang have formal leaders?	Yes		No		
IF YES	How did they get to become leaders?				
Are you a leader of any kind?	Yes		No		
IF YES	In what situations?				
	How did you get that role?				
IF NO	What roles do you play in your gang?				

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Do you have times when most of the members get together to talk about things the gang is going to do?		Yes		No	
IF YES	How often does this happen?				
	What happens at these meetings?				
Are there any rules in your gang?		Yes		No	
IF YES	Tell me some of them.				
	Who makes the rules?				
	Do you have written rules?	Yes		No	
	What happens if someone breaks the rules?				
Are there men in your gang?		Yes		No	
Do men have a separate gang that is affiliated with your gang?		Yes		No	
IF "YES" TO EITHER OF THE ABOVE	Do members of the gang(s) date each other?	Yes		No	
	Are you allowed to date people outside the gang?	Yes		No	
	Are you allowed to date people from other gangs?	Yes		No	
	Are you allowed to date people from rival gangs?	Yes		No	
	Do you go on wars/campaigns/battles together?	Yes		No	
How does your gang relate to other gangs in this city? What do you do with them?					
Do you meet together?		Yes		No	
Do you go on wars/campaigns/battles together?		Yes		No	
Are there other gangs of girls in the city?		Yes		No	
How do you relate with the women in other gangs?					

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GANG MEMBER GANG INFORMATION				
Is there a group for younger girls who graduate to your group when they become old enough?	Yes		No	
IF YES	What do they have to do to graduate?			
Do people move from one gang to another?	Yes		No	
IF YES	How do they switch from one to the other?			
Does your gang have a relationship with gangs in other cities?	Yes		No	
IF YES	Which gangs and which cities?			
	What is the nature of that relationship?			
	What do you get from them?			
Is there a group of girls in the gang that you hang out with the most?	Yes		No	
IF YES	How many people are in this group?			
	What kinds of things do you do together that you don't do with the rest of the gang?			
When does the gang get together -- days of the week, time of day?				

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GANG MEMBER GANG INFORMATION					
Does your gang have special colors?	Yes		No		
IF YES	What are they?				
	What ways do you show your gang's colors? *(PROBE FOR MORE.)*				
Does your gang have special hand signs?	Yes		No		
IF YES	What are they?				
	What ways do you show your gang's signs? *(PROBE FOR MORE.)*				
Does your gang have special symbols	Yes		No		
IF YES	What are they?				
	What ways do you show your gang's symbols? *(PROBE FOR MORE.)*				
Does your gang paint graffiti? *(MARK, DON'T ASK, IF MENTIONED AS WAY OF SHOWING COLORS OR SYMBOLS.)*	Yes		No		
IF YES	What does the removal of graffiti mean to you and your gang?				
Do some women bring their kids when they hang out or do other things with the gang?	Yes		No		
IF YES	What do the mothers do with their kids? Do they do anything to identify the kids as being part of the gang?				
IF NO	Where are their kids when they're with the gang?				

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I would like you to think about things you do with other people your age. I would like you to think in terms of other young people whom you think of as your friends and those with whom you associate but don't necessarily think of as "friends". We'll refer to those "non-friends" with whom you do things as "associates".

Do you associate with any girls who do not belong to your gang? *[IF "NO," skip columns A & C in items below.]*	Yes		No	
Do you associate with any girls who do not belong to your gang, but who belong to other gangs?	Yes		No	
Are you friends with any girls who are not in your gang? *[If no, skip column A.]*	Yes		No	

What kind of things do you do with other people your age?

Activity	(A) Friends Not in Gang	(B) Friends in Gang	(C) Associates Not in Gang	(D) Associates in Gang
Sports				
Dancing				
Parties				
Concerts				
Hanging Out				
Cruising				
Looking for Men				
Family Outings				
Block Parties				
Work Together				
Fight				
Drink				
Do Drugs				
Sell Drugs				
Other				
Other				

What activities do you do <u>most</u> with other gang members?

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FAMILY INFORMATION

I would like you to think about each member of your household and family.

ID	How well do you get along with ...					How well do you communicate with ...				
	Very Close	Close	Indifferent	Difficult	Very Difficult	Very Well	Well	Okay	Poorly	Very Poorly
H1										
H2										
H3										
H4										
H5										
H6										
H7										
H8										
H9										
H10										
H11										
H12										
SIB1										
SIB2										
SIB3										
SIB4										
SIB5										
SIB6										
SIB7										

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How much would you say you agree with the following statements about you and those with whom you live? Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)
(IF PRIMARY CAREGIVER OF *RESPONDENT IS SINGLE PARENT OR OTHER THAN PARENT, PLEASE ALTER WORDING FOR ITEMS ON PARENTS.)*

	Strongly Disagree	Disagree	Agree	Strongly Agree
My parents are proud of the kind of person I am.				
No one pays much attention to me at home.				
My parents feel that I can be depended on.				
I often feel that if they could, my parents would trade me in for another child.				
My parents try to understand me.				
My parents expect too much of me.				
I am an important person to my family.				
I often feel unwanted at home.				
My parents believe that I will be a success in the future.				
I often wish I had been born into another family.				

How often do you do the following things?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Never	Sometimes	Often
Share your thoughts and feelings with your parents.			
Go to the movies or sporting events with your parents.			
Help your parents around the house.			
Watch television with your parents.			
Visit family, friends and relatives with your parents.			
Tell your parents where you're going when you go out.			
Work on hobbies or play games with your parents.			
Participate in sports activities (play ball, etc.) with your parents.			

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Looking back before twelve months ago (last year), how often did you do the following things?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Never	Sometimes	Often
Share your thoughts and feelings with your parents.			
Go to the movies or sporting events with your parents.			
Help your parents around the house.			
Watch television with your parents.			
Visit family, friends and relatives with your parents.			
Tell your parents where you're going when you go out.			
Work on hobbies or play games with your parents.			
Participate in sports activities (play ball, etc.) with your parents.			
IF any changes in activities with family ask	What has caused these changes?		

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Do you have any children?			Yes		No			
IF YES	How many?		SEX	AGE	Live with you?			
	CHILD 1				Yes		No	
	CHILD 2				Yes		No	
	CHILD 3				Yes		No	
	CHILD 4				Yes		No	
	Do they give you any specific problems? What?							
	IF IN SCHOOL *(USE CODES FROM LOG IF CONVENIENT)*	Who takes care of your children while you're in school?						
	Do you ever bring your child with you when you hang out with the gang?		Yes		No			
	IF YES	What do your children do when you're both with the gang?						
		Do you ever do anything to identify your children as being part of the gang (e.g. clothes, jewelry with gang signs or colors)? What?						
	IF NO	What are your children doing when you're with the gang?						
	How does your gang membership affect your children?							

(IF NOT LIVING WITH ONE OR MORE CHILDREN)

Where are they?

How often do you see them?

What kind of things do you do with them?

Who takes care of them? *(USE CODES FROM LOG IF CONVENIENT)*

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Is anyone in your household or family a gang member or former gang member?	Yes		No	

IF NO, CONTINUE TO NEXT ITEM.

IF YES

Label each row with the identifying code for the appropriate family/household member from the household/family log.

ID or Relation	Current gang member? (Mark X for "YES".)	Former gang member? (Mark X for "YES".)	Did he/she have anything to do with your joining the gang? (Mark X for "YES".)	If yes, what? Other notes.

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Does anyone in your household or family know you are in a gang?	Yes		No	

IF NO, GO TO NEXT ITEM.

IF YES:

ID or Relation	How did he/she find out?	What does he/she think about your being in a gang? (If supportive, how?)	Has he/she tried to get you to quit the gang? (Mark X for "YES".)	Do you think they would have reacted differently if you were a boy? (Mark X for "YES".)	Why? (Answer briefly.)

Has anyone in your household or family ever tried to stop you from joining a gang?	Yes		No	

IF YES:

ID or RELATION	How did they try to stop you?

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FAMILY/GANG INFORMATION

How has your family been affected by your membership in the gang?

What ways does your gang provide support that a family might normally provide? ***(Check all that are mentioned.)***

Love		Money		Protection	
Emotional		Other *(Specify)*			

Would gang members stand by you when your family would not?	Yes		No	

Why? Why not?

Would other gang members understand you in ways that your family didn't?	Yes		No	

Why do you think this is?

How much time do you spend with the gang compared to your family?

If you had to choose between your gang and your family which would you choose?

Gang		Family		Can't choose	

Why?

PEER INFORMATION

Is there a group of girls other than the ones in your gang that you hang out with the most?	Yes		No	

IF YES	How many people are in this group?	
	How does what you do with this group of girls differ from what you do with the girls in your gang?	

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How much would you say you agree with the following statements about friends? Would you strongly disagree, disagree, agree, or strongly agree? *(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)*

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have at least as many friends as other people my age.				
I am **not** as popular as other people my age.				
In the kinds of things that people my age like to do, I am at least as good as most other people.				
People my age often pick on me.				
Other people think I am a lot of fun to be with.				
I usually keep to myself because I am not like other people my age.				
Other people wish they were like me.				
I wish I were a different kind of person because I'd have more friends.				
If my group of friends decided to vote for leaders of their group, I'd be elected to a high position.				
When things get tough, I am **not** a person that other people would turn to for help.				

Do you associate with different friends now than you associated with before twelve months ago (last year)?	Yes		No	
IF YES	How are they different?			
	Why do you think you are associating with different friends?			
Do you and your friends spend time doing different things now from what you did before twelve months ago (last year)?	Yes		No	
IF YES	What are you and your friends doing differently now?			
	Why do you think you are spending your time differently?			

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If someone shows you disrespect or if you have a disagreement or conflict with someone your age, how do you handle it?

How has your reaction to these situations (being shown disrespect or disagreeing with a peer) changed since before twelve months ago (last year)?

IF CHANGED	Why do you think it has changed?

What activities do you do that are not with your friends? How much time each week do you spend in these activities?

Do you have a boyfriend?			Yes		No	
IF YES	Is your boyfriend in a gang?		Yes		No	
	Does he know you're in a gang?		Yes		No	
	IF YES	What does he think about you're being in a gang?				
		Has he tried to get you to quit?	Yes		No	

Have you ever been arrested?			Yes		No	
IF YES	How many times?					
	Arrest	Charge	Age	With how many others?	With gang members? *(Mark for yes.)*	
	First					
	Second					
	Most recent					
	Most Serious *(If not already listed.)*					
	Have you ever been on probation?		Yes		No	
	IF YES	Give details.				
	Have you ever been incarcerated?		Yes		No	
	IF YES	Give details.				

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DELINQUENT BEHAVIOR

Do you and your friends ever steal things together?		Yes		No	
IF YES	Is this planned?	Yes		No	
	What is the most valuable thing you ever took?				
Do you ever use violence?		Yes		No	
IF YES	What happens? What kind of violence have you been involved in?				
Do your friends ever use violence?		Yes		No	
IF YES	What happens? What kind of violence have your friends been involved in?				
Does the violence ever involve weapons?		Yes		No	
IF YES	What kinds of weapons?				

Have you ever, even just once, done any of these specific things in the last twelve months?					*IF YES*				
					How many times?			With others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
					Once or twice	3-6 times	Over 6 times		
Thrown objects (such as rocks, snowballs, or bottles at cars or people.	Yes		No						
Purposely damaged or destroyed property that did not belong to you.	Yes		No						
Run away from home.	Yes		No						
Knowingly bought, sold or held stolen goods (or tried to do any of these things).	Yes		No						
Stolen or tried to steal something worth less than $50 from a store or some other place.	Yes		No						
Stolen or tried to steal something worth more than $50 from a store or some other place.	Yes		No						
Carried a hidden weapon other than a plain pocket knife.	Yes		No						

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Had you ever, even just once, done any of these specific things before twelve months ago (last year)?					*IF YES*				
					How many times?			With others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
					Once or twice	3-6 times	Over 6 times		
Thrown objects (such as rocks, snowballs, or bottles at cars or people.	Yes		No						
Purposely damaged or destroyed property that did not belong to you.	Yes		No						
Run away from home.	Yes		No						
Knowingly bought, sold or held stolen goods (or tried to do any of these things).	Yes		No						
Stolen or tried to steal something worth less than $50 from a store or some other place.	Yes		No						
Stolen or tried to steal something worth more than $50 from a store or some other place.	Yes		No						
Carried a hidden weapon other than a plain pocket knife.	Yes		No						

DRUG INVOLVEMENT

Is there any street drug sales in your immediate neighborhood?	Yes		No	

	What drugs are being sold? *(Check all that are mentioned. Clarify meanings for street names.)*			
IF YES	Marijuana		Cocaine	
	Crack		Heroin	
	Speed		Methamphetamines	
	PCP		LSD	
	Mescaline/mushrooms		Other (*Specify*)	
	Notes/Specifications:			

Do any of your friends drink alcohol regularly?	Yes		No	
Do any of your friends use illegal drugs?	Yes		No	
Do you smoke cigarettes?	Yes		No	
IF YES How many cigarettes do you smoke a day?				

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DRUG INVOLVEMENT

Have you ever, even just once, used any of the following in the last twelve months?						*IF YES* How often? 1= Once/Twice 2=Daily 3=Weekly 4=Monthly	*IF YES* With others? *(Mark for yes.)*	*IF YES* With gang members? *(Mark for yes.)*
Beer or wine		Yes		No				
Hard liquor		Yes		No				
Marijuana/hashish/reefer		Yes		No				
Other drugs		Yes		No				
IF YES TO "OTHER" DRUGS	Crack cocaine	Yes		No				
	Any other cocaine (powder, freebase, coca paste)	Yes		No				
	Other Drugs *(Specify below)*	Yes		No				

Did you ever, even just once, use any of the following before twelve months ago?						*IF YES* How often? 1= Once/Twice 2=Daily 3=Weekly 4=Monthly	*IF YES* With others? *(Mark for yes.)*	*IF YES* With gang members? *(Mark for yes.)*
Beer or wine		Yes		No				
Hard liquor		Yes		No				
Marijuana/hashish/reefer		Yes		No				
Other drugs		Yes		No				
IF YES TO "OTHER" DRUGS	Crack cocaine	Yes		No				
	Any other cocaine	Yes		No				
	Other Drugs *(Specify below)*	Yes		No				

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FUTURE & OUTLOOK ON LIFE						
What does your future look like to you? What do you see yourself doing in one years's time in five years time?						
How much education would you <u>like</u> to get eventually?						
How much education do you <u>actually expect</u> to get?						
What kind of work would you like to do?						
Do you have any specific plans right now to get that kind of work?		Yes		No		
IF YES	Give details.					
Do you have any plans to get married?		Yes		No		
IF YES	To what kind of person?					
	How old would like to be when you get married?					
	Do you want to have children?	Yes		No		
Where would you like to live when you move away from home?						
Is there anything that I should know that I didn't ask you about?						

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CHAPTER 13: QUESTION BY QUESTION (Q x Q) INSTRUCTIONS FOR PROGRAM NON-PARTICIPANT FORMER GANG MEMBER INSTRUMENT

Page 1 — Before beginning Part II of the interview, make sure that you have the correct instrument based on the rules listed in the chapter on Instrument/Interview Structure. While the differences in which we are interested are those between girls who have never been involved in gangs and girls who have, we have provided the FORMER GANG member instrument as a convenience for the interviewer. It makes most of the necessary changes in wording to make it easier to obtain gang involvement information from girls who report that they are no longer members of a gang. Once you are sure that this is the correct Part II instrument, attach the pre-printed case identification label for the respondent to the top of the Program Non-Participant Former Gang Member Instrument. ***Make sure that you have access to the girl's completed HOUSEHOLD/FAMILY LOG when completing this instrument. You will have to have it to complete page 9.***

Page 1 — Gangs are called by many words by the youth who participate in them. These questions are to assist the girl in firmly identifying the group with which she reports having been involved. Answer all of the questions in the order in which they appear on the page. Make sure to solicit any additional information provided by the girl such as NOTES or SPECIFICATIONS.

Page 2 — Please obtain the girl's answers for each question in the order that it appears on the page. Note that you are asked to read aloud to the girl ***each*** of the list on the bottom half of this page.

Page 3 — Note that you are asked ***not*** to read aloud the list under the first item at the top of this page. Make sure to record any additional information provided by the girl such as NOTES or SPECIFICATIONS. Please obtain the girl's answers for each question in the order that it appears on the page.

Page 4 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES." Asking the questions when they should not be asked can be confusing or annoying to the respondent. Not asking these questions when they should be asked can lose information valuable to the study. Note that the next to last question on the page requires a conditional item for ***either*** a "YES" or a "NO" answer.

Page 5 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to follow the instructions for asking the "conditional" items

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identified by the words "IF YES." Asking these questions when they should not be asked can be confusing or annoying to the respondent. Not asking these questions when they should be asked can lose information valuable to the study.

Page 6 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to summarize information provided by the girl to the open-ended questions and to make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES." Make sure to probe for additional information on items explicitly requesting **PROBE FOR MORE**.

Page 7 — Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to summarize information provided by the girl to the open-ended questions and to make a reference to "see tape" for longer answers. Make sure to probe for additional information on items explicitly requesting **PROBE FOR MORE**. Make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES." Note that one question on the page requires a conditional item for ***either*** a "YES" or a "NO" answer.

Page 8 — This page is very important for determining the patterns of association with peers. If the girl, answers the first question that she ***does not*** associate with girls belong to gangs, it may be helpful to "X out" the columns B & D so that you know not to ask them.

Page 8 — If the girl answered the first question that she ***does not*** associate with girls who belong to gangs, you should skip the second question. If the girl answers this question that she ***does not*** still have friends who are in gangs, it may be helpful to "X out" the column B so that you know not to ask it for each item.

Page 8 — This is a long list of activity items. Read each. Place an "X: or check wherever a girl indicates "YES." If a girl indicates an obvious "negative" reaction to an activity or doesn't know what it means, assume that the answer is "NO" for the other categories of associations.

Page 8 — Carefully solicit the information requested under the last open-ended item on the page, **ONLY IF THE GIRL STILL ASSOCIATES WITH GANG MEMBERS**. (Please cross out the word "Other" in the last item on this page. It is a typographical error).

Page 9 — It is essential to have the **HOUSEHOLD/FAMILY LOG** in hand when completing the items on this page. Solicit answers for ***all*** appropriate household and family members.

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Page 10 The list of statements about how much the respondent agrees or disagrees with statements about her interaction with her family are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG.**

Page 10 For the items about "HOW OFTEN ..." on bottom of this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG.**

Page 11 Note that items on this page repeat the questions on the prior page retrospectively for what the girl can remember about "BEFORE TWELVE MONTHS AGO" or "BEFORE LAST YEAR." For the items about "HOW OFTEN ...," on this page, we recommend that you use the laminated card that bears the choices -- "Never," "Sometimes," and "Often" -- to make it easier for a respondent to state her choices. A number of these items refer to the girl's primary caregiver as "PARENTS." Please substitute language appropriate for girls from other than two parent families in reading these items. This is another time that it may be useful to refer to the **HOUSEHOLD/FAMILY LOG.** Don't forget to get an answer to the last question on this page about "CHANGES IN ACTIVITIES WITH FAMILY."

Page 12 If the girl has no children, please skip to the next page. Information about a girl's children is major concern in studies of female gang involvement. Please obtain the girl's answer for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES." Note that the one question on the page requires a conditional item for ***either*** a "YES" or a "NO" answer. If one or more of a girl's children are not living with her, please obtain the information requested in the last four items on the page.

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Page 13 If the answer to the first question is "NO," skip to the next page. If the answer is "YES," you will have to use the **HOUSEHOLD/FAMILY LOG** to fill in the first column. For each household member who is or was a member of a gang, please obtain all of the requested information.

Page 14 If the answer to the first question is "NO," proceed to the next item. Note that the next item is at the bottom of this same page. If the answer is "YES," you will have to use the **HOUSEHOLD/FAMILY LOG** to fill in the first column. For each household member who tried, please find out how.

Page 15 Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. make sure to follow the instructions for asking the "conditional" item identified by the words "IF YES."

Page 16 The list of statements about how much the respondent agrees or disagrees with statements about her interaction with her friends are part of a set of measures of "self-concept" or "self-esteem" that we have chosen to use in the impact evaluation study. In other research, these measures have been shown to be related to involvement in gangs and delinquency among young boys. It is important that you try to get the girl's opinion about each item. It is important to note that the "direction" of the items vary. That is some items are positive, while others are "negative." A girl who provides the same answer to every item, may not be paying attention or may not have understood some of the items. We recommend that you use the laminated card that bears the choices -- "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree" to make it easier for a respondent to state her choices.

Page 16 Please obtain answers for the items at the bottom of the page. Make sure to summarize information provided by the girl to the open-ended questions and make a reference to "see tape" for longer answers. Make sure to follow the instructions for asking the "conditional" item identified by the words "IF YES."

Page 17 Please obtain answers for the items at the top of the page. Make sure to summarize information provided by the girl to the open-ended questions and make a reference to "see tape" for longer answers. make sure to follow the instructions for asking the "conditional" item identified by the words "IF YES."

Page 17 If the girl answers "NO," to the question about a boyfriend, go the to the block on the page with the question about arrest. If the girl answers "YES" that she has a boyfriend, please follow the flow of the conditional "IF YES" directions and obtain the requested information.

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Page 17 Don't forget to ask the question about arrests. If the answer to the first question is "NO," skip to the next page. If the answer is "YES," please obtain all of the requested information.

Page 18 It is particularly important to ask these questions about delinquent behavior in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the researcher staff are protected by federal law from having to reveal any information provided in these interviews. Obtain the answers to each item in the order that it is presented on the page. For the items on the lower half of the page, make sure that the girl understand that you are asking about behavior "IN THE LAST TWELVE MONTHS." For the items about "HOW MANY TIMES ...," we recommend that you use the laminated card that bears the choices -- "Once or twice," "3-5 times," and "Over 6 times" -- to make it easier for a respondent to state her choices.

Page 19 For the items about alcohol, tobacco, and other drug use on the bottom of this page, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the researcher staff are protected by federal law from having to reveal any information provided in these interviews.

Page 20 For the items about alcohol and other drug use on this page, remember to ask these questions in a neutral and non-judgmental way. Be ready to stress again the confidential nature of the study. It may also be useful to remind the respondents that they and the researcher staff are protected by federal law from having to reveal any information provided in these interviews. Note that the set of items at the top of the page asks about activity "IN THE LAST TWELVE MONTHS." Note that the set of items at the bottom of the page asks about activity "BEFORE TWELVE MONTHS AGO." For the items about "HOW OFTEN?", we recommend that you use the laminated card that bears the choices -- "Once/Twice," "Daily," "Weekly," and "Monthly" -- to make it easier for a respondent to state her choices.

Page 21 Please obtain the girl's answers for each question in the order that it appears on the page. Make sure to record information provided by the girl to the open-ended questions or make a reference to "see tape" for longer answers. make sure to follow the instructions for asking the "conditional" items identified by the words "IF YES."

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PROGRAM NON-PARTICIPANT
FORMER GANG/GROUP MEMBER
INSTRUMENT

Gangs can be called a lot of different things. How did you refer to your group?
(*CHECK ALL THAT ARE REPORTED.*)

crew		posse	
set		mob	
tip		Home Girls	
clique		Other _____	

What is the name of the group that you were in?

Did it go by any other names?	Yes		No	
IF "YES"	What were the other names?			

How many members were in your gang?	
How many members of the gang did you know when you joined?	

How did **you** know somebody was in the gang?
(*i.e.* How could someone in the gang identify another gang member?)
(*CHECK ALL THAT ARE MENTIONED.*)

Clothing		Signs	
Colors		Tattoos	
Greetings		Other (*Specify)*	

NOTES/SPECIFICATIONS:

How could **I** have known who gang members were?
(*CHECK ALL THAT ARE MENTIONED.*)

Clothing		Signs	
Colors		Tattoos	
Greetings		Other (*Specify)*	

NOTES/SPECIFICATIONS:

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How long has your former gang been around?				
Are any of the people who started it still around?	Yes		No	
How did the gang get started? Tell me the history.				
How has your former gang changed since you joined?				
How old was the oldest member?				
How old was the youngest member?				
How old were most of the members in the gang?				
What was good about your gang? What were the advantages to you? What did it do for you?				

I am going to read you a list things. Tell me if any of them were good reasons to be a member of your gang?
(*ASK EACH AND CHECK THOSE THAT ARE AFFIRMATIVE RESPONSES. ASK HOW FOR EACH AFFIRMATIVE RESPONSE.*)

Advantage		How?
For protection?		
To defend the neighborhood?		
To meet and impress guys?		
It's important among my friends?		
Make me feel important in the neighborhood?		
It's my neighborhood?		
My family members belong?		
Opportunities to make money?		
Opportunities to use drugs?		
Opportunities to buy drugs?		
Opportunities to sell drugs?		
There is nothing else to do?		

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Why did you join your gang? What else? *(DON'T READ THE LIST. CHECK ALL REASONS MENTIONED.)*			
Individual interest		desire for status	
prompted by relative		desire for material goods	
prompted by friend		desire for protection	
curiosity		extension of criminal activity	
OTHER/NOTES/SPECIFICATIONS:			

How old were you when you first heard about your gang?	
How old were you when you first started hanging out with your gang?	
How old were you when you first became a member of your gang?	

Did the gang already exist before you joined?	Yes		No	

Who could be in your gang?					Why or Why not?
Were there black members of your gang?	Yes		No		
Were there Latina members of your gang?	Yes		No		
Were there white members of your gang?	Yes		No		

Did all members live in the neighborhood?	Yes		No	
Could a person live outside the neighborhood and still belong?	Yes		No	

IF "YES"	How many members lived outside the neighborhood?	

Tell me how girls in general became members of your gang. Was there any special initiation procedure?

Did your gang ever seek out people to join?

What happened to girls in your neighborhood who refused to join your gang?

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How were you brought into the gang?					
Was this different from the way other girls were brought into the gang?					
What did you have to do to be accepted as a member of your gang?					
What did you have to do to become a full-fledged member of the gang?					
How did members get rid of a girl they no longer wanted to be in the gang?					
Who ran the gang? Who had the most influence and power? Who got their way the most often?					
Did your gang have formal leaders?		Yes		No	
IF YES	How did they get to become leaders?				
Were you a leader of any kind?		Yes		No	
IF YES	In what situations?				
	How did you get that role?				
IF NO	What roles did you play in your gang?				
Did you have times when most of the members get together to talk about things the gang was going to do?		Yes		No	
IF YES	How often did this happen?				
	What happened at these meetings?				

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Were there any rules in your gang?		Yes		No	
IF YES	Tell me some of them.				
	Who made the rules?				
	Did you have written rules?	Yes		No	
	What happened if someone broke the rules?				
Were there men in your gang?		Yes		No	
Did men have a separate gang that was affiliated with your gang?		Yes		No	
IF "YES" TO EITHER OF THE ABOVE	Did members of the gang(s) date each other?	Yes		No	
	Were you allowed to date people outside the gang?	Yes		No	
	Were you allowed to date people from other gangs?	Yes		No	
	Were you allowed to date people from rival gangs?	Yes		No	
	Did you go on wars/campaigns/battles together?	Yes		No	
How did your gang relate to other gangs in this city? What did you do with them?					
Did you meet together?		Yes		No	
Did you go on wars/campaigns/battles together?		Yes		No	
Were there other gangs of girls in the city?		Yes		No	
How did you relate with the women in other gangs?					
Was there a group for younger girls who graduate to your group when they became old enough?		Yes		No	
IF YES	What did they have to do to graduate?				

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Did people move from one gang to another?		Yes		No	
IF YES	How did they switch from one to the other?				
Did your gang have a relationship with gangs in other cities?		Yes		No	
IF YES	Which gangs and which cities?				
	What was the nature of that relationship?				
	What did you get from them?				
Was there a group of girls in the gang that you hang out with the most?		Yes		No	
IF YES	How many people were in this group?				
	What kinds of things did you do together that you didn't do with the rest of the gang?				
When did the gang get together -- days of the week, time of day?					
Did your gang have special colors?		Yes		No	
IF YES	What were they?				
	What ways did you show your gang's colors? *(PROBE FOR MORE.)*				
Did your gang have special hand signs?		Yes		No	
IF YES	What were they?				
	What ways did you show your gang's signs? *(PROBE FOR MORE.)*				

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Did your gang have special symbols		Yes		No	
IF YES	What were they?				
	What ways did you show your gang's symbols? ***(PROBE FOR MORE.)***				
Did your gang paint graffiti? (*MARK, DON'T ASK, IF MENTIONED AS WAY OF SHOWING COLORS OR SYMBOLS.)*		Yes		No	
IF YES	What did the removal of graffiti mean to you and your gang?				
Did some women bring their kids when they hang out or do other things with the gang?		Yes		No	
IF YES	What did the mothers do with their kids? Did they do anything to identify the kids as being part of the gang?				
IF NO	Where were their kids when they're with the gang?				
How old were you when they left the gang?					
Why did you leave the gang?					
What happened when you left the gang? Did you have to do anything special?					
Do you know other girls who used to be in a gang but aren't anymore?		Yes		No	
IF YES	Why did they decide to leave?				
	How old were they when they left the gang?				

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I would like you to think about things you do with other people your age. I would like you to think in terms of other young people whom you think of as your friends and those with whom you associate but don't necessarily think of as "friends". We'll refer to those "non-friends" with whom you do things as "associates".

Do you still associate with girls who belong to gangs? *[IF "NO," skip columns B & D in items below.]*	Yes		No	
Are you still friends with any girls who are in gangs? *[If "NO", skip column B.]*	Yes		No	

What kind of things do you do with other people your age?

Activity	(A) Friends Not in Gang	(B) Friends in Gang	(C) Associates Not in Gang	(D) Associates in Gang
Sports				
Dancing				
Parties				
Concerts				
Hanging Out				
Cruising				
Looking for Men				
Family Outings				
Block Parties				
Work Together				
Fight				
Drink				
Do Drugs				
Sell Drugs				
Other				
Other				

What activities do you do <u>most</u> with other gang members?

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FAMILY INFORMATION

I would like you to think about each member of your household and family.

ID	How well do you get along with ...					How well do you communicate with ...				
	Very Close	Close	Indifferent	Difficult	Very Difficult	Very Well	Well	Okay	Poorly	Very Poorly
H1										
H2										
H3										
H4										
H5										
H6										
H7										
H8										
H9										
H10										
H11										
H12										
SIB1										
SIB2										
SIB3										
SIB4										
SIB5										
SIB6										
SIB7										

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How much would you say you agree with the following statements about you and those with whom you live? Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)
(IF PRIMARY CAREGIVER OF *RESPONDENT IS SINGLE PARENT OR OTHER THAN PARENT, PLEASE ALTER WORDING FOR ITEMS ON PARENTS.)*

	Strongly Disagree	Disagree	Agree	Strongly Agree
My parents are proud of the kind of person I am.				
No one pays much attention to me at home.				
My parents feel that I can be depended on.				
I often feel that if they could, my parents would trade me in for another child.				
My parents try to understand me.				
My parents expect too much of me.				
I am an important person to my family.				
I often feel unwanted at home.				
My parents believe that I will be a success in the future.				
I often wish I had been born into another family.				

How often do you do the following things?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Never	Sometimes	Often
Share your thoughts and feelings with your parents.			
Go to the movies or sporting events with your parents.			
Help your parents around the house.			
Watch television with your parents.			
Visit family, friends and relatives with your parents.			
Tell your parents where you're going when you go out.			
Work on hobbies or play games with your parents.			
Participate in sports activities (play ball, etc.) with your parents.			

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Looking back before twelve months ago (last year), how often did you do the following things? *(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)*			
	Never	**Sometimes**	**Often**
Share your thoughts and feelings with your parents.			
Go to the movies or sporting events with your parents.			
Help your parents around the house.			
Watch television with your parents.			
Visit family, friends and relatives with your parents.			
Tell your parents where you're going when you go out.			
Work on hobbies or play games with your parents.			
Participate in sports activities (play ball, etc.) with your parents.			
IF any changes in activities with family ask	What has caused these changes?		

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Do you have any children?			Yes		No			
IF YES	How many?		SEX	AGE	Live with you?			
	CHILD 1				Yes		No	
	CHILD 2				Yes		No	
	CHILD 3				Yes		No	
	CHILD 4				Yes		No	
	Do they give you any specific problems? What?							
	IF IN SCHOOL *(USE CODES FROM LOG IF CONVENIENT)*	Who takes care of your children while you're in school?						
	Did you ever bring your child with you when you hung out with the gang?		Yes		No			
	IF YES	What did your children do when you were both with the gang?						
		Did you ever do anything to identify your children as being part of the gang (e.g. clothes, jewelry with gang signs or colors)? What?						
	IF NO	What did your children do when you were with the gang?						
	How did your gang membership affect your children?							

(IF NOT LIVING WITH ONE OR MORE CHILDREN)

Where are they?

How often do you see them?

What kind of things do you do with them?

Who takes care of them? *(USE CODES FROM LOG IF CONVENIENT)*

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Is anyone in your household or family a gang member or former gang member?	Yes		No	

IF NO, CONTINUE TO NEXT ITEM.

IF YES

Label each row with the identifying code for the appropriate family/household member from the household/family log.

ID or Relation	Current gang member? (Mark X for "YES".)	Former gang member? (Mark X for "YES".)	Did he/she have anything to do with your joining the gang? (Mark X for "YES".)	If yes, what? Other notes.

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Does anyone in your household or family know you were in a gang?	Yes		No	

IF NO, GO TO NEXT ITEM.

IF YES:

ID or Relation	How did he/she find out? When? (Before or after you left the gang?)	What does he/she think about your having been in a gang? (If supportive, how?)	Did he/she try to get you to quit the gang? (Mark X for "YES".)	Do you think they would have reacted differently if you were a boy? (Mark X for "YES".)	Why? (Answer briefly.)

Has anyone in your household or family ever tried to stop you from joining a gang?	Yes		No	

IF YES:

ID or RELATION	How did they try to stop you?

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FAMILY/GANG INFORMATION

How has your family been affected by your having been in the gang?

What ways did your gang provide support that a family might normally provide? ***(Check all that are mentioned.)***

Love		Money		Protection	
Emotional		Other *(Specify)*			

Would gang members stand by you when your family would not?	Yes		No	

Why? Why not?

Would other gang members understand you in ways that your family didn't?	Yes		No	

Why do you think this is?

How much time did you spend with the gang compared to your family?

If you had to choose between your gang and your family which would you choose?

Gang		Family		Can't choose	

Why?

PEER INFORMATION

Was there a group of girls other than the ones in your gang that you hung out with the most?	Yes		No	

IF YES	How many people were in this group?	
	How did what you did with this group of girls differ from what you do with the girls in your gang?	

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How much would you say you agree with the following statements about friends? Would you strongly disagree, disagree, agree, or strongly agree?
(GIVE RESPONDENT CARD WITH RESPONSES. MARK A RESPONSE FOR EACH.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have at least as many friends as other people my age.				
I am **not** as popular as other people my age.				
In the kinds of things that people my age like to do, I am at least as good as most other people.				
People my age often pick on me.				
Other people think I am a lot of fun to be with.				
I usually keep to myself because I am not like other people my age.				
Other people wish they were like me.				
I wish I were a different kind of person because I'd have more friends.				
If my group of friends decided to vote for leaders of their group, I'd be elected to a high position.				
When things get tough, I am **not** a person that other people would turn to for help.				

Do you associate with different friends now than you associated with before twelve months ago (last year)?	Yes		No	

IF YES	How are they different?
	Why do you think you are associating with different friends?

Do you and your friends spend time doing different things now from what you did before twelve months ago (last year)?	Yes		No	

IF YES	What are you and your friends doing differently now?
	Why do you think you are spending your time differently?

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If someone shows you disrespect or if you have a disagreement or conflict with someone your age, how do you handle it?						
How has your reaction to these situations (being shown disrespect or disagreeing with a peer) changed since before twelve months ago (last year)?						
IF CHANGED	Why do you think it has changed?					
What activities do you do that are not with your friends? How much time each week do you spend in these activities?						
Do you have a boyfriend?			Yes		No	
IF YES	Is or was your boyfriend in a gang?		Yes		No	
	Does he know you were in a gang?		Yes		No	
	IF YES	What does he think about you're having been in a gang?				
		Did he ever try to get you to quit?	Yes		No	

Have you ever been arrested?			Yes		No	
IF YES	How many times?					
	Arrest	Charge	Age	With how many others?	With gang members? *(Mark for yes.)*	
	First					
	Second					
	Most recent					
	Most Serious *(If not already listed.)*					
	Have you ever been on probation?		Yes		No	
	IF YES	Give details.				
	Have you ever been incarcerated?		Yes		No	
	IF YES	Give details.				

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DELINQUENT BEHAVIOR					
Do you and your friends ever steal things together?		Yes		No	
IF YES	Is this planned?	Yes		No	
	What is the most valuable thing you ever took?				
Do you ever use violence?		Yes		No	
IF YES	What happens? What kind of violence have you been involved in?				
Do your friends ever use violence?		Yes		No	
IF YES	What happens? What kind of violence have your friends been involved in?				
Does the violence ever involve weapons?		Yes		No	
IF YES	What kinds of weapons?				

Have you ever, even just once, done any of these specific things in the last twelve months?					*IF YES*				
					How many times?			With others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
					Once or twice	3-6 times	Over 6 times		
Thrown objects (such as rocks, snowballs, or bottles at cars or people.	Yes		No						
Purposely damaged or destroyed property that did not belong to you.	Yes		No						
Run away from home.	Yes		No						
Knowingly bought, sold or held stolen goods (or tried to do any of these things).	Yes		No						
Stolen or tried to steal something worth less than $50 from a store or some other place.	Yes		No						
Stolen or tried to steal something worth more than $50 from a store or some other place.	Yes		No						
Carried a hidden weapon other than a plain pocket knife.	Yes		No						

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Had you ever, even just once, done any of these specific things before twelve months ago (last year)?					*IF YES*				
					How many times?			With others? *(Mark for yes.)*	With gang members? *(Mark for yes.)*
					Once or twice	3-6 times	Over 6 times		
Thrown objects (such as rocks, snowballs, or bottles at cars or people.	Yes		No						
Purposely damaged or destroyed property that did not belong to you.	Yes		No						
Run away from home.	Yes		No						
Knowingly bought, sold or held stolen goods (or tried to do any of these things).	Yes		No						
Stolen or tried to steal something worth less than $50 from a store or some other place.	Yes		No						
Stolen or tried to steal something worth more than $50 from a store or some other place.	Yes		No						
Carried a hidden weapon other than a plain pocket knife.	Yes		No						

DRUG INVOLVEMENT

Is there any street drug sales in your immediate neighborhood?	Yes		No	

IF YES

What drugs are being sold?
(Check all that are mentioned. Clarify meanings for street names.)

Marijuana		Cocaine	
Crack		Heroin	
Speed		Methamphetamines	
PCP		LSD	
Mescaline/mushrooms		Other (*Specify*)	

Notes/Specifications:

Do any of your friends drink alcohol regularly?	Yes		No	
Do any of your friends use illegal drugs?	Yes		No	
Do you smoke cigarettes?	Yes		No	

IF YES How many cigarettes do you smoke a day?

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DRUG INVOLVEMENT

Have you ever, even just once, used any of the following in the last twelve months?						*IF YES* How often? 1= Once/Twice 2=Daily 3=Weekly 4=Monthly	*IF YES* With others? *(Mark for yes.)*	*IF YES* With gang members? *(Mark for yes.)*
Beer or wine		Yes		No				
Hard liquor		Yes		No				
Marijuana/hashish/reefer		Yes		No				
Other drugs		Yes		No				
IF YES TO "OTHER" DRUGS	Crack cocaine	Yes		No				
	Any other cocaine (powder, freebase, coca paste)	Yes		No				
	Other Drugs *(Specify below)*	Yes		No				

Did you ever, even just once, use any of the following before twelve months ago?						*IF YES* How often? 1= Once/Twice 2=Daily 3=Weekly 4=Monthly	*IF YES* With others? *(Mark for yes.)*	*IF YES* With gang members? *(Mark for yes.)*
Beer or wine		Yes		No				
Hard liquor		Yes		No				
Marijuana/hashish/reefer		Yes		No				
Other drugs		Yes		No				
IF YES TO "OTHER" DRUGS	Crack cocaine	Yes		No				
	Any other cocaine	Yes		No				
	Other Drugs *(Specify below)*	Yes		No				

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FUTURE & OUTLOOK ON LIFE					
What does your future look like to you? What do you see yourself doing in one years's time in five years time?					
How much education would you <u>like</u> to get eventually?					
How much education do you <u>actually expect</u> to get?					
What kind of work would you like to do?					
Do you have any specific plans right now to get that kind of work?		Yes		No	
IF YES	Give details.				
Do you have any plans to get married?		Yes		No	
IF YES	To what kind of person?				
	How old would like to be when you get married?				
	Do you want to have children?	Yes		No	
Where would you like to live when you move away from home?					
Is there anything that I should know that I didn't ask you about?					

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CHAPTER 14: QUALITY CONTROL

This chapter describes the field procedures to be used to maintain quality control for this survey. Although we have quality control checks throughout the data collection and processing stream, our most important assurance of quality originates with you, our field staff.

Some interviewers feel that their job is over once they have a completed interview in their hands, this could not be further from the truth. It is a fact that the most challenging part of your job is getting completes, but once that task is finished the case must quickly join a stream of information to Dr. Curry's office for supervisor review, data entry, and computer tabulation. For every case you complete, there are several additional people who will subsequently work on the information before we can analyze the data and write a report of the findings.

FIELD EDITING

One of your responsibilities as an interviewer is to review all survey documents before mailing them in to Dr. Curry's office, this review is referred to as the field edit. The field edit consists of an item-by-item proofreading of the answers you have recorded. When you edit, please remember that someone who was not present when you did the interview will be examining it. Even if you have asked a question, probed, and obtained a full answer, the entire response can be lost if the coder cannot understand what you wrote. The best time to edit an interview is right after you finish, when the entire situation is still clear. Sometimes it is not possible to edit immediately,but try not to let more than a day elapse between the interview and the editing. Some of the purposes of editing are:

- **To catch and correct, or explain, errors and omissions in recording.**

  Common errors that can be caught in editing are: omitted codes, unnecessary questions asked, and errors in checking responses. In the pressure of the interview situation, an interviewer may make any of these errors; most of them could be corrected by the interviewer if he/she edits carefully, immediately after the interview. It is important, however, not to try and correct a question omitted or any other error by guessing the answer; just indicate that you are aware that you made an error.

- **To learn from mistakes so they are not repeated.**

  Study the item explanations in Chapters 6 -13 before your first interview and refer to them while editing your early cases.

- **To clarify handwriting and write out abbreviations.**

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Go over all illegible handwriting, and fill in all but the most common abbreviations.

- **To add your comments in parentheses which might help us to understand a response or an interview as a whole.**

  Cross over wrong codes when necessary, but be sure to write an explanation in parentheses () next to the question. Any other notes to use should also be in parentheses.

We expect all interviewers to do a thorough job of editing each completed questionnaire. Since all questionnaires must be completely edited, please allow enough time to do a careful job. At first your editing will be time-consuming, but as you become familiar with the questionnaires, this editing will be easier and faster.

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CHAPTER 15: ADMINISTRATIVE PROCEDURES

REPORTING

You should report on the general progress of your interviewing to Dr. Curry at UMSL weekly. UMSL staff will set up a mutually convenient time to discuss the week's progress and any other aspects of your work. Use the Data Collection Result Form to keep track of the cases that have been assigned to you.

TRANSMITTING CASES TO DR. CURRY

Once interviews have been edited, all material relating to that interview should be returned to Dr. Curry's office in the addressed, prepaid envelopes. A separate envelope should be used for each interview. The return envelope should include the following items from the interview.

- both interview forms
- audio tape in padded tape mailer
- signed Consent Form
- completed Respondent Payment Form
- completed Interviewer Payment Invoice
- completed Interview Checklist

RECEIVING PAYMENT FOR COMPLETED INTERVIEWS

The exact method of payment for interviewers will differ among the three sites. However, at each site an Interviewer Payment Invoice (Exhibit 2-6) should be completed and returned with each set of completed interview materials. Once the interview material has been reviewed by UMSL staff, they will submit the invoice for payment.