An Exploration of Information Sharing Among Schools with Gang-Involved Youth

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AN EXPLORATION OF INFORMATION SHARING AMONG SCHOOLS

WITH GANG-INVOLVED YOUTH

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Dissertation

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ABSTRACT

This study explored the value of perception of information sharing among educators and school resource officers in schools with gang-involved youth. There were 93 teachers, administrators, and school resource officers who participated in the study. Participants of the study were in 1 of 3 respondent groups: teachers, administrators, or school resource officers. Respondents took the original 39-question survey, *The Street Gang Information Sharing Survey*, which yielded data on six topics: demographic information, training and knowledge, data effectiveness, perception of knowledge, gang content, and gang interventions. Perception of knowledge was evaluated using an exploration of effectiveness. Results indicated that teacher training on gang education is lacking. Respondents perceived that gang color data and discipline referral data were most effective, while intervention data were perceived as least effective by all groups. There were significant differences among perception of knowledge between teachers and school resource officers, but not administrators and teachers, or administrators and school resource officers. This study has implications for information sharing of gang education and its effectiveness on school safety interventions.

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CHAPTER I

INTRODUCTION

Gang recruitment and activity is steadily increasing in both urban and rural areas; intervention methods are essential to the dissection and resolution of this growing problem. According to Sharkey, Shekhtmeyster, Chavez-Lopez, Norris, and Sass (2010), there has been little research on intervention methods that can be used to prevent young people from joining gangs. To solve the growing gang problem, the problem must first be understood. A focus on schools and the role of school in working with at-risk gang youth is pivotal to transforming a troubled generation. As the years progress, the research conducted on reasons youth join gangs has expanded. According to Sharkey et al., research is starting to make connections between the reasons adolescents join gangs and the intervention methods used to address the needs of those individuals. As Sharkey et al. stated,

> What is now clear is the need to expand the study of school-based gang
> prevention from a single educational intervention or strategy to a broader focus on
> school climate and student engagement if schools are to make significant and
> lasting impacts. (Sharkey et al., 2010, p. 53)

Research on gang intervention methods within a school framework may enable society the ability to help at-risk youth and determine the best method to thwart this problem.

Gangs and the violence they create demand the attention of society. Gang-involved youth have a direct effect on schools, especially teachers and learners. Teachers find it complicated to teach under extreme circumstances of traumatized experiences and

deflated hopes. This research is an exploration of information-sharing methods among staff members in schools with at-risk gang youth.

Statement of the Problem

School staff members, especially secondary educators who spend a significant amount of time with their students, have recognized the importance of gang responsiveness among teachers in secondary schools. According to Reckson and Becker (2005), education in areas with gang-involved youth is fraught with obstacles encountered by the teaching staff. As Jennings, Khey, Maskaly, and Donner (2011) explained, "Gangs in school environments can be disruptive because their presence may incite fear among students and increase the level of violence" (p. 112). Gangs represent a clear intimidation factor that alarms students and faculty and undermines the overall learning environment. Based on their research, Reckson and Becker concluded that school staff members are not provided with data and training that can assist school staff in implementing effective interventions. Accessibility to data and training are essential in addressing issues with students who participate in gang-related activities. According to Alleyne and Wood (2010), gang-involved youth participated in acts of truancy, fighting, carrying weapons, selling or using drugs, theft, battery on students and staff members, and recruiting. These acts put students in harm's way, yet can be prevented when communication to the right entity is in place to allow for the appropriate intervention to occur.

Sharkey et al. (2010) noted that "[g]ang-aware school staffs, supportive school environments, and vigorous school academic and social programs are an essential component in prevention for many potential future gang members" (p. 50). To date, most

researchers have focused on two major areas: reasons adolescents join street gangs and intervention programs that take place outside of the classroom. Furthermore, few details have been documented on what classroom teachers deem as important when identifying gang-involved youth so that interventions can be made and gang violence reduced. Research is needed to observe information-sharing techniques that staff members identify as helpful tools in the classroom and school to further promote school safety. The purpose of this study was to determine the effects information sharing has on staff in schools with at-risk gang youth so that school safety might be improved.

Background

Evidence of street gangs in schools continues to increase. Curry, Decker, and Egley (2002) observed the relationship of various levels of gang involvement and delinquency in St. Louis. Curry et al. found that, between the mid-1990s, when most studies of gang activity were conducted, and the turn of the century, the numbers of gang involvement had increased. Curry et al. also observed increases of the number and extent of violent offenses by individuals who associate with gang members. The researchers explained, "It suggests that the influence of gangs on non-gang members may be greater than previous studies have estimated" (Curry et al., 2002, p. 280). With gang-involved youth numbers on the rise, gang activity has filtered into educational systems. School staff members must understand the change in adolescence behavior and develop proactive skills to identify gang-related situations so they may be defused.

Findings from studies conducted in previous years pointed to schools being unprepared to tackle gangs within the school confines. Dishion, Nelson, and Yasui (2005) studied the early behaviors of adolescents and looked for connections between those

behaviors and gang involvement. Dishion et al. proved initially that observations by teachers and counselors are essential in understanding the root behaviors of at-risk youths' gang engagement. Dishion et al. (2005) stressed the importance of public education and its progression to remain involved in prevention and intervention programs, cautioning, "Such improvements, however, require an investment of resources in public education environments to enhance the ability of school professionals to address the changing needs of students and families" (p. 71).

Larsen and Busse (1998) observed 97 school psychologists who completed a two-part survey and evaluated their skill level on 189 social and emotional programs offered to help young people nationwide. Their findings were troublesome: "The results indicated training in violence and gang issues lags behind other areas of behavioral prevention and intervention" (Larsen & Busse, 1998, p. 377). The researchers determined school staff, specifically school psychologists, did not have sufficient training to keep up with the growing problem of gang violence. Thus, gang-involved youth continued to spread their negative behaviors throughout the educational realm.

There are patterns of heightened acts of violence in schools, and that violence has a direct correlation with gang activity. According to Gottfredson and Gottfredson (2001), "Gang participants of both sexes are much more involved in violence such as hitting teachers or other adults, robbery, and fighting" (p. 363). Hence, school violence has become the focus of education and has pushed achievement to the wayside. Educators who understand this unwarranted paradigm shift must learn to identify the warning signs to ensure a safer learning environment.

While gang activity continues to spread through communities nationwide, school staff must recognize the need for information and resources on how to identify gang involvement. School resource officers and security guards are now common resources utilized in schools. Jennings et al. (2011) researched the effects of law enforcement officers on school safety. According to Jennings et al., gangs present in schools promoted other violent behavior to occur within school walls. The researchers explained, "Gangs are often involved in drugs, weapons, trafficking, and violence, and schools with gang problems are more likely to have higher levels of violence" (Jennings et al., 2011, p. 112). Jennings et al. found that, in schools with a law enforcement presence, there were lower numbers of serious violent crimes committed. Jennings et al.'s research shone much-needed light on the impact school resource officers and law enforcement teams can make on school safety. As Jennings et al. (2011) concluded, "Education and law enforcement officials have begun to take serious action toward preventing school crime and educating their students and faculty about violence in school" (p. 112). Utilizing school resource officers in information sharing allows school staff to have a direct connection to provide and obtain knowledge of instances of gang-involved youth. In turn, those school resource officers can begin interventions with the students.

Wood (2005) studied the perceptions of safety and violence in high schools by surveying students for specifics on what was done to improve safety within the school and capture their suggestions to improve school safety. Wood reported that 58% of students at the two high schools felt safe at school, while 25% of students surveyed felt their school was not safe. When asked for specifics, students responded that staff and administrators are not doing anything to improve school safety. Wood's research allowed

for school officials and teachers to re-evaluate their building initiatives and implementations in terms of school safety. A similar study conducted by Gairín and Castro (2011) explored levels of safety in schools. The focus of Gairín and Castro's research was the collective unit that created safety plans within schools. The collective unit is essential in effective communication and developing procedures to ensure information is shared, with the safety of the students, staff, and school in mind.

Discussions continue on the direction school safety is headed in terms of identifying and reducing gang activity. Bosworth, Ford, and Hernandaz (2011) sought to understand what faculty and students perceived as a safe school. The study was conducted at two schools in high-crime neighborhoods, one of which reported students as feeling safe because the principal was caring and active in the school, and one in which students felt uneasy because the principal was afraid to enforce policies and engage in dialogue with teachers. Bosworth et al. pointed out that one of the most influential aspects of creating a safe environment was open communication among administrators and staff, and administrators who were actively involved with the staff and students in the school.

In the midst of school violence tragedies, school staff members need training and resources that are applicable to the school, community, and era. Sela-Shayovitz (2009) analyzed if violence prevention training for teachers was effective and if the training affected a teachers' self-efficacy. Sela-Shayovitz focused on an array of school violence trainings and explained that the most beneficial programs thrived at an inclusive level. The focus was staff training, home-school cooperation, and identifying a target student population. An overwhelming number of teachers in the study reported wanting guidance

in dealing with school violence. As Sela-Shayovitz (2009) explained, "Many teachers complain about school violence and ask for guidance in acquiring skills for intervention" (p. 1061). Teachers who had more support and training had a higher level of self-efficacy, and thus more of an inclination to deal with student problems. Similarly, Williams and Corvo (2005) observed the perceptions and fears of educators and student teachers regarding school violence. Williams and Corvo stressed the need for educators to be trained in violence prevention to prepare them for the unknown. As Williams and Corvo (2005) noted, "This fear of failure to recognize warning signs or failure to protect students was a common theme to emerge for pre-service and early in-service teachers" (p. 54). The focus of Williams and Corvo's study was on teaching teachers as a method of improving school safety.

Research Questions

In the present study, the researcher used the following questions to investigate information sharing and determine its place within an educational setting.

1. What types of information, background, and education about gangs do school staff need?

2. What information-sharing strategies are perceived as most effective to educate staff members?

3. In what ways do the perceptions of the three respondent groups (teachers, administrators, and school resource officers) vary?

Description of Terms

Terms used throughout the present study are defined as follows.

Adolescent. "A student in grade 7–12" (Jennings et al., 2011, p. 111).

At-risk youth. Goldstein (as cited in Wang, 2000, para. 2) defined at-risk youth as having or having, "[a] need to experiment with diverse adult-like roles, a search for status and identity, and the chronic need to challenge those in authority."

Gang. "A somewhat organized group, sometimes having turf concerns, symbols, special dress or colors. A gang has special interest in violence for status-providing purposes and is recognized as a gang by its members and by others" (Gottfredson & Gottfredson, 2001, p. 363).

Gang-involved. "Includes students who reported that they were currently in or had been in a gang" (Lopez, Wishard, Gallimore, & Rivera, 2006, p. 305).

Gang prevention. "An activity that aims to reduce or prevent gang involvement" (Gottfredson & Gottfredson, 2001, p. 363).

Gang intervention. "A program the activities of which are directed at youths who are gang members" (Gottfredson & Gottfredson, 2001, p. 363).

Significance of the Study

Gang involvement and activity continue to spread through neighborhoods and communities, negatively influencing students and creating hostile learning environments. This research study enabled educators, community members, and those in law enforcement the ability to observe information-sharing strategies and determine what is effective. The results of the study provide insight on similarities or disparities that can be observed between the three respondent groups in terms of their perceptions on information sharing. Results of the study offer direction on how schools and communities can share information effectively to develop a safe learning environment for students and staff. This research, measuring information sharing among schools with gang-involved

youth, is an original study because there is little research connecting information sharing and its role with gangs in schools. Schools will benefit from this study, because it highlights techniques of information sharing and offers insight on what schools need to do to ensure information sharing exists within the building. In a time when school safety is a top priority among schools, communities, and lawmakers, this study will provide school districts with the knowledge to create safer schools.

<div align="center">Process to Accomplish</div>

This study investigated the types of information, background knowledge, and education about gangs that school staffs perceive as useful to identify gang-involved youth, as well as measuring data on perceptions of effectiveness related to information-sharing strategies. The survey instrument developed for this study, entitled "Street Gang Information-Sharing Survey," was administered to gather demographic information about the respondents, and identify and measure the independent and dependent variables that were used for descriptive analyses.

Participants

The population selected for this study was generated from a large school district. The school district serves students in elementary through high school. School staff from six high schools within the district represented the population subset that was sampled for this study. All six high schools have students who are gang-involved. This understanding was based on data collected from the previous school year in terms of gang reporting through school referral systems. Three groups within each high school were surveyed: teachers (teachers, nurses, librarians, counselors, social workers, and psychologists), school resource officers, and administrators. These groups composed the respondent

groups that were used throughout the study. Surveys were administered to 821 secondary staff members. Of this sample population, 763 were secondary teachers, 52 were secondary administrators, and six were school resource officers.

Measures

Examples of the demographic information collected were gender, ethnicity, role in the educational setting, and years of experience in education. Examples of the independent variables were types of training in which the respondents participated, the value, measured by a 4-point Likert-type scale, which the participants placed on various types of trainings, and the participants' access to various types of data related to youth-gang involvement. The dependent variables included a measure of the participants' knowledge of youth involvement in gang-related activities, knowledge of data related to students' gang-related activities in their area, the number of interventions for gang-related behavior initiated by the respondent, and the types of gang-related interventions initiated by the respondent.

The Street Gang Information-Sharing Survey is an original tool used to examine information sharing in schools. The researcher attended a workshop hosted by a county gang task force in the area. The workshop was geared towards teachers and what they should look for as indicators of gang involvement. Questions in the survey regarding identifiers of specific gangs were based on the information offered at the training.

Police officers from gang units spanning 20 departments completed and rated the survey, Street Gang Information Sharing Survey, to further validate the subject matter. The responses and feedback from the officers provided direction for updates to the instrument as needed. A pilot study was then administered to a middle school within the

same school district as the participants of the study. The middle school selected contained the same three respondent groups: teachers (teachers, librarians, nurses, counselors, social workers, and psychologists), administrators, and school resource officers, as the actual study and had a portion of the student population that was considered gang-involved. Participants were provided informed consent letters and those individuals who chose to participate completed the 39-question survey. The survey was administered and collected by the researcher. Information gathered during the pilot study was examined and the instrument was modified to ensure that the material was logical and addressed the questions asked during the research study.

Process

The actual study was conducted during the 2013-2014 school year. The survey was administered electronically during a school day in November. A school day was selected so that all three respondent groups would be present to participate. The survey was administered electronically and a link was provided to all teachers, administrators, and school resource officers via e-mail. All teachers (teachers, nurses, librarians, counselors, social workers, and psychologists), administrators, and school resource officers were given the opportunity to provide informed consent as the initial step of the electronic survey. In indicating their willingness to participate, respondents also acknowledged that response acted as an electronic signature to participate in the study. The survey was administered by the researcher and the completed surveys were collected electronically within a 3-week time frame by the researcher for further analysis.

Analysis

Research Question 1 asked, "What types of information, background, and education about gangs do school staff need to identify gang-involved youth?" For Research Question 1, the researcher conducted descriptive analysis for the independent variables (types of trainings, number of trainings, perceived importance of different types of trainings, and access to different types of data related to youth gang involvement) and the dependent variables (participants' knowledge of youth involvement in gang-related activities, knowledge of data related to students' gang-related activities in their area, number of interventions for gang-related behavior initiated by the respondent, and types of related interventions initiated by the respondent). Descriptive statistics of counts (frequency), minimum, maximum, mean, and standard deviation were used for the independent and dependent variables.

Research Question 2 asked, "What information-sharing strategies are perceived as most effective to educate staff members?" For Research Question 2, the researcher calculated descriptive statistics of counts (frequency), maximum, minimum, mean, and standard deviation. The variables for this question were the types of information-sharing strategies and the perceived effectiveness of the types of information-sharing strategies. This research question was answered through an analysis of questions related to types of information-sharing strategies available to teachers (teachers, counselors, librarians, nurses, social workers, and psychologists), administrators, and school resource officers, and the perception of the effectiveness of each type of information-sharing strategy.

Research Question 3 asked, "In what ways do the perceptions of the three respondent groups: teachers (teachers, counselors, nurses, librarians, social workers, and

psychologists), administrators, and school resource officers vary?" For Research Question 3, the researcher used a Kruskal-Wallis one-way analysis of variance to determine if there was a significant difference between the three respondent groups. The significance level was determined at a p value of .05 or lower. A post-hoc Mann-Whitney U test was used to compare one respondent group with another, and the Bonferroni approach was used to correct for Type I errors across all tests.

Summary

Because gangs continue to play a role in school violence, school personnel must find a means to intervene and ensure that the school environment is a safe place conducive to learning. Staff members who are unaware of gang-filled situations are unable to react accordingly. Communication within school personnel plays a major role in the interventions and effectiveness of school safety.

To truly understand the effects gangs have in and on schools, one must comprehend the rise of street gangs and their infiltration into the school system. Chapter II offers an in-depth look at the literature highlighting the growth of street gangs within schools, the impact violence has on schools, and the effects safety training has on the school culture. Overall, the literature provides a historical look at the gang problem, where education sits currently with the gang dilemma, and finally the direction the gang dilemma is going within schools.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

To solve a problem, one must first recognize which portions of the current system are broken. Once the problem areas are identified, creative approaches are needed and, at times, risks must be managed to develop an alternative. As Vigil (1999) remarked, "If society is to intervene effectively to prevent street children from adopting the most harmful aspects of gang behavior, a different educational approach is needed" (p. 273). Vigil highlighted the need for answers to the violence caused by gang-involved youth in schools, but it will take more than just schools to make a difference: teachers, students, and community members all play a key role in creating safe schools. To understand the growing trend among youths in gangs, it is vital to comprehend the trigger factors that entice youths to associate and join.

A common setting for recruitment and violence is the school because it is an accessible location for youths to convene. Schools, while they may act as the backdrop, contain many key players, including staff, gang-involved students, and non-gang-involved students. A few studies have been conducted to further dissect the problem of youths involved in gang life. All the findings, however, point to the need for more information and continued studies. Once schools and communities are open and willing to work on juvenile issues—specifically gangs in schools—a safer institution can be the outcome, and one that redirects student behavior and shifts the focus back to academic success.

Reasons Adolescents Join Gangs

Tapia, Kinnier, and MacKinnon (2009) and Vigil (1999) focused on providing understanding of why some Mexican American youth join gangs and why some do not. Vigil believed that a loss of identity and a shifted sense of priorities caused a drastic change in the family dynamic. What Vigil observed was parents trying to make ends meet by juggling stresses from work and financial obligations in the home, and as a result, parents were spending less time at home with their children. Tapia et al. observed that Hispanics comprise 47% of the racial/ethnic mix of gangs in America, which constitutes the largest population. The fundamental question Tapia et al. addressed was why Mexican American adolescents joined gangs.

Tapia et al. (2009) studied this question and surveyed 43 high school-age Mexican American gang members and non-gang members. The researchers found that gang members were more likely to feel estranged from their families and disconnected from their Mexican heritage. Furthermore, Tapia et al. noted gang members reported their family incomes and grade point averages were substantially lower than those of non-gang members. As Tapia et al. (2009) explained, "Gang members seemed to feel more deprived and lost; thus, these individuals perhaps were likely to be attracted to becoming a part of a group that offered the possibility of a new way to obtain personal empowerment and affiliation" (p. 236).

Craig, Vitaro, Gagnon, and Tremblay (2002) identified some of the key triggers of why youth gravitate toward the gang lifestyle. The researchers found depression and fears related to rejection as a common thread among gang members. Once individuals tend to migrate towards others who display similar attitudes and behaviors, growth of

those involved in gang activity continues to spread. Documented by Schmitz and Christopher (1997), the image of a gangster is an appeal within itself. Schmitz and Christopher (1997) remarked, "Gang members are seen as role models; their appeal comes, in part, because they represent an alternative to traditional collectivism and modern individualism" (p. 424). Gang members do not follow the rules, and at a time in a youngster's life when he or she is frustrated by the rules established by parents or society, the gang life offers what appears to be a refreshing alternative.

Wang (2000) explored the reasons female adolescents joined gangs, what a female adolescent's role in the gang was, and what intervention methods were effective for female gang members. Wang found many limitations in gathering background information because there were few studies conducted on female gang members. To implement effective prevention and intervention programs for female gang members, an understanding of the female gang member was pivotal. Wang surveyed 216 female middle school students. The students were surveyed during the summer, when they attended a summer school program for at-risk students. Wang noted the extent of time a young person spends in the school environment means that school becomes a comfortable setting and acts as a major social identifier for gang-related occurrences. Wang observed that peer groups at school served as the reason girls join gangs in the first place, and the main reason girls stayed committed to the gang.

Ang, Huan, Chua, and Lim (2012) researched the connections between youth associated with gang involvement and violence. Ang et al. used reports from Singapore probation officers and focused on observations between gang activity and delinquent behavior in youth 16-18 years old. Ang et al. proposed youth involved in gangs engaged

themselves in violent behavior. Case files for 390 youth were gathered for the study. Ang et al. determined that gang-involved youth and youth exposed to gang members had a higher rate of violent behavior than did youth who were not involved in gangs. As Ang et al. (2012) reported, "The outcome of violent offending is 4.28 times as likely, and 3.89 times as likely, in youths who belong to a gang and youths who do not belong to a gang but have friends who belong in a gang" (p. 708).

Ang et al. (2012) presented findings that focused on a history of violent offenses by youth. Gang interventions were directed towards the youth involved in gangs. The researchers highlighted the need for interventions for individuals who are friends with gang members and committed violent offenses. While these individuals did not claim direct gang involvement, they associated with gang-involved youth and benefitted from intervention resources offered. Katz and Fox (2010) found that, as the number of risk factors increased, so did the gang association numbers. Hence, no longer are those involved in gangs the only individuals at risk to commit crimes or be involved in crimes; those individuals rehabilitating out of gang life and those who are friends or family members of gang members share the risk as well. An identifier that Ang et al. looked for as they sorted through data was a pattern of anger and aggressive behavior, as recorded in the case file. Signs of anger and aggressive behavior were a key pattern identifier in violent gang offenders. Determining if aggressive behavior is tracked can provide information about whether interventions were successful for the student or if the student turned to gang involvement.

Vazquez, Osman, and Wood (2011) studied the triggers and levels of aggression by gang-affiliated youth. They found that incidents that occurred at home, school, or with

law enforcement were displaced in the form of anger. Because those individuals involved in gang activity have a higher rate of committing deviant acts, the aggression rates of those involved in gang life are commensurately high.

Swahn, Bossarte, West, and Topalli (2010) studied whether there was an increased use of drugs and alcohol among gang members who are still in school. The study incorporated students in seventh through 12th grades in an urban, disadvantaged school district. Students were administered a survey that was organized according to two topics: gang membership and alcohol/drug use and exposure. The results of the survey identified male Hispanics as the largest culture comprising the makeup of gangs. In terms of drug and alcohol use, a higher prevalence was recorded for gang members than non-gang members. Swahn et al. reported that 22% of non-gang members had initiated alcohol use, as compared to 50.9% of gang members. The researchers also noted a higher incidence of drug use and drug-related crimes among students who are gang members. When society looks at gang prevention, there is a lack of consideration of how much influence drugs and alcohol have on gang-involved youth. Mitigating the use and prevalence of drugs and alcohol can have a direct influence on decreasing gang involvement and violence in schools.

<center>Gangs in Schools</center>

Burnett and Walz (1994) observed that the impact gangs have on schools affects both students involved and not involved in gang activity. They remarked, "Although many gang members acknowledge the importance of the educational objectives of school, school is much more important to them as a place for gathering with fellow gang members for socializing and other more violent activities" (Burnett & Walz, 1994, p. 2).

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A school that was once viewed as a neutral territory—and more importantly, an establishment for learning—is perhaps a vision of the past. Individuals involved in the gang lifestyle offer a dangerous daily routine that exposes innocent children to drugs and violence that have become the priority of gang-involved youth.

Craig et al. (2002), Tapia et al. (2009), and Vigil (1999) reiterated the need for effective gang prevention in high schools to slow the growth of gangs. As children grow older, their crimes become more serious and the rate at which they occur becomes more frequent (Vigil, 1999). Vigil (1999) noted, "As a result, street bonding is reinforced by school bonding, thus affirming and solidifying a pattern of action and reaction that mixes street and school cues and rules, with the former sometimes overwhelming and dominating the school scene" (p. 274). By providing the opportunity for information sharing and knowledge to teachers about gangs, teachers will be more likely to not only deter gang activities, but also possibly prevent youth from even joining. Ultimately, preventing youth from interacting with gang activity and providing opportunities to instill a sense of belonging will not only detract from gang involvement, but also will boost the academic success of endangered youth.

According to Naber, May, Decker, Minor, and Wells (2006), little research on the presence of gangs in schools has been published. Naber et al. observed that two road blocks can be attributed to the lack of research: a loose definition of the term *gang* and school administrators who feared the exposure of school violence truths. Naber et al. surveyed 1,200 police officers associated with schools and school administrators from three states—Indiana, Kentucky, and Ohio—to determine the dominance of gangs in schools.

Naber et al. (2006) also adopted the terminology used in the Eurogang instrument and neutralized the term *gang* throughout the study by referring to this population as *troublesome youth group*. When contacted by Naber et al., school administrators received a seven-page questionnaire that followed the Eurogang instrument. The Eurogang instrument is a collection of questions focused on gang involvement created by the Expert Survey Workgroup. Naber et al. intended for school administrators to feel more at ease with different terminology as opposed to withholding information because of the stigma of the word *gang*. Police officers associated with middle and high schools were contacted via telephone and surveyed about the prevalence of gangs in schools.

Naber et al. (2006) collected data from the surveys and analyzed the results. According to Naber et al., more than one-third of the school administrators believed that their schools did not have gangs. When police officers were asked if street gangs had a presence in the local schools, 85% of officers said there was not a presence of gangs. Naber et al. concluded that in seeking to determine if gangs were prevalent in schools, it truly depended on who was asked the question.

According to Katz and Fox (2010), most research conducted regarding gang-involved youth has been concerned with adolescents in the United States and ignored data applicable at an international level. Katz and Fox focused their study on the two-island nation of Trinidad and Tobago. The researchers observed that, in past studies, Caribbean islands reported high crime rates related to gang involvement. Katz and Fox uncovered risk and protective factors associated with Trinidad and Tobago youth as they sought to understand the growth of street gangs and international gang violence. Katz and Fox (2010) used the risk factor protective paradigm, that "categorizes risk and protective

factors into four domains: community, school, family, and peer and individual" (p. 188). The researchers relied on the risk factor protective paradigm because it provided an understanding of predictors for gang-involved youth, and the paradigm narrowed the focus for intervention planning.

Katz and Fox (2010) focused their research on ninth- through 11th-grade students in public, urban, at-risk, schools throughout Trinidad and Tobago. The researchers surveyed 2,552 students across a span of 22 high schools. Katz and Fox reported nine risk factors associated with gang status, but only one risk factor was applicable to a school setting. The researchers observed a direct relationship between gang members and a low commitment level to their education. Craig et al. (2002) made a similar observation in their research of gang-involved youth between the ages of 10 and 14. They noted, "Stable and unstable gang members reported more school problems as they aged" (Craig et al., 2002, p. 62). With an alienation from school on the rise, success in life appears to move only farther away from these young people.

Even though the Katz and Fox's (2010) study was conducted in the home rooms of 22 public schools, the majority of the risk and protective factors focused on the community and outside the schoolyard walls. The tool used emphasized society and peer relations over all other domains mentioned. The researchers determined the adolescent gang problem in Trinidad and Tobago was a problem of society. A low commitment to school could be closely examined to show, from a school setting, the root of the problem between gang-involved youth and educational institutions. Katz and Fox determined that 19.6% of students surveyed had some gang involvement. While this percentage was low when compared to other Caribbean nations, it was similar to gang-involved numbers in

Canada, Western Europe, and the United States. The research conducted highlights the trends and growth of gangs and gang-involved youth that is now becoming commonplace in schools and society worldwide.

Astor, Behre, Wallace, and Fravil (1998) surveyed social workers and determined their responsibilities in terms of addressing school violence. The researchers utilized a survey that managed four areas of data: perceptions of school violence, thoughts about personal safety, active intervention programs within their school, and active training and future needs in terms of school violence education. Astor et al. found that while social workers displayed comfort among services within schools, there was a disconnect between school social workers and community programs. While most social workers address issues within the confines of school walls, there are a great number of violent situations that adolescents brought from schools to the community and from the community back into the school building. According to Astor et al., anti-gang programs were not offered in even a quarter of the schools surveyed.

Lopez et al. (2006) observed students' viewpoints of gangs and crews. The researchers wanted to determine if adolescents noticed a difference between the two groups and what the opinions were in regard to each group. Two California high schools in heavy gang areas were the setting of the study, and 121 high school subjects were surveyed. According to Lopez et al., gangs and crews were identified as different by the students. The students recognized that gangs were more organized, while crews were described as groups of friends.

Although students could identify a clear distinction between gangs and crews, would teachers, staff members, and other members of the community be able to

recognize such a difference? Lopez et al. (2006) emphasized the students' observation that crews or associates carried a demeanor and behavior that is similar to that of gang members. School and community officials need to know what type of intervention method to use for the individual. Understanding the difference between gangs and crews allows for the adolescent to receive the kind of help that can have a positive impact on his or her life.

<p style="text-align:center">Trials and Tribulations</p>

The 1990s were a time of increased violence for urban Chicago children. Sheehan, DiCara, LeBailly, and Christoffel (1999) observed a rise in violence prevention programs. The programs started in schools, but Sheehan et al. found a disconnect between kids and their community. The researchers "hypothesize[d] that community-based peer-mentoring programs can be a useful component of programs that seek to prevent violence, serving to ameliorate the social risk factors that promote violence" (Sheehan et al., 1999, p. 50). Young people ages 14 to 21 served as mentors and teachers at the Cabrini Green Youth Program. The violence prevention program lasted 18 months, and the mentors worked with children as young as 7 and as old as 13. The children lived in the same housing project—Cabrini Green—as their mentors and the violent street gangs they tried to avoid. Sheehan et al. measured prevention success based on mind-sets, actions, and injuries. Two groups were utilized for the study; a control group was composed of adolescents of the same age, race, and gender as the case group. All adolescents involved, no matter the group, resided in the Cabrini Green apartments.

Over the 18-month study, lessons were taught to the case group. The lessons, instructed by the peer mentors, covered a variety of topics but focused heavily on gang

prevention tactics. According to Sheehan et al. (1999), the lessons varied from skits to

raps and covered subject matter such as what to do when one is recruited to join a gang.

Sheehan et al. used two surveys, administered at the start, middle, and end of the 18-

month study, to measure if the young people retained information and skills to avoid

violence. According to Sheehan et al., the children who received peer-mentored lessons

avoided attitudes and behaviors that supported violence. In addition, Sheehan et al.

observed that the mentors increased their skills for future leadership; 74% of the peer

mentors continued to mentor, attend higher education programs, or work full-time.

In an action research project, Rios (2010) observed gang-involved youth while at

school, on the street corner, and at the local community center. Rios's mission was to

provide opportunities for continuing education. Rios observed considerable scarring

when it came to gang-involved youth and their thoughts on education. Past negative

experiences caused gang-involved youth to alter their way of thinking and put up

potential roadblocks to achieving success at school. Rios (2010) explained, "Such

negative school experiences shaped the ways in which these young men understood

school as a dangerous institution and the street as a learning institution" (p. 208). Rios

found that intensive forms of rehabilitation and focus groups that allowed gang-involved

youth to express problems also included opportunities for job experiences, problem-

solving tactics, exposure to therapy, and school offerings as a way out.

Sheehan et al. (1999) used the gang model—groups of peers that gathered

together—as a preventative measure. According to Sheehan et al., little research to date

had been conducted that studied a peer mentorship model that incorporated a community-

based program. As opposed to these youths finding refuge on the streets or with a gang,

the community program offered an alternative. The paradoxical idea of a prevention gang being used to fight street gang recruitment and violence paved the way for peer mentoring as a prevention resource. Gang prevention programs seen in schools are faced with time restraints. Sheehan et al. highlighted the successes mentorship had on the prevention of at-risk youth involved in the program and those leading the program. The continuance of community involvement as a gang prevention resource provided at-risk youth a place to seek guidance.

After a rise in school violence in the late 1990s, many school officials implemented school safety initiatives. Allen, Cornell, Lorek, and Sheras (2008) observed the effects training sessions had on the perceptions of school staff. Two school districts served as data sources. District staff from 87 schools were surveyed about their perceptions of school safety and threats. After the staff attended training on assessing threats, the staff was surveyed again. As Allen et al. (2008) explained, "This is particularly important for school safety because consensus among school staff is vital to implementing efficient and effective responses to student threats of violence" (p. 320).

Allen et al. (2008) studied the threat assessment approach. This technique allowed for teams to evaluate threats and investigate the severity of the threat. The threat assessment approach was the foundation for the staff training sessions. In Allen et al.'s study, staff had favorable opinions after they completed the training. In particular, Allen et al. (2008) reported, "Recognition that violence prevention programs could reduce school violence increased from 41% to 90.1%" (p. 326). Similar to the study by Allen et al., Agran, Krupp, Spooner, and Zakas (2012) looked at in the importance of perceptions involved in understanding safety skills. Agran et al. surveyed 47 high school, middle

school, and former high school students on a variety of safety skills. When asked to rank the safety skills, crime prevention was ranked near the bottom in terms of importance.

Koffman et al. (2009) studied a gang prevention and intervention program that incorporated an all-encompassing approach. The need for such a program was due, in part to the continued growth of adolescent violence. In 2006, the Juvenile Intervention and Prevention Program (JIPP) implemented a program involving the Los Angeles Police Department, Los Angeles School District, and other community organizations with the intent of reducing delinquent behaviors. The program incorporated many aspects of an adolescent's life and focused on factors that helped students overcome difficult situations. Koffman et al. observed the JIPP program and studied the microcosms of self, school, family, and community that allowed participants in the program to build individual strengths within each domain.

In Koffman et al.'s (2009) study, 387 high school and middle school at-risk students were selected for the JIPP program by school, law, and community officials. The students, selected from the Los Angeles area, witnessed high gang and crime activity on a regular basis. The researchers stressed the importance that the JIPP program offered at-risk youths in terms of experience and opportunity. Koffman et al. observed the first stage of the program, which focused on building confidence and determination through physical training. The second stage of the program worked on developing strength from within. Speech and interview skills were offered to participants to establish their potential. The researchers evaluated the third stage regarding leadership as a vital step because it incorporated essential peer mentor skills. The final phase of the program incorporated families of at-risk youth and offered counseling and advice opportunities.

As Koffman et al. (2009) explained, "Three levels of outcome measures were used to evaluate program impact: psychosocial-emotional (depression), behavioral (discipline referrals, suspension rates), and academic (test scores)" (p. 244). Koffman et al. determined that the JIPP program provided beneficial results to at-risk students in all three areas. The researchers emphasized the effects the JIPP program offered in terms of interventions. Measured results revealed a significant decrease in the number of suspensions and behavior referrals issued to at-risk students in the program. Many of the participants were offered acceptance into the program as a consequence in place of a suspension from school. The participants selected the program over the suspension; hence, the number of suspensions did not necessarily decrease, as Koffman et al. reported, but instead the disciplinary action was averted to an alternative of suspension.

The JIPP program served as an exemplary resource for law enforcement and school districts to combine forces and make an impact on the lives of at-risk youth. In many cities and districts, financial barriers have impeded potential breakthroughs to preventing adolescent violence. The observations of Koffman et al. (2009) provided a structure and model for future researchers wanting to change lives, even if only one stage at a time.

Esbensen et al. (2011) studied the Gang Resistance Education and Training (G.R.E.A.T. II) program as a revamped system that helped schools and law enforcement fight gang violence. The G.R.E.A.T. program has faced harsh criticisms in the past. As Esbensen et al. (2011) explained, "The original G.R.E.A.T. program was developed in 1991 by Phoenix-area law enforcement agencies to better respond to local gang problems" (p. 54). The program, which mirrored, a Drug Abuse Resistance Education

(DARE) program, needed a face lift, and was reworked and aligned with gang resistance lessons and state standard curriculum. According to Esbsensen et al., G.R.E.A.T. II was implemented in 31 middle schools across five different states. Students completed a pre- and post- test and four surveys throughout the 9-month program. Esbensen et al. noted that 13 lessons were taught throughout the course by a G.R.E.A.T.-trained police officer. The researchers observed positive results in terms of the revamped program, noting, "The G.R.E.A.T. students compared to non-G.R.E.A.T. students were more likely to report positive attitudes about police, less positive attitudes about gangs, more frequent use of refusal skills, greater resistance to peer pressure, and lower rates of gang membership" (Esbensen et al., 2011, p. 64). Esbensen et al. provided schools with an intervention/prevention system that has been proven to make a positive impact on gang awareness and school safety.

Swetnam and Pope (2001) studied three very different groups to understand the impact of gangs on a smaller community. Teachers, students, and police officers were observed, and the perceptions of the three groups regarding gangs were measured. As Swetnam and Pop (2011) explained, "[We] were interested in assessing perceptual difference between the groups in the hope that their differencing perspectives on the nature of gangs could assist local authorities in developing innovative and effective ways of dealing with them" (p. 199). Students from all four grade levels made up the 243-student sample from the high school located in a rural Southern town. The 34 teachers who participated in the study came from the same local high school. The final group to make up the subjects for the research came from the local police department in town; 20 officers completed the survey. Swetnam and Pope found consistencies among all three

groups questioned about gang development. All three groups found that the community lacked programs and activities for adolescents. Swetnam and Pope also highlighted that none of the groups were able to recognize available resources for at-risk youth or gang-involved youth to seek help. Although the research conducted did not take place in an urban setting, it did focus on a need for community outreach and gang programs in rural communities.

One portion of the Swetnam and Pope (2005) survey focused on gang recruitment within rural communities. The survey allowed researchers to determine if respondents observed gang recruitment and growth within the community. The student and police groups overwhelmingly observed recruitment as a growing gang trend. According to Swetnam and Pope, many teachers were unaware of the types of recruitment that were going on within the classroom and confines of the school property.

The Need for Information

Burnett and Walz (1994) added that the reaction of schools with gangs has either been too harsh or too lax in terms of responding to the growing problem. The researchers remarked, "What is needed instead is a strategy that mobilizes school and community resources to offer viable alternatives to youth gang memberships" (Burnett & Walz, 1994, p. 2). Burnett and Walz mentioned that to resolve this problem, schools must be prepared to attack the crisis at the root, and go after the psychological and sociological reasons students join gangs. Students who have a similar need and carry a sense of belonging can be compared to other gang recruits and can potentially be saved, but only if these students are identified and offered the supports needed prior to gang recruitment. Burnett and Walz also stressed that staff members in schools must be educated on

gangs—specifically on what to look for and how to report findings. Schools whose staff are alert and proactive in intervening with at-risk and gang-involved youth offer young people a safe school climate and chance to learn.

Calabrese and Bowser (1988) studied a variety of staff subgroups within a school district and focused on the gratification of workshops offered. The researchers proposed that workshops deemed as beneficial met the needs of various groups among the staff. They surveyed 167 subjects from one school district, grouping them as regular education teachers, special education teachers, administrators, or teaching aides. The survey measured the staff's viewpoints on the selection of training, practicality of training, direction of training, application of training in the school environment, and upkeep of the training. Calabrese and Bowser found many differences in the subgroups with regard to training and workshops, underscoring the need for teacher input in educational initiatives. The researchers stressed the importance of teacher involvement on the efficiency of teacher inservice training and workshops. Calabrese and Bowser particularly stressed the importance of communication among staff groups on ensuring the information presented is specific and applicable.

Gregory, Henry, and Schoeny (2007) studied school climate and how the climate contributed to the effectiveness of research-based psychosocial prevention programs. Three dimensions were observed within a school climate: negative relationships, administrative leadership, and support. Gregory et al. found that teachers in an environment in which they felt supportive and responsive with each other were among the schools with the highest rate of implementation. In addition, the fastest rate of program implementation occurs among schools in which teachers perceived

administrators as being open and collaborative. More specifically, when administrators were open and responsive to feedback and communicated a clear commitment to a new program, then teachers were more willing to follow. Gregory et al. reinforced the importance of administrators buying into the program and having total commitment to the implementation for the program to work. When teachers can see and feel how valued the program is to the administrators, then they are more likely to follow and be an integral part to its implementation.

Mooij (2011) studied the effects of secondary teachers who experienced violence and the impact of violence on school safety in The Netherlands. Once the survey results were tabulated, Mooij focused on the feedback provided to the individual schools. Mooij emphasized the importance of information sharing and the impact information sharing has on changing the dynamics and culture of a school.

Price, Murnan, Thompson, Dake, and Telljohann (2005) studied elementary school teachers and their role in school violence education. According to Price et al., the growth observed in school violence made it important for school safety education to be incorporated into classroom lessons. Price et al. found teachers felt uncomfortable teaching a subject with little training. Findings of Prince et al.'s study proved that safety training is an essential component for a teacher and needs to be an available resource offered for school staff. Fisher and Kettl (2003) voiced concerns regarding teachers and their roles in reporting violence. The researchers highlighted the irony of the group (teachers) whose members dedicated the most time getting to know students and understand them is undeniably underutilized as a resource in research. As Fisher and Kettl (2003) remarked, "Teachers and school personnel often observe violence in their

schools, and all too often they are its victims. They know the children and the social system of schools better than any other group" (Fisher & Kettl, 2003, p. 80).

When fear is ingrained within school walls, it affects the student's ability to learn and the teacher's ability to teach. Fisher and Kettl (2003) revealed that 76% of teachers surveyed wanted some sort of implementation in the form of interventions to violence. Pesce and Wilczynski's (2005) findings supported the claim that educating educators is a vital step towards school safety. As Pesce and Wilczynski (2005) stated, "Staff members should be trained to recognize the signs of gang involvement as well as local gang colors, dress codes, symbols, and the like" (p. 12). In a world of increasing violence, schools must be prepared to act quickly and efficiently to protect the students and staff.

<div align="center">Conclusion</div>

Several factors are deemed responsible for pointing youth in the direction of gangs. Lack of a strong family unit and disconnect from peer groups were exposed as reasons in many of the studies. In addition, a negative experience with teachers or schools also has an adverse impact a youth's decisions to join a gang to fill the void of acceptance. Students who have a negative outlook on school find themselves attending for other purposes that are not academically related. Gang-involved youth look to schools to fulfill social needs and even engage in recruitment, drug sales, or defending their turf through violence. To provide adequate and appropriate long-lasting interventions, gang-involved youth must be able to be identified so the proper interactions can be started and a rehabilitation process put in place. Once interventions are in place, students, staff, and the community can begin to construct the foundation for school safety that directly makes a positive impact on change.

To understand the inner workings of an exploration on information sharing among schools with gang-involved youth, Chapter III offers a closer look at what must happen before the interventions can take place. The information that school staff needs to know to identify students who are at risk for gang involvement is an imperative first step. Chapter III offers insight into how this study was conducted to pinpoint what staff need to know, and how school employees learn best to ensure that their school is a safe learning environment for all.

CHAPTER III

METHODOLOGY

Introduction

Information sharing is centralized around effective communication that leads to process change and interventions. However, those results cannot be achieved without a foundational method to relay information from one source to another. This dissertation was an exploration-based study intended to investigate three groups in a high school setting regarding their perception and knowledge of information surrounding gangs. This study was designed to fill a void regarding information sharing among school staff in relation to knowledge and perceptions. The objective was to offer school staff insight on sources of information to improve safety within school walls. Chapter III explains in detail how this research study was conducted to answer to the following questions:

1. What types of information, background, and education about gangs do school staff need?

2. What information-sharing strategies are perceived as most effective to educate staff members?

3. In what ways do the perceptions of the three respondent groups (teachers, administrators, and school resource officers) vary?

Research Design

After approval was obtained from the Olivet Nazarene University Institutional Review Board, the study was launched. Perceptions and knowledge about gangs were surveyed using a 39-item questionnaire e-mailed to all secondary teachers, administrators, and school resource officers in one school district. This research was not

conducted by the school district itself, but the researcher had obtained permission from the district for the research study to be conducted.

The Street Gang Information Sharing Survey was created to be used with teachers, administrators, and school resource officers. A pilot study was conducted using a middle school within the same school district as the actual study. The middle school had gang-involved youth enrolled and employed the three respondent groups: teachers, administrators, and a school resource officer. The survey was issued to 63 middle school staff, and a small number of staff from the three respondent groups participated ($n = 8$) as part of the pilot study. Four of the participants did not complete portions of the survey that asked the subjects to identify colors and signs of gangs. The researcher was unsure if the subjects did not know the answers to those questions or simply did not want to answer those questions. Based on the lack of response on those questions in particular, the researcher went back to survey and designed an option for participants to respond if they did not know an answer, thereby allowing respondents the option to answer each survey question as accurately as possible.

The Street Gang Information Sharing Survey is a 39-question item used to measure the perception and knowledge of gang identification regarding information sharing. Participants respond to a series of questions in six sections throughout the survey. The six sections of the survey allow for collection of data in the categories of demographic information, training and knowledge of gang-related activity, data effectiveness, perception of knowledge on gang identifiers, gang content information, and gang interventions.

Population

The subjects in this study were from a large school district in an urban setting that contained gang-involved youth. The study focused on respondents from six high schools within the district. The district was selected due to the composition of teachers, school administrators, and school resource officers within each building. The term *teachers* was an umbrella term that included teachers, counselors, social workers, librarians, nurses, and school psychologists at the secondary level.

A total of 721 school staff were granted access to participate in the survey. Specifically, 721 teachers, 52 school administrators, and six school resource officers were eligible to participate. From that sample, 93 subjects responded to the online survey. The respondent groups included 83 teachers, five school administrators, and five school resource officers.

Data Collection

Six high schools were approached to participate in the study and all six agreed to participate. Potential participants received an initial e-mail explaining the purpose and significance of the study. Two weeks after the initial e-mail was sent, the potential participants were sent a second e-mail containing the link to the online survey offered via Fluidsurveys.com. The first page of the survey explained that the subjects' participation was voluntary and confidential. It also reassured the subjects that he or she could withdraw from the survey at any time and informed the subject that there was minimal risk from participating in the survey. Those interested in participating accepted the informed consent and were granted access to the survey.

Analytical Methods

The Street Gang Information Sharing Survey was analyzed using descriptive and nonparametric statistics as part of a quantitative method design. Results were analyzed through Statistical Package for the Social Sciences (SPSS) software and were displayed using percentages and nonparametric descriptors. The level of significance selected throughout this study was at the $p < 0.05$.

To answer Research Question 1, the researcher used a group cross-tabulation to highlight the count and percent of trainings attended by each respondent group. Types of trainings, number of trainings, perceived importance of different types of trainings, and access to different types of data related to youth gang involvement were observed to determine what each group has been exposed to and what avenues of gang education are used and not used among school staff. To analyze the results of Research Question 1, the researcher conducted descriptive analysis for the independent variables (types of trainings, number of trainings, perceived importance of different types of trainings, and access to different types of data related to youth gang involvement) and the dependent variables (participants' knowledge of youth involvement in gang-related activities, knowledge of data related to students' gang-related activities in their area, number of interventions for gang-related behavior initiated by the respondent, and types of related interventions initiated by the respondent). Descriptive statistics of counts (frequency), minimum, maximum, mean, and standard deviation were used for the independent and dependent variables.

To answer Research Question 2, the researcher used a counts method to determine the level of effectiveness using a 3-point Likert-type scale measuring on points of not

effective, somewhat effective, and very effective. To analyze the results related to

Research Question 2, the researcher calculated descriptive statistics of counts, maximum,

minimum, mean, and standard deviation. The variables for this question were the types of

information-sharing strategies and the perceived effectiveness of the types of

information-sharing strategies. This research question was answered through an analysis

of questions related to types of information-sharing strategies available to teachers

(teachers, counselors, librarians, nurses, social workers, and psychologists),

administrators, and school resource officers, and the perception of the effectiveness of

each type of information-sharing strategy.

To answer Research Question 3, the researcher used a counts method to measure

differences in perceived level of effectiveness between the three respondent groups. To

analyze the results related to Research Question 3, the researcher used a Kruskal-Wallis

one-way analysis of variance to determine if there was a significant difference between

the three respondent groups. The significance level was determined at a p value of .05 or

lower. A post-hoc Mann-Whitney U test was used to compare one respondent group with

another, and the Bonferroni approach was used to correct for Type I errors across all

tests.

<center>Limitations</center>

Several limitations of this research should be acknowledged. First, a primary

limitation to consider is the number of questions in the survey itself. The survey asks for

a response to 39 individual questions across six sections. The length of the survey

potentially could cause respondents not to finish or even engage in the survey due to the

time commitment based on the number of questions. Another limitation could be that the

content is not relatable to all school staff. While the research followed trends of growing gang violence in adolescents, not all teachers, administrators, and school resource officers have been exposed to gang-involved youth or trainings of the like. This lack of exposure would then limit the respondents' ability to provide insight to the study and might cause potential participants to drop out of the study. This particular limitation might explain the size of the teacher respondent group ($n = 83$), where a smaller number of teachers had exposure to the content [gangs] and was reflective in an even smaller group of actual respondents ($n = 29$).

A final limitation noted was the imbalance of participants in each respondent group. The school resource officer group had the highest percentage of participant response at 83%. The school administrator group had a low participant response at 9%. The teacher respondent group had a fairly low participant response at 11% and an even lower response when the amount of teachers that had exposure to gangs and were able to answer the survey questions with detail brought the response down to 4%. While these limitations do not represent a balance in the various respondent groups, they do illuminate a need for information sharing among school staff, as there is an obvious void in addressing and understanding students and gangs.

<div align="center">Summary</div>

Chapter III offered a clear breakdown of the research methodology used, and an in depth exploration of the process and procedures applied to answer each research question. Types of information needed, perceptions of information sharing strategies, and differences in the perceptions of the three respondent groups were all explored in this study. Chapter IV explores the results of the data collection along with conclusions

drawn. Because there has been limited research on the subject, Chapter IV also offers

recommendations for further study on the subject.

CHAPTER IV

FINDINGS AND CONCLUSIONS

Introduction

This study explored information sharing among school staff regarding gang-involved youth. Chapter IV represents the final results of the data collected and analyses performed. Each research question is restated and answered based on the findings reported. Conclusions, implications, and future recommendations based on the results of this study are noted and provide direction for additional studies.

Violence in schools has been increasing over the decades; however, trends are revealing violent acts where innocent students and staff members are victimized within the school walls. Once violent acts occur, police and school officials look for interventions to put in place to prevent such acts from re-occurring. In gang situations, putting in place interventions can be complex, unless the staff members know what signs to look for to initiate the intervention. Gang education to school staff provides a foundational basis of information with which teachers, administrators, and school resource officers can then make the decisions appropriate to the situation and implement the necessary interventions to students with fidelity.

Finally, if the information regarding gang education is reviewed, school staff can determine what information regarding gangs is perceived as helpful and identify information that is not being shared. The present study represents an attempt to recognize the various perceptions related to information sharing. By presenting this information, the strengths and weaknesses of gang education to school staff can be exposed and remedied.

The results of this study are organized into four sections. The first section explores the demographic information. The second section details the types of information, background, and education about gangs school staff need. The third section examines effective information sharing techniques. The final section analyzes varying perceptions between the three respondent groups.

Demographics

Ninety three adults ($n = 93$) participated in the study, of which teachers ($n = 83$), administrators ($n = 5$), and school resource officers ($n = 5$) were included. Sixty-five women and 28 men participated with a mean level of experience of 10 years ($SD = 7.2$). The sample was primarily White ($n = 81$, 87%), with smaller numbers of Hispanic ($n = 9$, 10%), African American ($n = 2$, 2%), and Native American ($n = 1$, 1%) participants. The sample was similar to the district population of staff, in which 77% were White, 18% Hispanic, 2% African American, and less than 1% Native American. Details on years of experience in the schools are presented in Table 1

Table 1. Counts and Percentages of Years of Experience in Schools

Years	n	%
0	5	5.4
1	2	2.2
2	2	2.2
3	1	1.1
4	3	3.2
5	6	6.5
6	9	9.7

Years	n	%
7	8	8.6
8	6	6.5
9	8	8.6
10	5	5.4
11	2	2.2
12	3	3.2
13	2	2.2
14	4	4.3
15	4	4.3
16	3	3.2
17	5	5.4
18	3	3.2
19	3	3.2
20	3	3.2
23	1	1.1
25	1	1.1
28	1	1.1
30	1	1.1
33	1	1.1
35	1	1.1
Total	93	100.0

Types of Gang Information

The types of information, background, and education regarding gangs that school staff need were investigated first. As shown in Table 2, 68% of the participants had not attended training regarding gangs; thus, this population did not offer an opinion on whether training was or was not helpful. What remained from the population group were 29 participants who had attended between one and 11 training(s) regarding gangs.

Table 2. Gang Trainings Attended

Trainings (n)	Participants (n)	%
0	64	68.8
1	10	10.8
2	8	8.6
3	3	3.2
4	3	3.2
5	3	3.2
8	1	1.1
11	1	1.1
Total	93	100.0

Table 3 represents the breakdown of trainings attended by each respondent group, where group 1 represented teachers, Group 2 represented administrators, and Group 3 represented school resource officers. A group cross-tabulation was used to highlight the count and percent of trainings attended for each respondent group. As shown in Table 3, 74% of teachers ($n = 83$) reported having attended zero trainings on gangs. Smaller

numbers were reported by the other respondent groups; 40% of school administrators (n = 5) and 20% of school resource officers (n = 5) reported to attend zero trainings on gangs. Upon observation of the number of participants that attended between one and three trainings on gangs, 91% of the participants that attended trainings within this range were teachers. On the higher end of the training range, school resource officers represented 50% of the participants that attended between four and eleven trainings.

Table 3. Gang Trainings Attended, Cross-Tabulated by Respondent Group

Gang trainings attended (n)	Count/cross -tab.*	Respondent group			Total
		1	2	3	
0	Count	61	2	1	64
	% w/in RG[a]	73.5	40.0	20.0	68.8
1	Count	9	1	0	10
	% w/in RG[a]	10.8	20.0	0.0	10.8
2	Count	7	1	0	8
	% w/in RG[a]	8.4	20.0	0.0	8.6
3	Count	3	0	0	3
	% w/in RG[a]	3.6	0.0	0.0	3.2
4	Count	1	0	2	3
	% w/in RG[a]	1.2	0.0	40.0	3.2
5	Count	1	1	1	3
	% w/in RG[a]	1.2	20.0	20.0	3.2

Gang trainings attended (*n*)	Count/cross-tab.*	Respondent group			
		1	2	3	Total
8	Count	0	0	1	1
	% w/in RG[a]	0.0	0.0	20.0	1.1
11	Count	1	0	0	1
	% w/in RG[a]	1.2	0.0	0.0	1.1
Total	Count	83	5	5	93
	% w/in RG[a]	100.0	100.0	100.0	100.0

Note. * Cross-tabulation. a Within respondent group.

Perception of Effective Information-Sharing Strategies

Descriptive statistics were used to determine what information-sharing strategies were perceived as most effective to educate staff members. The three groups responded to five types of information related to gangs: colors, signs, names, referral stats, and behavior interventions. The three groups also responded to information sharing from three different entities: school administrators, district administrators, and school resource officers. The three respondent groups—teachers, administrators, and school resource officers—reported that information regarding gang colors was the most effective, followed by information about gang signs, followed by information about gang referral stats. Sharing information about both names of gangs and gang behavior interventions were deemed as lower in effectiveness.

Perceptions of Respondent Groups

The researcher used Kruskal-Wallis one-way analysis of variance (ANOVA) for ranks to determine the differences among all three groups regarding the perception of knowledge as it related to colors, signs, and logos of gangs, followed by post-hoc Mann-Whitney U tests to compare each group with the others. The Bonferroni (0.05/3) approach was used to correct for Type I errors across tests.

Gang colors. A Kruskal-Wallis test was performed comparing the perceptions of teachers, administrators, and school resource officers regarding their knowledge on gang colors. A significant result was found (H (2) = 11.16, $p < .05$), indicating that the groups differed from each other. Teachers averaged 44.20, administrators averaged 62.90, and school resource officers averaged 77.20.

Gang signs. Another Kruskal-Wallis test was conducted comparing the perceptions of teachers, administrators, and school resource officers regarding their knowledge on signs of gangs. A significant result was found (H (2) = 10.99, $p < .05$), indicating that the groups differed from each other. Teachers averaged 44.45, administrators averaged 57.80, and school resource officers averaged 78.50.

Gang logos. A third a Kruskal-Wallis test was conducted comparing the perceptions of teachers, administrators, and school resource officers regarding their knowledge on gang logos. A significant result was found (H (2) = 14.67, $p < .05$), indicating that the groups differed from each other. Teachers averaged 44.02, administrators averaged 59.00, and school resource officers averaged 84.40.

Group comparisons regarding gang colors. For the first comparison (teachers versus administrators) regarding perception of knowledge of gang colors, no significant

difference in the results was found ($U = 124.50$, $p > .0167$). The teacher respondent group averaged 43.50 and the administrator respondent group averaged 61.10. The second comparison (teachers versus school resource officers) regarding their perception of knowledge of gang colors, a significant difference was found ($U = 60.00$, $p = .003$). The teacher respondent group averaged 42.72 and the school resource officer group averaged 74.00. For the final comparison in this series (administrators versus school resource officers) regarding their perception of knowledge of gang colors, no significant difference was found ($U = 9.00$, $p = .419$). The administrator respondent group averaged 4.80 and the school resource officer group averaged 6.20.

Group comparisons regarding gang signs. For the first comparison (teachers versus administrators) regarding their perception of knowledge of gang signs, no significant difference was found ($U = 147.50$, $p = .209$). The teacher respondent group averaged 43.78 and the administrator respondent group averaged 56.50. The second comparison (teachers versus school resource officers) regarding their perception of knowledge of gang signs, a significant difference was found ($U = 56.00$, $p = .002$). The teacher respondent group averaged 42.67 and the school resource officer respondent group averaged 74.80. For the third comparison in this series (administrators versus school resource officers) regarding their perception of knowledge of gang signs, no significant difference was found ($U = 6.50$, $p = .166$). The administrator respondent group averaged 4.30 and the school resource officer respondent group averaged 6.70.

Group comparisons regarding gang logos. For the first comparison (teachers versus administrators) regarding their perception of knowledge of gang logos, no significant difference was found ($U = 139.50$, $p = .161$). The teacher respondent group

averaged 43.68 and the administrator respondent group averaged 58.10. The second

comparison (teachers versus school resource officers) regarding their perception of

knowledge of gang logos, a significant difference was found ($U = 28.50$, $p = .001$). The

teacher respondent group averaged 42.34 and the school resource officer respondent

group averaged 80.30. For the final comparison in this series (administrators versus

school resource officers) regarding their perception of knowledge of gang logos, no

significant difference was found ($U = 4.50$, $p = .065$). The administrator respondent

group averaged 3.90 and the school resource officer respondent group averaged 7.10.

Research Questions

The directional focus of this research was intended to explore information sharing

among school staff to determine the perceived needs for gang education to have a

knowledge base from which to make decisions regarding the safety of staff and students.

To guide the study towards answers regarding gang education and school safety, the

following research questions were posed:

1. What types of information, background, and education about gangs do school

    staff need?

2. What information-sharing strategies are perceived as most effective to educate

    staff members?

3. In what ways, do the perceptions of the three respondent groups: teachers,

    administrators, and school resource officers vary?

Research Methods

This study focused on determining the types of information, background, and

education about gangs that school staff need (Research Question 1) and the information

sharing strategies perceived as most effective to educate staff members (Research

Question 2). Finally, the perception of gang knowledge among teachers, administrators,

and school resource officers was analyzed and differences observed (Research Question

3).

To answer the Research Question 1, the researcher used a group cross-tabulation

to highlight the count and percent of trainings attended by each respondent group. Types

of trainings, number of trainings, perceived importance of different types of trainings,

and access to different types of data related to youth gang involvement were observed to

determine what each group has been exposed to and what avenues of gang education are

used and not used among school staff.

The researcher used descriptive statistics to determine the information-sharing

strategies deemed as effective for educating staff members. Teachers, administrators, and

school resource officers responded to five information-sharing indicators related to gang

education: colors, signs, names, referral stats, and behavior interventions. The three

respondent groups also responded to the information sharing indicators and their delivery

by three different entities: school administrators, district administrators, and police/

school resource officers. The researcher used counts on a scale of effectiveness, where

respondents based the information sharing indicator as not effective, somewhat effective,

or very effective.

The researcher used a Kruskal-Wallis one-way analysis of variance for ranks to

determine the differences among all three groups regarding the perception of knowledge

as it relates to colors, signs, and logos of gangs. The researcher used a significance level

of $p < .05$ to determine the results. Following the Kruskal-Wallis, a Mann-Whitney U

post-hoc test was used to compare each respondent group with the others. The Bonferroni (0.05/3) approach was used to correct for Type I errors across tests.

Findings

Research Question 1

The first research question was structured to identify the types of information, background, and education regarding gangs that school staff need. A group cross-tabulation using counts was used to determine the number of trainings on gangs attended by each respondent group. These counts and percentages were reported in Table 3 As shown in Table 3, 68% of respondents ($n =$ 93) reported having zero training on gangs. Specifically, 73% of teachers ($n = 83$) responded having no exposure to trainings on gangs. The teacher population is the largest staff population in a school setting, representing anywhere up to 80% of the total school staff. A large void in specific training for gang identification speaks to the need for continued professional development on elements of school safety like that of gang recognition. According to the study, 22% of teachers had attended between one and three trainings, 2% of teachers attended between four and five trainings on gangs, and 1% of teachers attended 11 trainings on gangs.

School administrators represent the decision makers and school leaders at the building level; they oversee the interventions and disciplinary actions implemented on students. Surprisingly, 40% of administrators ($n = 5$) reported having zero training on gangs. Another 40% of administrators reported having attended one to two gang trainings, and 20% of administrators reported they had attended five trainings on gangs.

School resource officers are trained police officers within the village or town that holds jurisdiction over the school; they accept an assignment to serve within the school instead of on patrol. The school resource officer respondent group ($n = 5$) reported 20% had attended zero trainings on gangs, while 80% of school resource officers had attended between four and eight trainings on gang. Out of all three respondent groups whose members attended between four and eleven gang trainings, 50% of those trainings were attended by school resource officers.

Research Question 2

The second research question looked at what information-sharing strategies were perceived as most effective to educate staff members.

Information source: School-level administrators. The data in Table 4 represent the perceptions of teachers, school resource officers, and administrators as to the effectiveness of various gang-related indicators received from school administrators. A counts method was used to determine the level of effectiveness using a 3-point Likert-type scale measuring on points of not effective, somewhat effective, and very effective. The three respondent groups perceived that information related to gang colors was most effective when received from school administrators. Information related to gang signs and discipline referrals were also perceived as effective, while information related to gang interventions were perceived as least effective when received from school administrators. As shown in Table 4, teachers, school administrators, and school resource officers reported that information sharing from school administrators regarding gang colors was the most effective.

Table 4. Staff-Perceived Effectiveness of Various Types of Gang-Related Indicators, Data Received from School Administrators

Indicator type/data details	Not effective	Somewhat effective	Very effective	Total
Colors	2	14	3	19
Signs	1	11	3	15
Names	0	7	3	10
Discipline referrals	4	13	3	20
Interventions	3	4	2	9

Information source: District-level administrators. Table 5 represents the

perceptions of teachers, school resource officers, and administrators as to the

effectiveness of information sharing from district-level administrators. The researcher

found that information sharing regarding gang colors and gang-related discipline referrals

were perceived as the most effective from district-level administrators. Information

related to gang interventions was perceived as least effective according to the three

respondent groups. As shown in Table 5, the three respondent groups reported low

numbers of effectiveness across the board regarding information-sharing strategies from

district administrators, reporting gang colors and gang referral stats as the most effective.

Table 5. Staff-Perceived Effectiveness of Various Types of Gang-Related Indicators, Data Received from District Administrators

Indicator type/data details	Not effective	Somewhat effective	Very effective	Total
Colors	0	6	2	8
Signs	1	3	2	6
Names	0	3	3	6
Discipline referrals	1	5	3	9
Interventions	3	1	0	4

Information source: School resource officers. Table 6 represents types of information regarding gangs and their level of effectiveness as perceived by teachers, school resource officers, and administrators when received from school resource officers. The researcher determined that information related to gang colors and gang signs was perceived as the most effective to teachers, school resource officers, and administrators. Information regarding gang interventions was perceived as the least effective information type provided by school resource officers to the respondent groups. Information sharing from the school resource officer carried the highest number of positive responses ($n = 76$) when compared to positive responses of information sharing from district administrators ($n = 28$) and school administrators ($n = 63$). Based on the information presented in Table 6, Teachers, school administrators, and school resource officers found information sharing by school resource officers effective; this level of effectiveness was reflected in high scores, with the most effective being information related to gang colors.

Table 6. Staff-Perceived Effectiveness of Various Types of Gang-Related Indicators, Data Received from School Resource Officers

Indicator type/data details	Not effective	Somewhat effective	Very effective	Total
Colors	0	17	6	23
Signs	0	15	5	20
Names	1	7	7	15
Discipline referrals	3	6	5	14
Interventions	0	3	5	8

Research Question 3

The final research question was designed to determine in what ways the perceptions of the three respondent groups—teachers, administrators, and school resource officers—vary. The mean rank shown in Table 7 represents the disparities in perceptions of gang knowledge between teachers, administrators, and school resource officers. The perception of knowledge for teachers in relation to gang colors, signs, and logos was significantly lower than the perceptions of these factors by administrators and school resource officers. School resource officers had the highest perception of gang knowledge among the three respondent groups. Teachers perceived their gang knowledge to be the highest regarding signs, while administrators perceived colors as their highest knowledge area and school resource officers perceived logos as the highest knowledge domain. The disparities in the perceptions of gang knowledge further show the respondent groups' needs and how they vary in terms of information on gang education.

Table 7. Staff Perceptions of Gang Knowledge ($N = 93$)

Group	Knowledge of gang		
	Colors (M)	Signs (M)	Logos (M)
Teachers ($n = 83$)	44.22	44.45	44.02
Administrators ($n = 5$)	62.90	57.80	59.00
School resource officers ($n = 5$)	77.20	78.50	84.40

The researcher used Kruskal-Wallis one-way analysis of variance for ranks to determine the differences among all three respondent groups: teachers, administrators, and school resource officers regarding their perception of knowledge of gang colors, signs, and logos, followed by post hoc Mann-Whitney U tests to compare each group among the others. The Bonferroni (0.05/3) approach was used to correct for Type I errors across all tests. For the first analysis, teachers were compared to administrators regarding their perception of gang color knowledge, no significant difference in the results were found ($U = 124.50$, $p > .0167$). Teachers averaged 43.50 and administrators averaged 61.10. For the second analysis, teachers were compared to school resource officers regarding their perception of gang color knowledge, a significant difference was found ($U = 60.00$, $p = .003$). Teachers averaged 42.72 and school resource officers averaged 74.00. For the third analysis, administrators were compared to school resource officers regarding their perception of gang color knowledge, no significant difference was found ($U = 9.00$, $p = .419$). Administrators averaged 4.80 and school resource officers averaged 6.20.

In the second round of variance tests, the perception of gang sign knowledge was analyzed. For the first analysis, teachers were compared to administrators regarding their perception of gang sign knowledge, no significant difference in the results were found (U = 147.50, p = .209). Teachers averaged 43.78 and administrators averaged 56.50. For the second analysis, teachers were compared to school resource officers regarding their perception of gang sign knowledge, a significant difference in the results was found (U = 56.00, p = .002). Teachers averaged 42.67 and school resource officers averaged 74.80. For the third analysis, administrators were compared to school resource officers regarding their perception of gang sign knowledge, no significant difference in the results was found (U = 6.50, p = .166). Administrators averaged 4.30 and school resource officers 6.70.

In the final round of variance tests, the perceptions of gang logo knowledge were analyzed. For the first analysis, teachers were compared to administrators regarding their perception of gang logo knowledge, no significant difference in the results was found (U = 139.50, p = .161). Teachers averaged 43.68 and administrators averaged 58.10. For the second analysis, teachers were compared to school resource officers regarding their perception of gang logo knowledge, a significant difference in the results was found (U = 28.50, p > .001). Teachers averaged 42.34 and school resource officers averaged 80.30. For the third analysis, administrators were compared to school resource officers regarding their perception of gang logo knowledge, no significant difference in the results was found (U = 4.50, p = .065). Administrators averaged 3.90 and school resource officers averaged 7.10.

In all three rounds of variance tests—perceptions of knowledge related to gang colors, signs, and logos—a significant difference was observed between teachers and school resource officers. No significant differences were observed between teachers and administrators or administrators and school resource officers.

Conclusions

The focus of this research was to investigate the types of information, background knowledge, and education about gangs that school staff perceives as useful to identify gang-involved youth, as well as measuring perception data related to information sharing strategies that are perceived as effective. This section represents an assembly of conclusions that directly connect to the proposed research questions.

Needed Information

This study found that teachers, administrators, and school resource officers are in need of trainings and information on gang education. Before teachers can implement or document interventions on at-risk gang-involved or gang-involved students, there needs to be a foundational level of understanding. Out of the three respondent groups teachers represented the largest group with the largest information deficiency. These findings further support Gaustad's (1991) theories on safe schools, which incorporate the need for current information and communication to all key stakeholders (teachers, administrators, school resource officers, parents) to provide an anti-gang school climate.

Effective Strategies

This study unveiled that not only does the type of information matter, but also the individual delivering the information plays a key role in its level of effectiveness of the information delivered. The researcher looked at gang information related to colors, signs,

names, discipline referrals, and interventions; along with delivery of the information by school administrators, district administrators, and school resource officers. When school administrators shared information, the respondents found information on gang colors, gang signs, and gang referrals to be the most effective forms of information. Similarly, when district administrators shared information, the respondents found information on gang colors and gang signs to be the most effective forms of information. Information sharing by school resource officers accounted for the most positive responses of effectiveness from all three respondent groups, specifically, information related to gang colors and gang signs. Hence, the research provides direction on the types of information deemed as efficient and by whom. According to the study, information regarding gang colors and gang signs are considered effective information pieces by and for teachers, administrators, and school resource officers. Information shared by police was observed as more efficient than information shared by district or school administrators.

Varying Perceptions

Results for the variance analysis in this study indicated that there are definite significant differences among the perceptions of gang knowledge. Teachers, administrators, and school resource officers were surveyed for their perception of knowledge in three areas: gang colors, gang signs, and gang logos. This study found that there was a significant difference in perception of knowledge between teachers and school resource officers in all three areas. Further studies are needed to provide more information on the connection between teachers and school resource officers, and if the significant difference measures one group's knowledge in gang colors, gang signs, and

gang logos, and another group's deficiencies in knowledge, or if an entirely different reason for the difference is responsible for the results.

<div align="center">Implications and Recommendations</div>

Research conducted by Gaustad (1991) and Wilson and Howell (1993) suggested the safety net of schools has been transformed into a target zone for students to be victims of violent crimes. From the results of this study, a number of recommendations can be made that will have a direct impact on school safety and overall awareness of school staff. The most important recommendation is a need for gang training. Out of 83 teachers, 34% percent of the teacher respondent group ($n = 29$) had enough gang knowledge to provide insight into the amount and types of training attended. In looking at those 29 teachers, possible connections to information sharing and racial/ethnic background or information sharing and years of experience can be made. It can be inferred that racial background or years of experience have an impact on gang recognition and identification.

According to the research, a trend has emerged among schools with gang-involved youth and their approach to the growing problem. A denial of the issues starting with school administrators leads school staff to not place importance on recognition and identification of gang-involved youth. Many educational institutions fear the perception of being troubled or unsafe to the community and the state reporting systems, so they hold on to a false sense of security instead of attacking the problem head on (Gaustad, 1991). While some schools partner with community programs and interventions outside the school walls, educators are failing to educate their own staff to establish a primary tier of intervention: the recognition. Wilson-Brewer, Cohen, O'Donnell, and Goodman (1991) remarked of their study, "respondents stated that teachers are often told they must

implement a violence prevention program but are not involved in the decision about how and when to do so" (p. 17). Clearly, all stakeholders need to be involved in the development process to ensure its implementation carries the commitment for intended intervention by all staff members: teachers, administrators, and school resource officers.

From the research findings, several recommendations can be made to not only improve gang education but also to improve school safety. Research Question 3, which asked, "In what ways do the perceptions of the three respondent groups (teachers, administrators, and school resource officers) vary?" provides a pathway for gang education among school staff. The researcher observed that there were significant differences among teachers and school resource officers in their perceptions of knowledge related to gang colors, signs, and logos. Future studies can look specifically at teachers and law enforcement to better understand what gang content information teachers retain and use for interventions when compared to school resource officers.

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APPENDIX

Street Gang Information-Sharing Survey

Part I- Demographic Information

1. Select the option that best describes your gender

   ○ Male
   ○ Female

2. Select the option that best describes your racial/ethnic background

   ○ African American
   ○ Asian/Pacific Islander
   ○ Hispanic
   ○ Multi-Racial
   ○ Native American
   ○ White

3. Select the answer that best describes your role in the school

   ○ teacher, counselor, social worker, nurse, librarian, or psychologist
   ○ school resource officer
   ○ administrator

4. What is the number of years that you have been working in a school? Do not include the number of years of student teaching, substitute teaching, or internships.
   _____

Part II-Training and Knowledge of Gang-Related Activity

5. In the last three years, have you completed a training related to the gangs in your area?

   ○ Yes
   ○ No

6. If you answered yes to question number 5, please write the number of trainings that you attended: _____

7. If you answered yes to question number 5, please rate the overall effectiveness of the training(s) that you attended. As a measure of effectiveness, please consider the use of the information and skills that you obtained when implementing interventions for gang related behaviors:

Very ineffective	Somewhat ineffective	Somewhat effective	Very effective
O	O	O	O

8. In the last three years, have you completed a workshop or seminar on identification of gang-related activities?

    O   Yes

    O   No

9. If you answered yes to question number 8, please write the number of workshops or seminars that you attended: _____

10. If you answered yes to question number 8, please rate the overall effectiveness of the workshop(s) or seminar(s) that you attended. As a measure of effectiveness, please consider the use of the information and skills that you obtained when implementing identifications for gang related behaviors:

Very ineffective	Somewhat ineffective	Somewhat effective	Very effective
O	O	O	O

11. In the last three years, have you attended session(s) at a professional conference on identification of gang-related activity?

    O   Yes

    O   No

12. If you answered yes to question number 11, please write the number of professional conferences that you attended: _____

13. If you answered yes to question number 11, please rate the overall effectiveness of the conference(s) that you attended. As a measure of effectiveness, please consider the use of the information and skills you obtained when implementing identifications for gang related behaviors:

Very ineffective	Somewhat ineffective	Somewhat effective	Very effective
◯	◯	◯	◯

14. Have you engaged in any other activities that helped you to identify gang-related activities in your educational setting? For example, received gang-identification note cards, posters, or handouts.
    ◯ Yes
    ◯ No

15. If you answered yes to question number 14, please rate the overall effectiveness of the handouts, posters, or note cards that you received. As a measure of effectiveness, please consider the use of the information and frequency of use when implementing identifications for gang related behaviors:

Very ineffective	Somewhat ineffective	Somewhat effective	Very effective
◯	◯	◯	◯

Part III- Data Effectiveness

16. Do you receive data from your school administrators or other school-staff members as it relates to…
    a. Clothing colors related to gang affiliation

    ◯ Yes
    ◯ No

If you answered yes to the previous question, how effective was the information received on clothing colors related to gang affiliation?

Not effective	Somewhat effective	Very effective
O	O	O

17. Do you receive data from your school administrators or other school-staff members as it relates to…

    b. Signs related to gang affiliation

    O   Yes
    O   No

    If you answered yes to the previous question, how effective was the information received on signs related to gang affiliation?

Not effective	Somewhat effective	Very effective
O	O	O

18. Do you receive data from your school administrators or other school-staff members as it relates to…

    c. Names of gangs with members present in your school

    O   Yes
    O   No

If you answered yes to the previous question, how effective was the information received on names of gangs with members present in your school?

Not effective	Somewhat effective	Very effective
O	O	O

19. Do you receive data from your school administrators or other school-staff members as it relates to…
    d. Statistics on gang-related referrals

    O   Yes
    O   No

    If you answered yes to the previous question, how effective was the information received on statistics on gang-related referrals?

Not effective	Somewhat effective	Very effective
O	O	O

20. Do you receive data from your school administrators or other school-staff members as it relates to…
    e. Discipline interventions on gang-related behavior

    O   Yes
    O   No

    If you answered yes to the previous question, how effective was the information received on discipline interventions on gang-related behavior?

Not effective	Somewhat effective	Very effective
O	O	O

21. Do you receive data from your district-level administrators or other district-level staff as it relates to…

a. Clothing colors associated with gang affiliation

○   Yes
○   No

If you answered yes to the previous question, how effective was the information received on clothing colors associated with gang affiliation?

Not effective	Somewhat effective	Very effective
○	○	○

22. Do you receive data from your district-level administrators or other district-level staff as it relates to…

b. Signs related to gang affiliation

○   Yes
○   No

If you answered yes to the previous question, how effective was the information received on signs related to gang affiliation?

Not effective	Somewhat effective	Very effective
○	○	○

23. Do you receive data from your district-level administrators or other district-level staff as it relates to…

c. Names of gangs with members present in your school?

○   Yes
○   No

If you answered yes to the previous question, how effective was the information received on names of gangs with members present in your school?

Not effective	Somewhat effective	Very effective
○	○	○

24. Do you receive data from your district-level administrators or other district-level staff as it relates to…
    d. Statistics on gang-related referrals

    ○   Yes
    ○   No

    If you answered yes to the previous question, how effective was the information received on statistics on gang-related referrals?

Not effective	Somewhat effective	Very effective
○	○	○

25. Do you receive data from your district-level administrators or other district-level staff as it relates to…
    e. Discipline interventions on gang-related behavior

    ○   Yes
    ○   No

    If you answered yes to the previous question, how effective was the information received on discipline interventions on gang-related behavior?

Not effective	Somewhat effective	Very effective
○	○	○

26. Do you receive data from your school resource officer/ police liaison as it relates to…
a. Clothing colors associated with gang affiliation

○ Yes
○ No

If you answered yes to the previous question, how effective was the information received on clothing colors associated with gang affiliation?

Not effective	Somewhat effective	Very effective
○	○	○

27. Do you receive data from your school resource officer/ police liaison as it relates to…
b. Signs related to gang affiliation

○ Yes
○ No

If you answered yes to the previous question, how effective was the information received on signs related to gang affiliation?

Not effective	Somewhat effective	Very effective
○	○	○

28. Do you receive data from your school resource officer/ police liaison as it relates to…
c. Names of gangs with members present in your school

○ Yes
○ No

If you answered yes to the previous question, how effective was the information received on names of gangs with members present in your school?

Not effective	Somewhat effective	Very effective
O	O	O

29. Do you receive data from your school resource officer/ police liaison as it relates to…
    d. Statistics on gang-related referrals

    O   Yes
    O   No

    If you answered yes to the previous question, how effective was the information received on statistics on gang-related referrals?

Not effective	Somewhat effective	Very effective
O	O	O

30. Do you receive data from your school resource officer/ police liaison as it relates to…
    e. Discipline interventions on gang-related behavior

    O   Yes
    O   No

    If you answered yes to the previous question, how effective was the information received on discipline interventions on gang-related behavior?

Not effective	Somewhat effective	Very effective
O	O	O

Part IV- Perception of Knowledge on Gang Identifiers

31. Rate below the perception of your knowledge as it relates to the identification of gangs by their colors:

Cannot identify	Partially identify	Fully identify
O	O	O

32. Rate below the perception of your knowledge as it relates to the identification of gang signs:

Cannot identify	Partially identify	Fully identify
O	O	O

33. Rate below the perception of your knowledge as it relates to the identification of gang logos:

Cannot identify	Partially identify	Fully identify
O	O	O

34. Select the groups that you have been able to identify in your building

O Almighty Black P. Stone
O Ambrose
O Ashland Vikings
O Bloods
O Crips
O Four Corner Hustlers
O Gangster Disciples
O Insane Deuces
O La Raza

O Latin Kings
O Maniac Latin Disciples
O MS 13
O Nortenos
O Spanish Cobras
O Spanish Gangster Disciples
O Surenos
O Vice Lords

Part V- Gang Content Information

35.   Match the street gang with their color affiliations by placing the identifying letter(s) in the spaces below. Some color choices can be used for more than one gang.

a. Red   f. black and green

b. Blue   g. black and red

c. Black and gold   h. black, green, and red

d. black and blue   i. black, gold, red, and white

e. black and light blue   j. red, white, and green

                                                k. I cannot identify

_____ Almighty Black P. Stone

_____ Ambrose

_____ Ashland Vikings

_____ Bloods

_____ Crips

_____ Four Corner Hustlers

_____ Gangster Disciples

_____ Insane Deuces

_____ La Raza

_____ Latin Kings

_____ Maniac Latin Disciples

_____ MS 13

_____ Nortenos

_____ Spanish Cobras
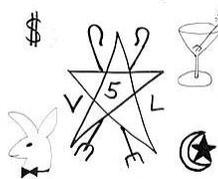
_____ Surenos

_____ Vice Lords

36. Click and drag the name of the gang to the symbol it represents (If you cannot identify one or more than one, please drag the "Cannot Identify" symbol below to the icon in question:

a.

b.

c.

d.

e.

f.

g.

h.   B. P. S. N.

i.

j.

k.

l.

m.   IV

n.

o.

p.

q. CANNOT IDENTIFY

_____ Almighty Black P. Stone

_____ Ambrose

_____ Ashland Vikings

_____ Bloods

_____ Crips

_____ Four Corner Hustlers

_____ Gangster Disciples

_____ Insane Deuces

_____ La Raza

_____ Latin Kings

_____ Maniac Latin Disciples

_____ MS 13

_____ Nortenos

_____ Spanish Cobras

_____ Surenos

_____ Vice Lords

Part VI- Gang Interventions

37. How many referrals have you initiated for gang-related behavior within the 2012-
   2013 school year?

   O   0 referrals
   O   1-2 referrals
   O   3-4 referrals

○   5 or more referral

38. How many of the following gang-related interventions have you conducted during the 2012-2013 school year? Please type the number in the space provided.

_____   Conversation with the student(s)

_____   Social worker referral

_____   E-mail to parents

_____   Phone call to parents

_____   Parent meeting

_____   Meeting with a team of certified staff members who provide services to the students

39. How many of the following gang- related interventions have you initiated during the 2012-2013 school year? Please type the number of interventions in the space provided.

_____   School resource officer referral

_____   Dean's office referral

_____   Gang contact card with local police department