

LD
5171
.S72h
1999
H535

Higgins, Mary Beth

An examination of gangs in Eau Claire, Wisconsin and
the community's racial perception of gangs / Mary Beth
Higgins and Ka Vang.

SUBMISSION OF FINAL RESEARCH REPORT

University of Wisconsin-Stout
The Graduate College

The accompanying research report was submitted to the Graduate College, University of Wisconsin-Stout, as partial completion of the requirements for the degree, (M.S.)/Ed.S. (Circle one) in Counseling & Counseling

I understand that this report must be officially accepted by the Graduate College which will then forward it to the Library Learning Center, where it will be placed on microform or other electronic storage and made available as any other published document. I attest that the research report is my original work, and as such, it is automatically protected by the laws, rules, and regulations of the U.S. Copyright Office.

TITLE OF REPORT An examination of games in Eau Claire, WI
and the community's social perceptions
of games

SIGNATURE Mary Beth Higgins Date 8-2-99

PERMANENT ADDRESS 1111 Hwy Mary Beth Higgins

212 Henry Ave 3308 Blakeley Ave, Eau Claire, WI
EL 54701 54701

TELEPHONE # (715) 839-8491 (715) 552-3836

(This section to be completed by the Graduate College)

This final research report was submitted in partial fulfillment of the requirements for the above stated degree on this date, and has been accepted by the Graduate College and is now ready for transmittal to the Library Learning Center for placement on microform or other storage media.

Richard D. Brown
(Associate Dean for Research & Graduate Studies)

11/24/99
(Date)

(This form must accompany the research paper turned into the Graduate College Office.)

SUBMISSION OF FINAL RESEARCH REPORT

University of Wisconsin-Stout
The Graduate College

The accompanying research report was submitted to the Graduate College, University of Wisconsin-Stout, as partial completion of the requirements for the degree, (M.S.) / Ed.S. (Circle one) in Guidance & Counseling

I understand that this report must be officially accepted by the Graduate College which will then forward it to the Library Learning Center, where it will be placed on microform or other electronic storage and made available as any other published document. I attest that the research report is my original work, and as such, it is automatically protected by the laws, rules, and regulations of the U.S. Copyright Office.

TITLE OF REPORT An examination of Gangs in Eau Claire, WI
and the Community's Racial Perception
of Gangs

SIGNATURE Mary Beth Higgins / MB Date 7/29/99

PERMANENT ADDRESS Mary Beth Higgins 3308 Blakely Ave. Eau Claire, WI 54701
Ka Vang 2816 Henry Ave. Eau Claire, WI 54701

TELEPHONE # 715 552-3836 / (715) 839-8491
Mary Beth Ka

(This section to be completed by the Graduate College)

This final research report was submitted in partial fulfillment of the requirements for the above stated degree on this date, and has been accepted by the Graduate College and is now ready for transmittal to the Library Learning Center for placement on microform or other storage media.

Richard D. L...
(Associate Dean for Research & Graduate Studies)

11/24/99
(Date)

(This form must accompany the research paper turned into the Graduate College Office.)

AN EXAMINATION OF GANGS IN EAU CLAIRE, WISCONSIN AND THE
COMMUNITY'S RACIAL PERCEPTION OF GANGS

By

Mary Beth Higgins and Ka Vang
(Dual authorship, authorship listed alphabetical)

A Research Paper

Submitted in Partial Fulfillment of the

Requirements for the

Master of Science Degree

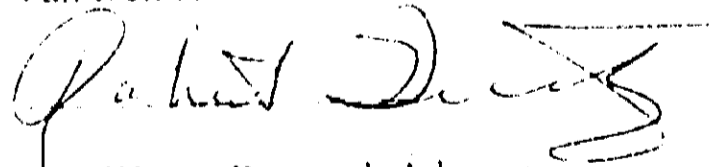
With a Major in

Guidance and Counseling K-12

Approved: 2 Semester Credits



Dr. Dennis Van Den Heuvel, Research Advisor



Dr. Robert Wurtz, Research Advisor

The Graduate College

University of Wisconsin-Stout

August, 1999

**The Graduate College
University of Wisconsin-Stout
Menomonie, Wisconsin 54751**

ABSTRACT

Higgins	Mary Beth
Vang	Ka
An Examination of Gangs in Eau Claire, Wisconsin and the Community's Racial	
Perception of Gangs	
Guidance and Counseling K-12 Dr. Dennis Van Den Heuvel & Dr. Robert Wurtz	
August 1999 Pages 56	
Publication Manual of the American Psychology Association Fifth Edition	

The purpose of this study is two-fold: to examine the racial, gender, and age make-up of gangs in Eau Claire, Wisconsin, and to study the community's perception of gangs. The results of this study will be shared with the Eau Claire Area School District as well as the Eau Claire Area Police Department to assist in combating the gang problem in Eau Claire.

A researcher-made questionnaire, based on the Likert scale, was used to survey the adult community of Eau Claire as well as the Eighth and Tenth grade student population. Results were examined through the use of a cross-tabulation of responses. Recommendations for solving the gang problem were given.

Suggestions were made as to how to deal with the racial perceptions and tensions in the area of gangs in Eau Claire, Wisconsin.

Acknowledgements

We would like to thank each other for our support and patience with each other during the completion of this project. We would also like to express appreciation for the assistance of the following people:

Dr. Dennis Van Den Heuvel and Dr. Robert Wurtz, our research advisors, for their support and guidance.

Dr. Fred Weissenburger, executive Director of Student Services for the Eau Claire School District, for his insights and cooperation.

The principals of the middle and high schools that participated as well as the students and the adult participants.

Chris Ness for the time spent running the analysis data.

A special thanks to Chris Higgins for all his help and guidance in making sense of the data and formatting our graphs and charts.

Table of Contents

	Page
Abstract.....	ii
Acknowledgement.....	ix
Table of Contents.....	v
List of Tables.....	vii
Chapter	
I. Introduction.....	1
State of Problem.....	5
Objectives.....	5
Definition of Terms.....	6
II. Literature Review.....	7
III. Methodology.....	17
Subjects.....	17
Instrument.....	18
Procedure.....	18
IV. Findings.....	26
V. Summary, Conclusions, Recommendations.....	36
References.....	42
Appendix.....	46

A.	Copy of Cover Letter.....	46
B.	Copy of Adult Questionnaire.....	47
C.	Copy of Student Questionnaire.....	48

List of Tables

Table	Page
4.1 Age of Adult Participants.....	20
4.2 Adult Male and Female Participants.....	20
4.3 Ethnicity of Adult Participants.....	21
4.4 Adult Occupations.....	21
4.5 Ethnicity of Student Participants.....	23
4.6 Ethnicity Stated Question 9.....	26
4.7 Reported Mean Scores for 8 th , 10 th , and Adults.....	28
4.8 Survey Questions.....	29
4.9 Types of Violence Experienced.....	30
4.10 Types of Violence Experienced for Hmong and Caucasian.....	32
4.11 Survey Question.....	33
4.12 Mean Scores for Questions 1-10.....	34
4.13 Hmong and Caucasian Responses to Questions 9.....	35

CHAPTER 1

INTRODUCTION

This chapter will present the statement of the problem, the research hypothesis and the research objectives. Definition of terms will also be presented.

Gangs in any town or city are a problem and require special school programs, community programs, and police programs to combat them. Once a town has firmly established that there is indeed a gang problem in the community action can be taken to address the situation and resolve the problem. If a town has a gang problem as well as racial tensions, however, different steps must be taken in order to resolve both situations.

In Eau Claire, Wisconsin it is documented that there are gangs in the community. The issue, however, is whether or not there are racial issues connected to the gang problem. This study examined the gang problem in Eau Claire as well as investigated if there was indeed racial tension connected to the gang issue.

Gangs have been around since the beginning of this century, if not longer. The first documentation of gang activity was conducted by sociologist, Fredrick M. Thrasher in the 1920's (Horowitz, 1996). Thrasher's study took seven years to complete and is one of the most thorough analysis of gang activity there is today. In this study he analyzed over one thousand Chicago gangs. In his book, The

Gang, Thrasher contended that a "boy with time on his hands, especially in a crowded slum environment, is almost predestined to the life of the gang" (1996). According to Thrasher, broken homes, low socioeconomic status, run down neighborhoods, thrill-seeking behavior, and to gain the respect of older gang members are the main reasons for joining a gang (1996).

Larry Bratt, an inmate serving a life sentence for homicide at the Maryland State Penitentiary in Baltimore, says that the main reason young people join gangs is for a sense of belonging. He interviewed three teenage inmates that had been in gangs, all serving time for murder; they all stated that they struggled in school and felt like outcasts, thus, they turned to television for comfort. The programs they watched depicted the rewards of gang activity. They felt the risks involved with joining a gang were well worth it because they had nothing else to live for (Bratt, 1996).

Many adolescents who join gangs do so as a result of low self-esteem and feel they have little else to live for. Their detrimental lives are not meaningful and in their minds only good could come from joining a gang. Many join gangs at a very young age, thus learning the gang lifestyle and are unable to leave as adults. A few, however, have managed to leave the gang lifestyle and provide a better life for themselves.

There are different levels of gang involvement which usually vary with age (Lal, 1993). The first stage, and most important stage for prevention, is the

"wanna-be" stage. This person is usually around the ages of ten to twelve years old. He or she imitates the behavior of gang members; whether or not they actually know or hang out with real gang members does not matter. The "peripheral" is the person who is a part-time gang member. He or she flashes gang signs, dresses like a gang member and may perform minor delinquent acts, but not illegal ones. This member is usually around the ages of thirteen to fifteen. Next is the "affiliate"; this level makes up the core of the gang. This person is usually fifteen to nineteen years old and commits the illegal as well as the most violent acts. The "hard-core" member is one who is in the gang for life and will die for as well as kill for his or her gang. This person is usually twenty years old and up. Finally, the last level is the "third-generation". This gang member is born into the gang lifestyle and knows no other way of life (Lal, 1993).

Gangs are usually racially segregated. There are all types of racial gangs: Hispanic gangs, African American gangs, Caucasian gangs, Asian gangs, as well as Southeast Asian gangs, Vietnamese gangs and Hmong gangs (Lawson, 1994). All facets of Asian gangs are some of the most powerful as well as fastest growing gangs in the United States today (Ponce, 1990).

The Hmong, one of America's newest immigrants, have begun to be concerned about their adolescents. As history has shown, adolescence is a difficult period for any individual to adjust to and go through. It is a period of confusion, chaos, and maladjustment (Knox, 1991). Many youth see themselves

as unique individuals and separate from their families and communities. This could be partly due to the influence of outside society, education, and television. Things that they are exposed to everyday help them to identify and solidify their impression of the world. To add to this already confusing time for Hmong youths, their parents are busy learning the English language and providing the basic needs for the family-food, shelter, and clothing. Many parents at this time are not taking the time to reflect on how the new changes would affect family members; they believe that if the family's basic survival needs were being met, then the issues such as child discipline and respect for rules and values would fall into place. As time has shown us, this was not the case. As the children grew into adolescents, they started to exhibit behaviors that parents were not comfortable with or ready to handle, for instance, the increase of Hmong youths involved in illegal activities and the increase of gangs in the Hmong community. In some Hmong communities, youths which are defiant and out of control present the gravest concern to Hmong service providers, parents and leaders (Vang, 1999). Sadly, in some isolated cases the conflict between Hmong parents and their defiant children have driven parents to commit suicide or murder their spouse and children. In the city of Eau Claire last year, Mr. Moua killed his wife and 17 year-old daughter. His daughter's continual out-of-control behaviors led him to feel inadequate as a parent and seen as a failure in the eyes of his community (Leader-Telegram, 1998).

Gangs are everyone's problem. They are in large cities as well as small towns and affect many adolescents' lives in one way or another. According to Officer Ed Sturgle of the Eau Claire, Wisconsin Police Department gangs are everywhere. He says one of the greatest problems he faces is the fact that Eau Claire is so close to larger cities. Gang members drive into small towns like Eau Claire to recruit as well as commit criminal acts (Sturgle, 1999)

Gang activity must be talked about and researched in order to prevent adolescents from joining gangs in the first place. Often time communities say, "It won't happen in our town." Or, "My son or daughter will not become a gang member." The facts are that gangs are everywhere. A community's best defense is early prevention, not denial.

A review of the literature shows that gangs are formed for protection as well as for a sense of belonging. Studies have also shown that gangs are racially segregated. Therefore, the research hypothesis for this study is that if gangs exist in Eau Claire, they will be racially segregated and will have formed for the purpose of identity and protection.

Statement of the Problem

The purpose of this study was to describe the perceptions and involvement in gangs by eighth and tenth grade students in the Eau Claire School District as measured by a researcher-made, likert-scale questionnaire. A sample of the adult population will also be surveyed. The specific objectives of this study were:

1. To determine the extent to which gangs exist in Eau Claire, Wisconsin.
2. To determine the community's racial perception of gangs in Eau Claire, Wisconsin.
3. To determine if gangs are portrayed accurately by the media.
4. To determine the effect gangs have on the community.
5. To assess the demographics of gangs in Eau Claire, Wisconsin.

Definitions

Gang: A group of adolescents with a common name who come together for socializing, protection, as well as committing delinquent and/or unlawful acts.

CHAPTER II

REVIEW OF LITERATURE

This chapter will focus on the history of gangs as well as the history of the Hmong. The link between Eau Claire, Wisconsin and gangs will be discussed along with racial issues affecting the area.

A review of the literature on gangs has shown various reasons for the development of gangs in America. One such look at the development of gangs is that of Robert L. Bonn. In his research he concluded that gangs have existed as part of American history and can be traced as far back as the 1760's (Bonn, 1984). History has also shown that gangs came out "along racial and ethnic lines" (Bonn, 1984). As Bonn (1984) pointed out in his work, the "Irish gangs were the first to emerge, followed by German, Jewish, and Italian gangs." Gangs existed in racial and ethnic groups for various reasons. Many come together for protection and a sense of belonging. Historically, ethnic street gangs have formed in urban environments characterized by "racial discrimination, economic struggle and rapid transition" (Thrasher, 1927). All types of racial gangs exist today: African American gangs, Hispanic gangs, Caucasian gangs, Asian gangs, Southeast Asian gangs and within the Southeast Asian gangs there are Vietnamese gangs, Laotian gangs and Hmong gangs (Lawson, 1994). Most recently Asian gangs have been getting a lot of attention. It is not surprising since Asian gangs are becoming one of the most powerful as well as fastest growing

gangs in the United States today (Ponce, 1990). Asian gangs have rapidly emerged in areas that have a high concentration of Asian immigrants: California and Minnesota.

Thrasher's study of Chicago gangs in 1927 concluded that, "gangs were typically associated with deteriorating neighborhoods, limited recreation, loss of parental control, poor education, and poverty" (Horowitz, 1996). Thrasher (1927) states that broken homes low socioeconomic status, thrill seeking, and respect for elder gang members are many reasons why adolescents join gangs. "Protection, the prompting of friends and/or relative, the desire to make money through drug sales, and the status associated with being a gang member" are some more reasons youth join gangs (Decker & Van Winkle, 1996). The most recent number one reason for youth joining a gang was "excitement" (Sturgle, 1999). If many joined because of excitement or the thrill of it, how can we provide preventative programs to compete? Many joined at an early age and are unable to get out. The gang subculture is universally based on the concept of "strong, hard-core leadership," which attempts to maintain control of affiliate associate ranking members as well as youthful marginal fringe members who are often tested through initiation rights before earning status or rank within a particular gang.

Gangs are serious business. They may form for a sense of belonging or protection, however most become violent very quickly. In the 1990's gang activity has become more and more violent. Activities now include aggravated

assault, arson, auto theft, drive-by shootings, rape, drug dealing, extortion, home invasion, homicide, prostitution and robbery (Evenrud, 1993).

Juveniles make up the majority of membership in gangs and they are also most affected by gang violence. According to Loren Evenrud, teenagers are more likely to be victims of gang crimes than adults (Evenrud, 1993). Twenty percent of teenage gang attacks happen in or near a park or school. It has been estimated that male gang members commit crimes six more times than others with similar backgrounds who are not in a gang (Evenrud, 1993).

According to Erik Parsels, capitalism is responsible for gangs. He believes that capitalism causes inequities because it does not provide full employment to all citizens. When given a choice between part-time work with a salary of \$5.25 an hour and selling drugs for \$500 a week the decision for most urban youth is simple (Parsels, 1996).

The Hmong teenagers enter their adolescent life full of confusion and identity crisis. In their haste to assimilate into the majority culture, they lose their cultural identity (Vue, 1999). Many Hmong parents are at a loss in dealing with their adolescent teenagers. In Laos, the Hmong did not have a teenage stage. There was childhood, which usually ends at age twelve and then there was adulthood. In order to better understand the Hmong in America, it is important to look at their history and origin.

The precise origin of the Hmong is obscure, but various attempts have been made to link the Hmong to the Chinese. The Hmong were called "Miao" by the Chinese; still other groups call them "Meo"; however, the preferred name is Hmong, which means, "free" (Yang, 1993; Chan, 1994; & Hamilton-Merritt, 1993). All historians point to and support the idea that the Hmong originated from China during the 14th and 17th century (Chen, 1994; Hamilton-Merritt; & Quincy, 1988). The Hmong were hill tribe people from China. The Catholic missionaries were the first westerners to make contact with the Hmong in China during the 17th century (Quincy, 1988). In China's history, the Hmong were "described as an ancient people who occupied the fertile Yellow River basin long before the Chinese themselves migrated into the area" (Adams & McCoy, 1970; & Quincy 1988). In addition, the Chinese text characterizes the Hmong as the first enemy of the Chinese. Later, Father F.M. Savina, a French missionary was credited for developing a written language for the Hmong and started to record their legends, which had been handed down from generation to generation orally. In addition, in the 1950's, William Smalley was also known as the creator of the Hmong written language as it is known today and widely used (Leader-Telegram, 1997). Savina later described the Hmong as "pale yellow in complexion, almost white, their hair is often light or dark brown, sometimes even red or corn-silk blond, and few even have pale blue eyes" (Quincy, 1988). To further support this idea, legends of old China told by Laotian Hmong depict the Hmong in the early

times as "white", with pale skin and light hair (Quincy, 1988). This was before the Chinese started to destroy the Hmong by ordering mass executions. Many older Hmong believe that "because Hmong with light skin and fair hair were easy to single out from the general population, most were killed" (Quincy, 1988). This description has led many anthropologists to believe that perhaps the Hmong's homeland lay outside of Asia (Chan, 1994 & Quincy, 1988). The Hmong being hunted by the Chinese had no choice but to flee China and migrated southeast and settled in the countries of Laos, Vietnam, and Thailand. They lived a peaceful life in the mountains of Laos until the Vietnam War. During the Vietnam War, the Hmong served as and were also known as the Central Intelligence Agency's (CIA) Secret Army in Laos (Hamilton-Merritt, 1993). The reason the Hmong's involvement with the CIA was kept secret was because the agreement between the United States government and the Hmong officials was made without the knowledge of the American people and the Hmong people (Hamilton-Merritt, 1993). Hence, the Hmong's role was kept secret until after the war was lost in 1975. The Hmong suffered numerous casualties in the war, furthermore, with the Hmong's decision to aid the United States, the communist or Pathet Lao targeted the Hmong for execution. As for the American soldiers, they came home. For the Hmong soldiers, there was no home to return to. The Hmong were then forced to live on refugee camps for the remainder of the war. For thirty-five years the Hmong withstood continuous fighting and terror. They lost one-third of their

population to the war. Their farms and villages had been destroyed. They were left with limited choices, to flee for their lives to other countries or hide in the jungle. In 1975, General Vang Pao, head of the Hmong army was granted political asylum and moved to Montana and later California, tens of thousands Hmong left Laos, Thailand, and Vietnam to follow their leader in hopes of attaining a better life in the United States (Quincy, 1988).

Since 1975, there are more than 110 thousand Hmong political refugees who have entered the United States. California, Minnesota and Wisconsin are the three states with the largest Hmong population. The Hmong came to America looking for a better future for themselves and their children. They were unprepared for the hostility and discrimination from Americans. Unable to speak English, the Hmong's plight to assimilate into the mainstream culture proved to be a struggle. Problems facing the Hmong youth today are adjustment to the mainstream society, identity crisis, defiant and out of control behaviors, and a powerful attraction to gang life.

There are many differences between the Hmong culture and the culture of the United States that the Hmong have had to deal with. The biggest changes are materialism and individualism. The Hmong are a communal people who value family and togetherness. Most live in an extended family with the grandparents being the head of the household and respected. Living in such a greedy,

independent society has been very difficult to adjust to for the Hmong (Quincy, 1988).

Besides the differences in the family structure the language difference itself causes many problems for the Hmong. Most Hmong are preliterate in their own language because the Hmong language has only been written down for about fifty years (Howard, 1982). This makes it even more difficult to learn to read and write in a new language. Because the children usually learn English quicker and more thoroughly, they are usually the one who manage most of the family's affairs in the community. This causes much stress on the family because the elders view this as a loss of authority and respect (Quincy, 1988). When this happens, the children lose respect for their family and their traditions because they long to "fit in" to the Western culture. When this happens many turn to gangs for a chance to attain the "good life."

Conditions in Eau Claire, Wisconsin make it a prime breeding ground for gang activity. Eau Claire has a predominately Caucasian population with a large Hmong population at 2.4%, this is double the state's average of 1.1% (Eau Claire County, 1988). Many of the older Hmong generation are not literate in English and speak it poorly. This makes it very difficult for many to get and maintain well paying jobs. In 1990, 70% of Hmong living in Wisconsin were on public assistance. This, however, was a decline from 1988 (Eau Claire County, 1988).

It should be noted however that not only the Hmong population is on public assistance or has low paying jobs.

Eau Claire is a growing town with many low paying jobs. The median household income in 1997 was \$28,859, with 36.6% of the population falling below the \$20,000 mark (Eau Claire County, 1997). For a city with a population of roughly 60,000 the median family income is quite low. This is especially true when one looks at the fact that Eau Claire's cost of living is above the national average (Eau Claire County, 1997). Not only is Eau Claire a poor town, it is also a somewhat less educated town as well. According to the 1990 U.S. census, 8% of the community had a graduate or professional degree, whereas 9% had less than a ninth grade education. The largest segment of the population was 35%, which were those with a high school diploma. For a city with a State University in it, these percentages are low (Eau Claire County, 1996). Poor economic and education conditions as well as racial tension make Eau Claire a prime target for gang activity.

Another factor that contributes to gang activity is how close a city is located to a large city. Eau Claire is only 80 miles from Minneapolis and St. Paul, Minnesota (Eau Claire County, 1998). Both cities are known for their gang problems. In fact, according to Officer Ed Sturgle of the Eau Claire police department, many gangs are very mobile and come to Eau Claire from Minneapolis as well as St. Paul (Sturgle, 1999).

Since 1991 the juvenile arrest rate in Eau Claire County has exceeded that of the state (Eau Claire County, 1996). While sexual abuse as well as neglect have declined in recent years, physical abuse has risen since 1995 (Eau Claire County, 1996). The number of children placed in foster care and group homes in Eau Claire has risen since 1992 and the number of children in corrections and therapeutic situations are rapidly increasing (Eau Claire County, 1996).

Eau Claire has gone from having no signs of gang activity in 1991 to having influence from approximately twelve different factions, with at least half of them considered exclusively "Eau Claire" gangs. Currently Eau Claire is the home of the following gangs: Man of Destruction, Gangster Disciples or Folk 74, Westside Cripts, Asian Cripts, Simmon City Royals, and the Vice Lords (Sturgle, 1999). The first sign of gang activity is documented to have occurred in 1992 when there was influx of gang-related crime committed by youth under age 16. The types of crimes committed were attempted murder, armed robbery, car jacking at gunpoint, and carrying a weapon (DPI, 1998). Recently in the Eau Claire Area School District, there were two school fights and two drive-by shootings that took place, which has caused some alarm for many community members. There were rumors that both the fights and the drive-by shootings can be linked to gang activities (Golden, 1999). If both of these incidents are linked to gang activities, then the gang issue will have a profound effect on the community members of Eau Claire.

According to the Pride Survey, conducted by the Eau Claire area School District on all sixth, eighth, tenth, and twelfth grade students, 194 students, out of the 2641 respondents, reported taking part in gang activities. Of the respondents that indicated gang involvement, 136 reported using liquor, 106 reported using marijuana, 42 reported using inhalants, and 31 reported using cocaine. These figures are significantly above what non-gang affiliates reported. Even Hundred and nineteen of the 2641 students surveyed responded that they had got in to trouble with the police. Of those responding, eighth and tenth grade students indicated the highest degree of involvement and frequency to both questions relating to gang activity as well as trouble with the police. Seven hundred and thirty- eight respondents reported being afraid of another student and 19 of those feeling afraid reported carrying a gun to school. Four hundred and eight-seven reported getting hurt at school and 19 of those who got hurt reported carrying a gun to school (Eau Claire School District, 1996). The results of this survey revealed some interesting facts. These results also confirms the idea that gangs exist in Eau Claire and that something needs to be done to solve this gang issue.

CHAPTER III

METHODOLOGY

This chapter will describe the methodological procedures used for this study. First, the location of this study and the reason for it being conducted will be described. Second, the subject population and sample size used for the study will be discussed. Finally, the data collection instrument and procedures will be described.

Subjects

The subjects were 148 eighth grade and 242 tenth grade students from the Eau Claire Area School District. After meeting with Dr. Fred Weissenburger, Executive Director of Student Services, it was decided that he would make the first connection with the schools and explain the project to the principals. The principals then would have the opportunity to decide whether they wish to participate in the study and what is the best way to carry out the study in their schools. One high school and one middle school participated because the principals agreed to be a part of the survey; the other school principals kindly refused. The age of the participants was from 14 to 17 years old. Since no explicit family or personal information was obtained from the questionnaire, parental permission was not required. The principal and vice-principal took full responsibility for the surveys.

Another set of data was collected from a different population. This population consisted of adult members from the community. The age range for adult participants was 20 years old to 62 years old. Subjects varied in occupations as well as ethnicity.

Instrument

The questionnaire consisted of nine questions based on the Likert-Scale and three yes or no questions. There was one question that dealt with the ethnicity of gang members on which the participants were asked to mark off the ethnicity of gang members. All questions were thoroughly analyzed by the researchers, research advisors, and school personnel.

There was a separate questionnaire for the adult community members. This questionnaire paralleled the student questionnaire in all ways except some words were changed to "my child" rather than "I" or "my".

Procedure

The length of time for distributing and collecting the student surveys was March 26, 1999 to April 23, 1999. The surveys were dropped off at the schools and schools principal distributed them to all eighth and tenth grade teachers to give to their students during their homeroom. Teachers were instructed to say exactly what was printed on the packet of surveys and nothing else (See appendix A for instruction on survey). The students were informed that participation was completely voluntary and that they could stop at any time. All surveys were

anonymous. Once the surveys were completed, the teachers were instructed to collect them and place them in the principals' mailbox. The principal picked them up and kept them in his office until the student researcher collected them.

Distribution of adult surveys occurred over the period of March 7, 1999 to April 22, 1999. Subjects were approached outside local grocery stores as well as at area businesses. All participants were informed that participation was voluntary and that they could stop at any time. All surveys were anonymous.

Data Analysis

The Likert scale questionnaire was used to measure perceptions and attitudes of both students and community members in regards to gangs. The data were examined by a cross-tabulation of responses to the survey questions. Comparison of responses between Hmong and Caucasian participants was examined. A comparison of responses between adult participants, eighth and tenth grade participants was analyzed. A t-test for independent groups was used to compare the means to test for significance.

CHAPTER IV

FINDINGS

This chapter will discuss and analyze the results of this study. First, the survey results will be discussed; then recommendations will be given.

Results of the survey were obtained from both an adult population as well as a student population. Twenty-two adults completed the survey. Fifty-seven percent of the respondents fell into the 20 to 30 year-old age range. Fourteen percent fell into the 30 to 40 year-old range. Twenty-four percent fell into the 40 to 50 year-old range. One participant's survey was discarded because the participant was not 18 years old.

Table 4.1-Age of Adult Participants

Age range of adult participants	
20-30	57.10%
30-40	14.40%
40-50	23.80%

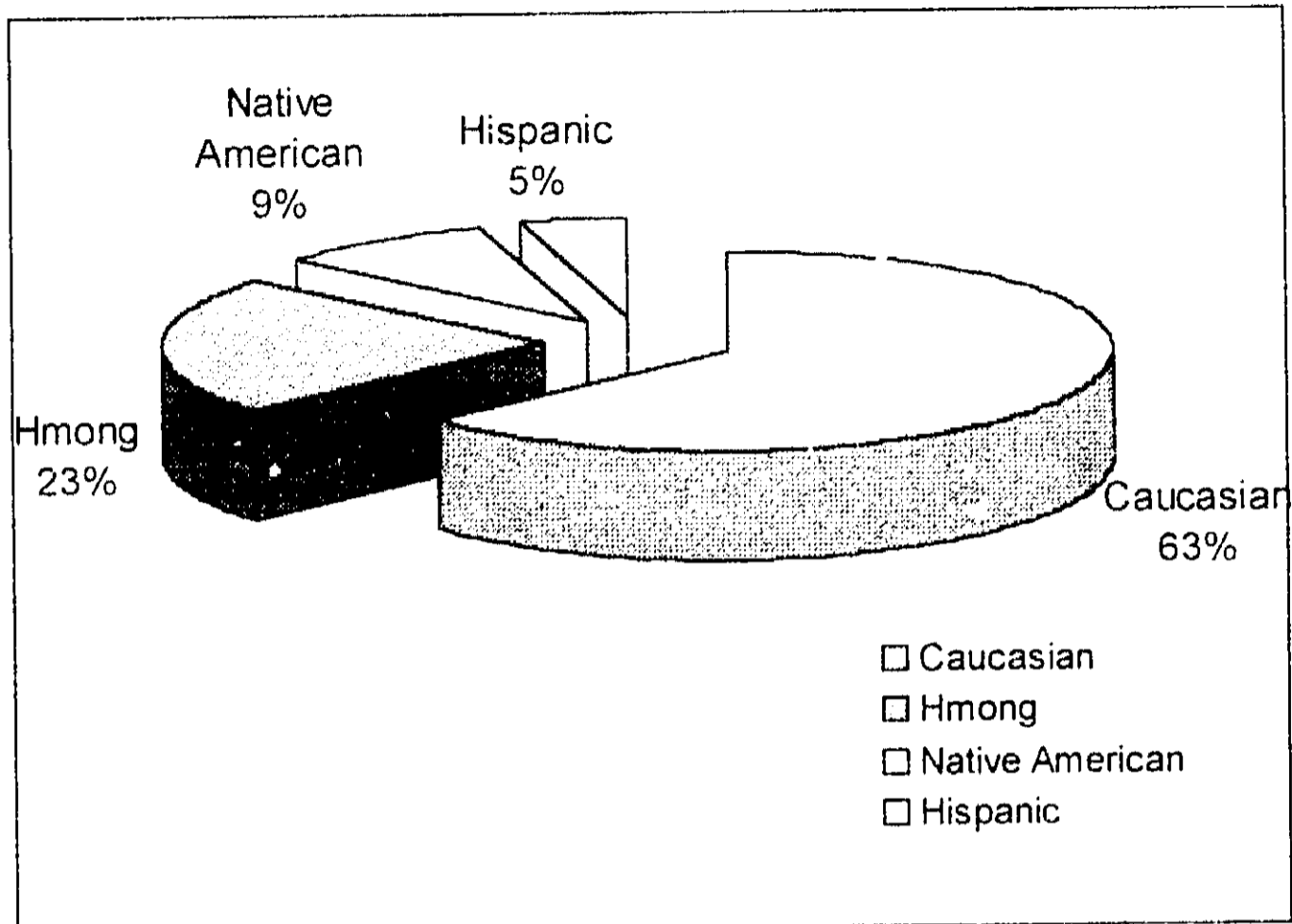
Forty-six percent were male and 54.50% were female

Table 4.2-Adult Male and Female Participants

Female	54.50%
Male	45.50%

Sixty-four percent of respondents were Caucasians. Twenty-three percent were Hispanic. 9.1% were Native American and 4.5% were Hispanic.

Table 4.3-Ethnicity of Adult Participants



Forty-five percent held occupations in the skilled labor force whereas 55% held professional positions (See table 4.4 for breakdown of occupations). Two participants did not respond to this question.

Table 4.4- Adult Occupations

Professional	55%
Skill Labor	45%

Professional	%	Skill labor	%
Assistant Director	5%	Aide	5%
Bank Examiner	5%	Certified Nursing Act	5%

Engineer	15%	Mechanic	5%
Program Coordinator	5%	Receptionist	5%
Registered Nurse	5%	Sales Clerk	5%
Social Worker	5%	Secretary	5%
Teacher	10%	Student	15%
		Youth Minister	5%

Student participants were currently enrolled in the eighth or tenth grade in the Eau Claire school district for the 1998-99 school year. One hundred and forty-eight participants were 8th graders and 242 were 10th graders. Forty-eight percent were male and 52.1% were female. Four students failed to respond to this question. The ethnic break down of the student participants was as follows: 1.6% were African American, 2.6% were Asian, 77.6% were Caucasian, 9.5% were Hmong, and 1.6% were Native American and 7.1% indicated an ethnic group other than the ethnicities stated above. Ten participants did not put down their ethnic heritage (See table 4.5 for graph of ethnicity of student participants). This study mainly focused on the Caucasian and Hmong population.

Ethnicity of student participants

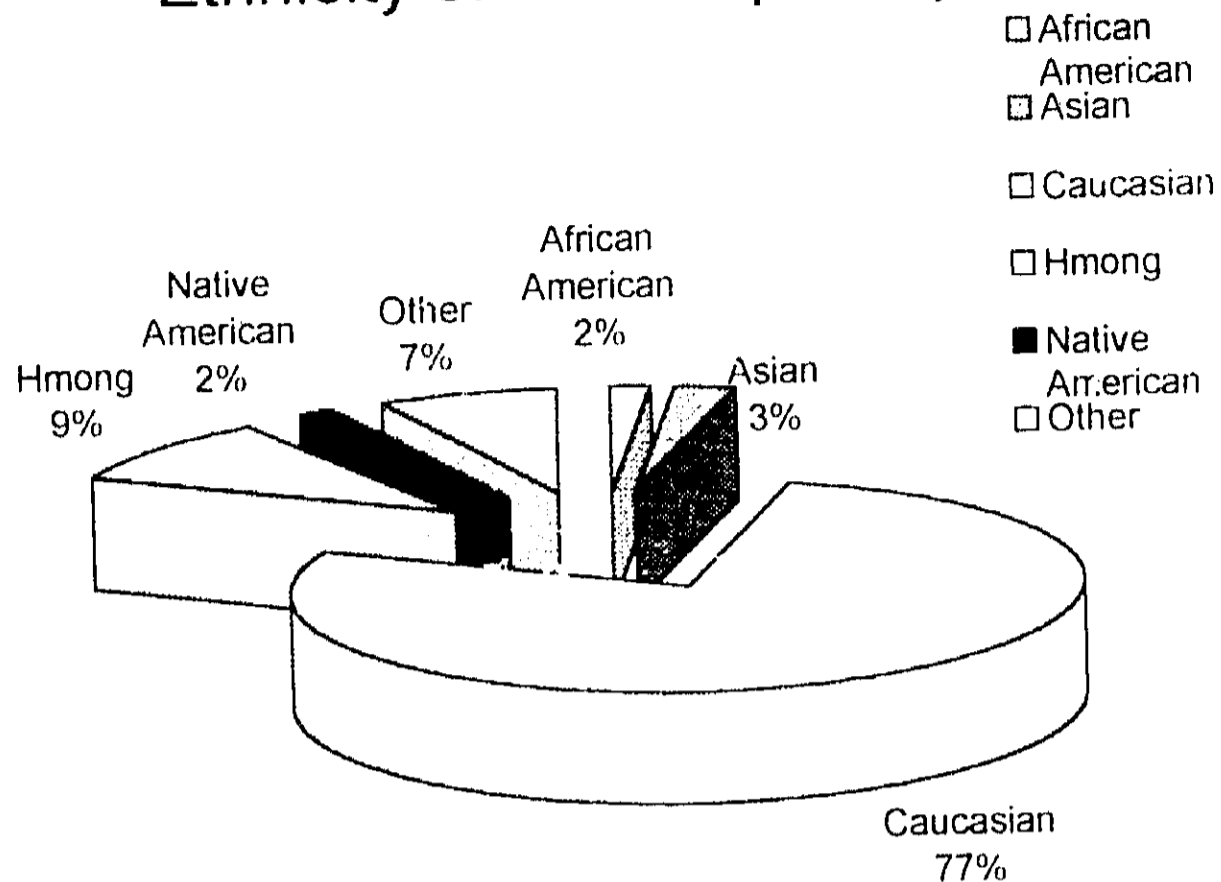


Table 4.5-Ethnicity of Student Participants

Student and Adult Results Compared

The participants were asked if they identified with a gang. 11.7% of students answered "yes" and 88.3% answered "no". 100% of the adult participants answered "no". Five percent of students responded that they were in a gang where as 95.2% said they were not. This question was not asked on the adult survey. Fifty-one percent of the students responded that they knew someone in a gang and 49.1% said they did not know anyone in a gang. Twenty-four

percent of the adults said they knew someone in a gang and 76.2% indicated they did not. Sixteen percent of students have been victims of gang violence and 83.8% have not. Eighteen percent of adults have been victims of gang violence and 81.8% have not. Of those students who responded "yes" to this question, 57.4% indicated it was a threat, 31.1% said it was intimidation, 39.3% indicated a beating, 27.9% indicated extortion (theft), 59% indicated name calling, 44.3% experienced harassment, 26.2% indicated drug sales, 21.3% experienced prostitution, and 16.4% indicated other gang activities. Four adults responded "yes" to this question, but did not indicate the type of gang violence.

Participants were asked to mark the ethnic make-up of gang members. They were not limited in their responses. Three hundred and ninety students and 22 adults responded to this question. Students indicated that gang members are mostly: 42.9% (166) African American, 48.8% (189) Asian, 35.4% (137) Caucasian, 27.9% (108) Hispanic, 65.6% (254) Hmong, 20.9% (81) Native American, and 23.3% (90) for other. The ethnicity of most gang members reported by the adults were as follows: 50% (11) African American, 68.2% (15) Asian, 77.3% (17) Caucasian, 50% (11) Hispanic, 77.3% (17) Hmong, 36.4% (8) Native American, 18.2% (4) Other. It is important to note that adults indicated an equal number of Caucasian and Hmong gang members, whereas the student population reported that the number of Hmong gang members is double that of Caucasian gang members.

The following 10 questions used the Likert-Scale with 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree. Results are reported in mean scores. For question 1. "There are gangs in the Eau Claire area:" 8th grade students had a mean score of 4.03, 10th grade students had a mean score of 3.62, and adults had a mean score of 3.73. Question 2: "The media has given an accurate picture of gangs in Eau Claire": 8th grade students had a mean score of 2.55, 10th grade students had a mean score of 2.28, and adults had a mean score of 2.82. Question 3. "If gangs are active in a town, it is less safe": 8th grade students had a mean score of 3.60, 10th grade students had a mean score of 3.52, and adults had a mean score of 2.85. Question 4. "Eau Claire is a safe town": 8th grade students had a mean score of 3.59, 10th grade students had a mean score of 3.51, and adults had a mean score of 3.90. Question 5. Students were asked, "I would like to be in a gang": 8th grade students had a mean score of 1.67 and 10th grade students had a mean score of 1.52. The adults were asked, "I suspect that my child is in a gang" and had a mean score of 1.61. Question 6. "Gang activity affects my life": 8th grade students had a mean score of 2.25, 10th grade students had a mean score of 2.33, and adults had a mean score of 2.82. Question 7. "Most gang violence is directed at other gangs": 8th grade students had a mean score of 3.57, 10th grade students had a mean score of 3.51, and adults had a mean score of 3.36. Question 8. "It is cool to be in a gang": 8th grade students had a mean score of 1.81, 10th grade students had a mean score of 1.70, and adults had a mean score

of 1.46. Question 9. "Gang activity is directed at one race more than others are".
 8th grade students had a mean score of 2.78. 10th grade students had a mean score
 of 2.89, adults had a mean score of 2.68. (See table 4.6 for list of ethnicity stated).

Table 4.6-Ethnicity Stated for Question 9, 8th, 10th, & Adult

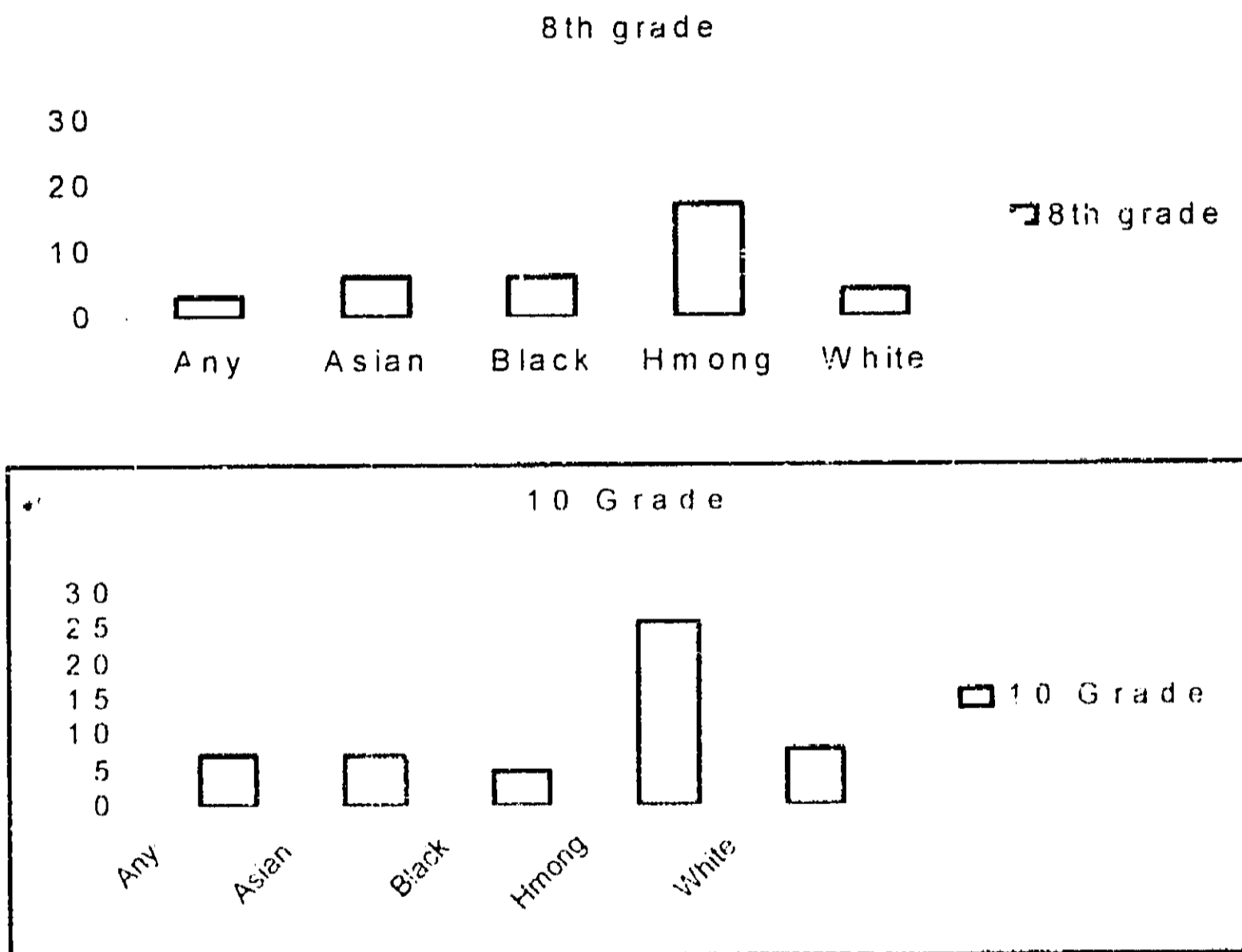
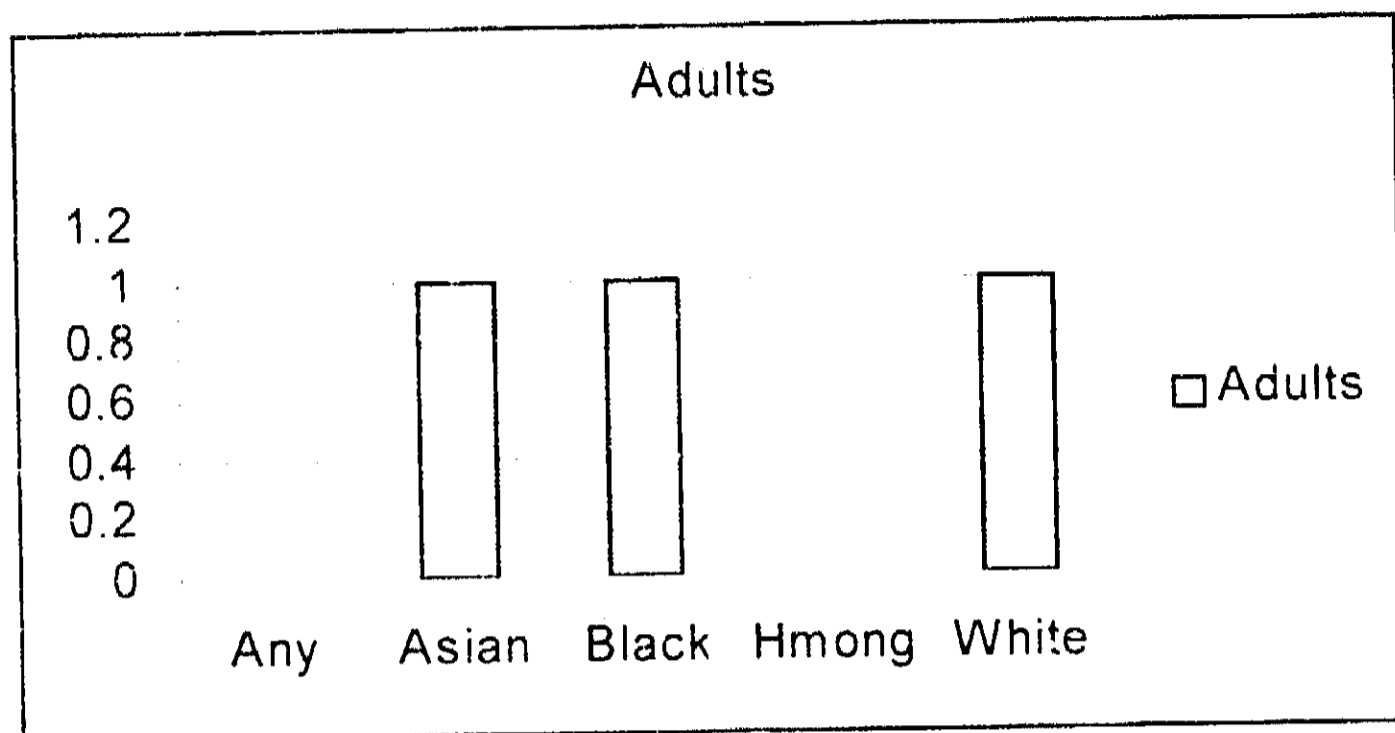


Table 4.6 continued



Question 10, Students were asked, "The school I attend is a safe school": 8th grade students had a mean score of 3.51, 10th grade students had a mean score of 3.41, Adults were asked, "Eau Claire schools are safe", and had a mean score of 3.62. The chart below has the breakdown of responses to each of the 10 questions.

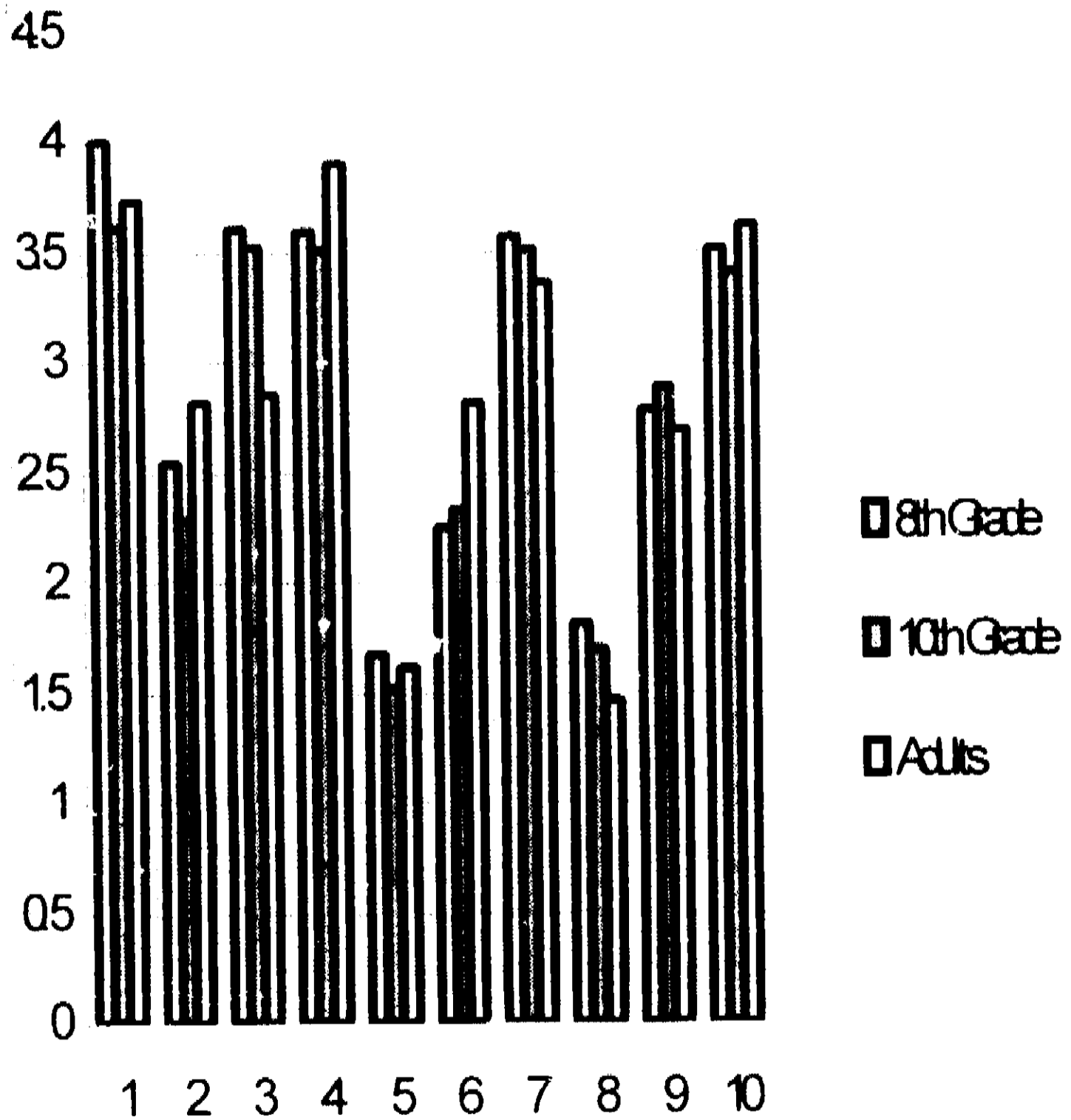
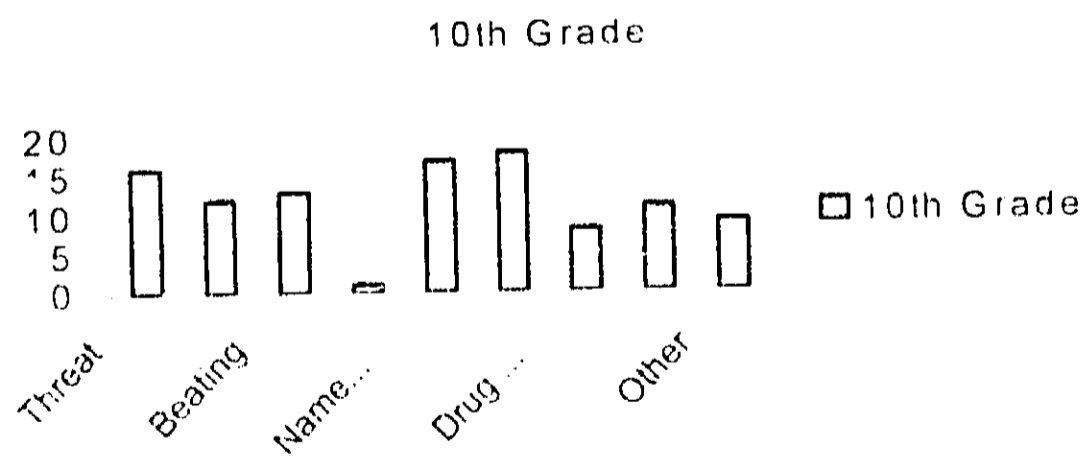
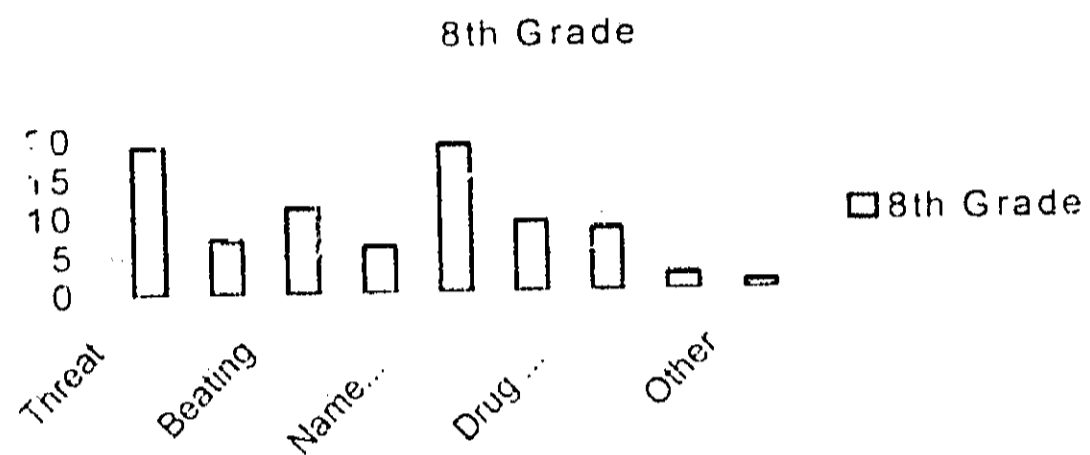
Table 4.7-Reported Mean Scores for 8th, 10th grade, and Adults for Questions 1-10.

Table 4.8
Survey Questions 1-10

- | |
|--|
| 1. There are gangs in the Eau Claire area. |
| 2. The media has given an accurate picture of gangs in Eau Claire. |
| 3. If gangs are active in a town, it is less safe. |
| 4. Eau Claire is a safe town. |
| 5. I suspect that my child is in a gang. |
| 6. Gang activity affects my life. |
| 7. Most gang violence is directed at other gangs. |
| 8. It is cool to be in a gang. |
| 9. Gang activity is directed at one race more than others. |
| 10. Eau Claire schools are safe. |

When responses of types of violence were broken down into 8th and 10th grade participants' answers were very similar. (See table 4.9 for break down).

Table 4.9-Types of Violence Experienced 8th & 10th grade



Male and Female Student Results Compared

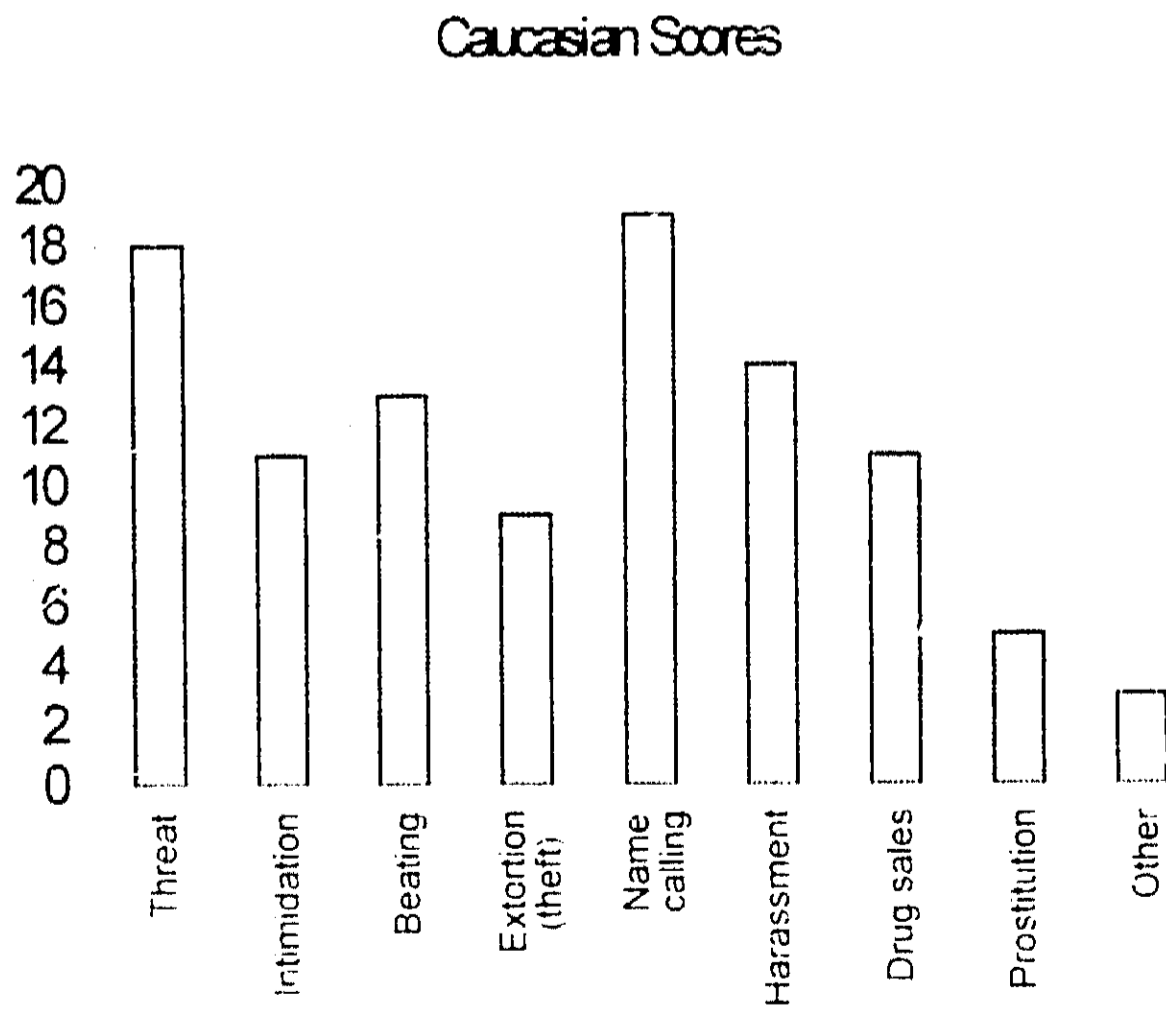
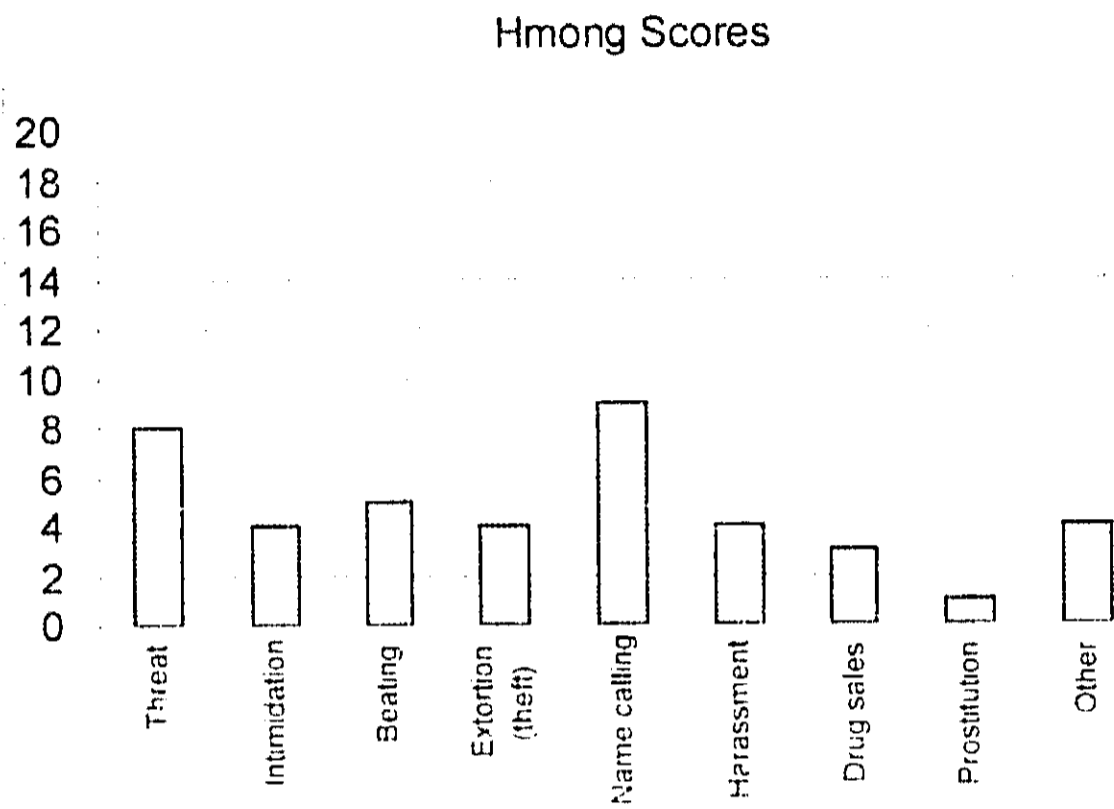
Differences between male and female students' responses were found on a few of the questions. When asked "I identify with a gang", there were a total of

179 males and 192 female respondents. Twenty-seven males responded "yes", which comprised of 15.1% "yes" where as 8.3% (16) of female responded "yes". When asked, "I am in a gang" 13 male responded yes with a 7.3% and five female responded yes with a 2.6%. These figures reinforce previous studies, which indicate that males are more likely to be involved in gangs. Twenty percent (36) of males indicated they had been a victim of gang violence where as 12.5% (24) females did. It is not surprising that more males have been victims of gangs because they are more closely involved with gangs.

Caucasian and Hmong Student Results Compared

In the break down of Hmong students verses Caucasian student responses, there were 38 (11.2%) and 293 (88.8%) respectively. The reason for focusing on these two ethnicity is that Eau Claire is predominantly Caucasian. Another reason is that there are reoccurring racial tensions between the Caucasian population and Hmong population in Eau Claire. Six percent (17) of Caucasian students responded that they identity with a gang where as there were 26.3% (10) for the Hmong student respondents. When asked if they were in a gang only 1.4% (4) of Caucasians responded yes and 7.9% (3) of Hmong students. Forty-six percent (131) of Caucasian students stated that they knew someone in a gang while 71.1% (27) of Hmong students said they knew someone in a gang. Eleven percent (31) of Caucasian stated that they have been a victim of gang violence while 28.9% (11) of Hmong. Please see chart for breakdown of types of violence experienced.

Table 4.10-Types of Violence Experienced for Hmong and Caucasians



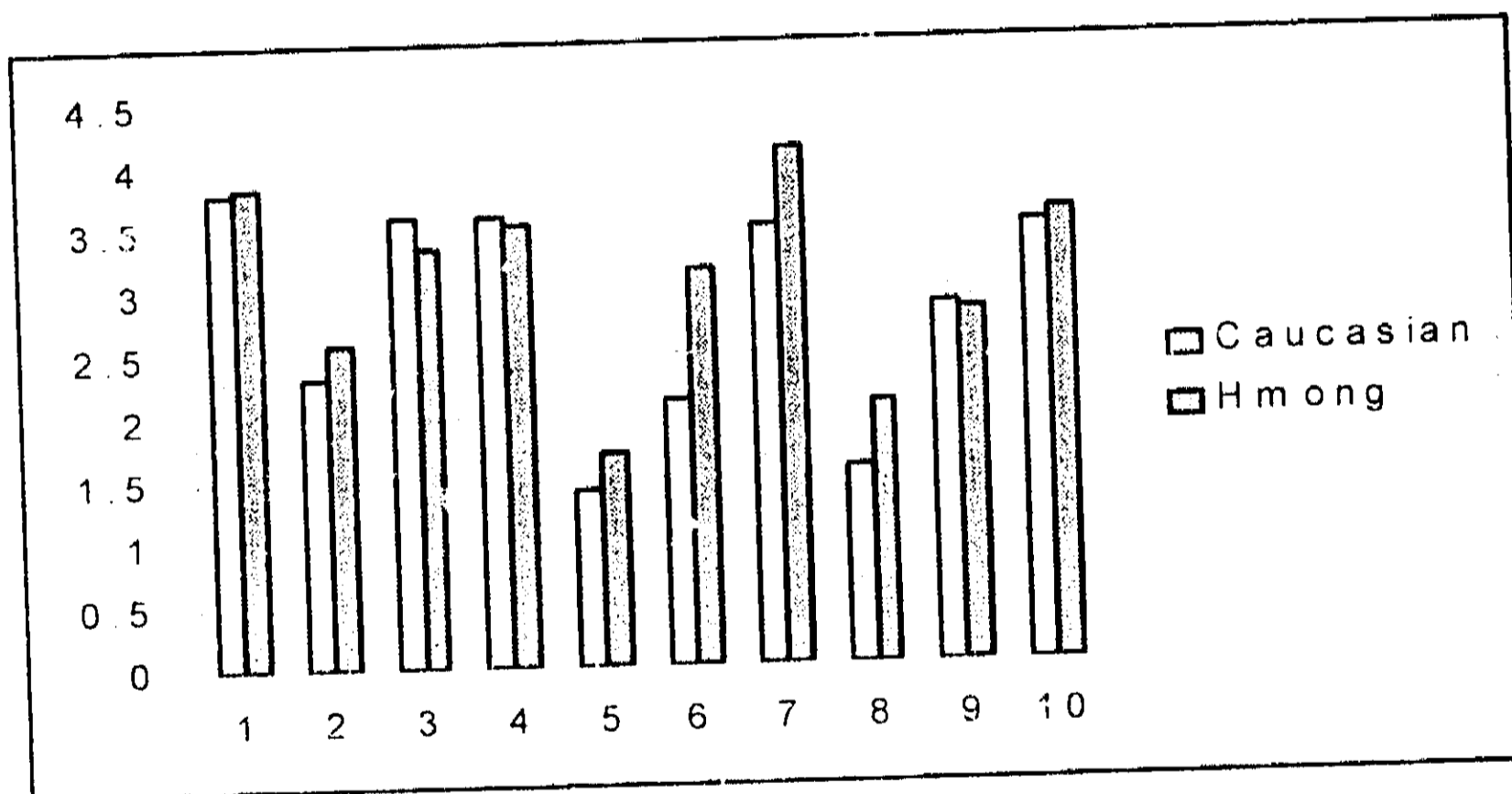
Mean scores for questions one through ten according to the responses of Caucasian and Hmong students. For question 1 through ten there was no significant difference for means for Caucasian and Hmong respondents, except for questions 6,7, and 8. Hmong students indicated that gang activity affects their life more than Caucasian students do. Hmong students had a mean of 3.16 where as Caucasian students had a mean of 2.12, which is significant ($t = -3.8, p = .001$). Hmong students indicated that gang violence is directed at other gangs more than Caucasian students are. Hmong students had a mean of 4.11 where as Caucasian students had a mean of 3.50. Once again this is significant difference ($t = 3.49, p = .001$). When asked if it was cool to be in a gang, Hmong students indicated more agreement than Caucasian students did. Hmong students had a mean of 2.08 and Caucasian students had a mean of 1.57. A graph of all means for each question is presented in table 4.12.

Table 4.11-Survey Questions

Survey Questions 1-10
1. There are gangs in the Eau Claire area.
2. The media has given an accurate picture of gangs in Eau Claire.
3. If gangs are active in a town, it is less safe.
4. Eau Claire is a safe town.
5. I suspect that my child is in a gang.

- | |
|--|
| 6. Gang activity affects my life. |
| 7. Most gang violence is directed at other gangs. |
| 8. It is cool to be in a gang. |
| 9. Gang activity is directed at one race more than others are. |
| 10. Eau Claire schools are safe. |

Table 4 12-Mean Scores for Questions 1-10



Question 9. Gang activity is directed at one race more than others.

Respondents were able to write in what race they felt were most affected.

Responses are given in the chart below.

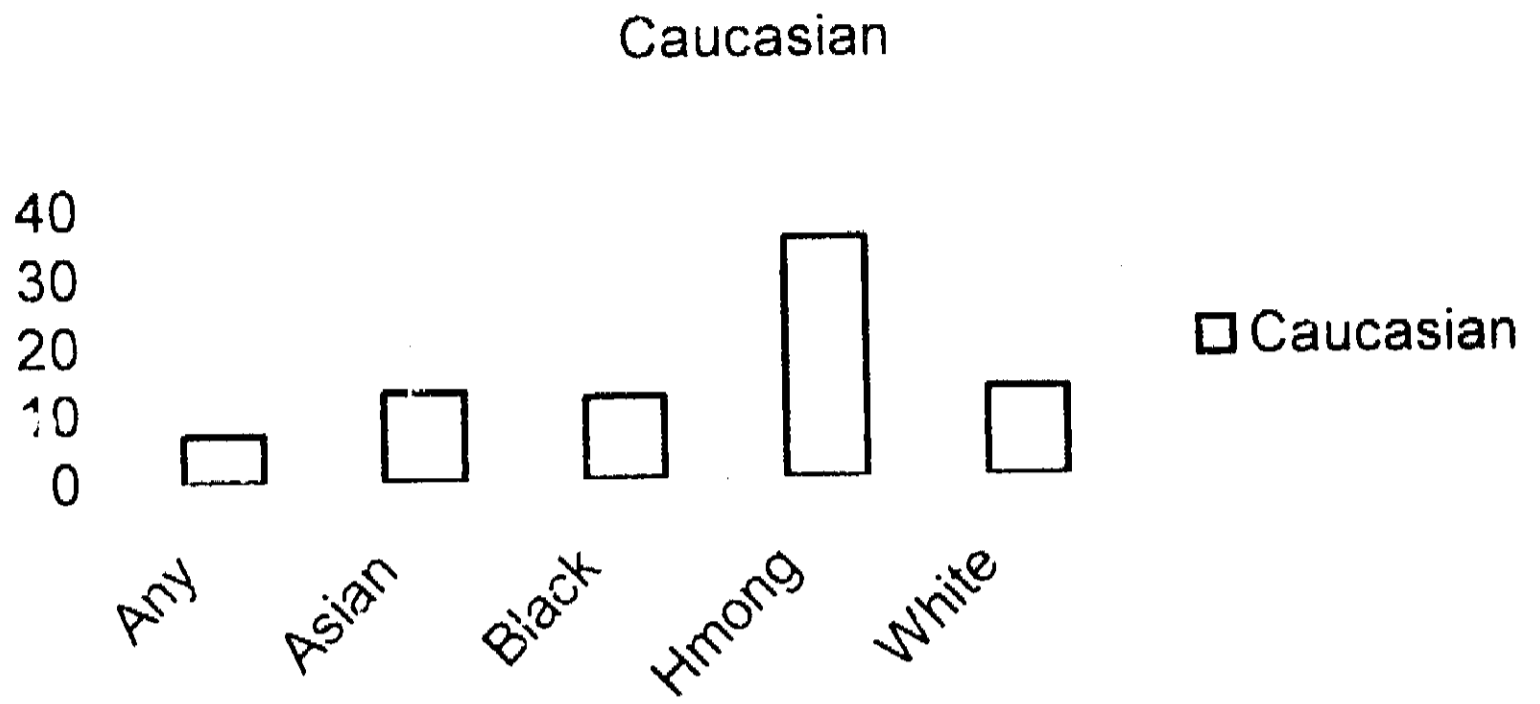
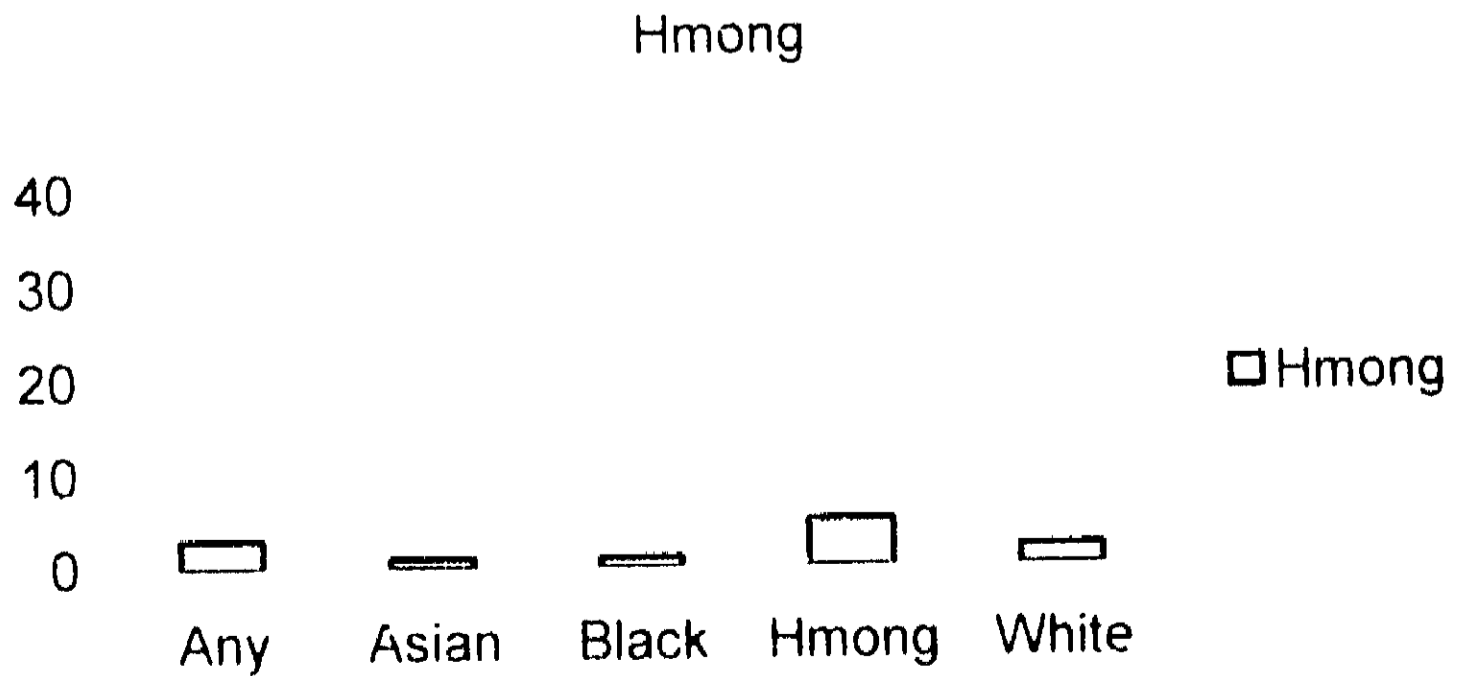


Table 4.13-Hmong and Caucasian Responses to Question 9



CHAPTER V

SUMMARY, CONCLUSION, RECOMMENDATIONS

Summary

The purpose of this study was two-fold: to describe eighth and tenth grade students in the Eau Claire School District's and the adult community's perceptions as well as involvement in gangs as measured by a researcher-made likert-scale questionnaire. The specific objectives of this study were:

1. To examine the extent to which gangs exist in Eau Claire, WI.
2. To determine the community's racial perception of gangs in Eau Claire.
3. To determine if gangs were portrayed accurately by the media.
4. To determine the affect gangs have on the community.
5. To assess the demographics of gangs in Eau Claire. The results of this study will be shared with the Eau Claire community as well as the participating schools and law enforcement.

Gangs do exist in the Eau Claire area. Many of the students reported being in a gang or affiliated with a gang. The community's racial perception of gangs is skewed. While the adult population tended to believe that gang members were Caucasian as well as Hmong, the students said that the Hmong adolescents were more involved in gangs than Caucasian adolescents. This could be due to the fact that for population size, there are more Hmong teens in gangs than

Caucasians. The community was rather neutral when it came to the question of media portrayal of gangs. Gangs have an effect on the Eau Claire community as they do in any community they are present in. Both the adult population as well as the student population had been affected through violence or knowing someone in a gang. The demographics of gangs in Eau Claire are that the gangs are made up of both Caucasian as well as Hmong students. There are more boys in gangs than girls and eighth and tenth grade students are equally involved.

Conclusions

In this time and age, the issue of gangs have become so emerged in everyday life that it is no longer consider front page news, unless it involves other ethnic groups, i.e.: Hmong. Therefore, it has been placed on the back burner. Gangs have come to be accepted as a normalcy in today's adolescent society. As each immigrant group learns to adapt to the everyday life of the western life - style, they tend to separate themselves more and more from their ethnicity and see themselves more and more as Americans. Perhaps in the minds of many Hmong adolescents, being part of a gang is considered being American.

The Hmong have a rich culture and its history is as obscure as the people are. For any group of immigrants to adapt and assimilate into any high society is difficult. Through the years, the Hmong have endured many harshships and difficulties, but history shows that these people thrive when left to their own devices. For example, after mass executions from the Chinese, those who

survived escaped to nearby countries such as Laos and Thailand and settled in the mountainside and live a happy and peaceful life of farming until war involved them again. Again, many that survived the war migrated to other countries, such as the United States, France, and Canada, and started rebuilding their lives. However, the Hmong did not find peace. A different kind of trouble has found them, the adolescent stage. This time the stakes are higher and there does not seem to be an easy answer.

It is apparent that gang activity is definitely an issue that needs to be dealt with by the community at large and not just a few chosen agencies. Gangs have been an issue for many years and as the years progressed, the gang issue continues to spread, affecting communities of all size and location. No one community is excluded from the gang issue. If this issue is approached with a holistic view there would be more efficiency in terms of development of programs to deter adolescents of all ethnic race from joining gangs of any kind.

Recommendations

More research is needed in the area of gangs and the racial tension they evoke in the Eau Claire Community. This study should be conducted on a larger population. A larger adult population is especially necessary in order to fully assess the community's perceptions of gangs and the ethnic make-up of gangs in the area. A longer survey would be able to examine people's feelings and perceptions more accurately. It would also be beneficial to conduct in-depth

interviews with students who are in gangs as well as those who chose not to participate in the gang lifestyle to find out why teens join gangs.

There have been many programs developed over the years to prevent adolescents from joining negative social influences such as gangs. One such program is Building Bridges, which was started in 1995 by Dr. Rupa Gupta at the University of Wisconsin-Eau Claire. This program is a collaborative effort by the community and is, therefore, housed at Hmong Mutual Assistance Association. The Building Bridges program hopes to close the gap between the two different cultures: Hmong and Caucasian by using UW-EC students to serve as mentors for young Hmong adolescents and their families. The idea is to provide adolescents with a positive role model from the community, at the same time, learn from each other's experiences to form a bond and connection that will hopefully deter the adolescents from negative social influences (Building Bridges, 1995)

Upward Bound and the Wisconsin Educational Opportunity Program (WEOP) have been working with students in high school to promote higher education through college campus visits, cultural events, career exploration and pre-college programs (Upward Bound, 1964; WEOP, 1967). Both programs serve students from low-income families and first generation students. Upward Bound is an intensive program which tracks their students throughout out the school year and provides tutoring services weekly in various subjects to their students. In the summer time, students are enrolled in a six-week summer school

program which assists in preparing the students for the following school years' demanding academic classes. The Upward Bound program is housed at the University of Wisconsin-Eau Claire and as a result is able to use the facilities, so classes are held at the university. The students are placed in dormitories for the duration of the program. Because of the intensive tracking, Upward Bound is only allowed to serve a limited number of students. On average the program serves between 50-60 students a year. On the other hand, the Wisconsin Education Opportunities Program (WEOP) offers various programs for high school students to take advantage of. It offers programs such as the Early Identification Program (EIP), WI National Early Intervention Scholarship and Partnership Program (NEISP), and most recently the Talent Search Program (TS). These programs are not as intensive as the Upward Bound Program. Wisconsin Educational Opportunity Program offers activities throughout the school year and students are required to participate in at least four activities. In addition to the activities, students are required to meet with the WEOP counselors on a monthly basis. This allows for one-on-one counseling and at the same time academic tracking.

The Youth Coalition is yet another program that hopes to provide alternatives for youths to deter them from negative social influences (Youth Coalition). This program serves the same age group as Upward Bound and WEOP and deals with issues such as gangs, alcohol, and coordinates activities for

the community. Furthermore, the Healthy Communities 2000-Youth Action Team Meeting is a committee that was founded through a community wide survey that was conducted by the University of Wisconsin-Eau Claire. This committee is discussing the possibility of building a youth center for Eau Claire, which will provide a safe place for youths to hang out and have fun, at the same time be supervised (Healthy Communities 2000, 1995).

Getting the youth out of gangs and deterring them from joining in the first place is very important; however, there is yet another issue that needs to be addressed and worked on. The issue is racism. Students as well as the community as a whole needs to be aware that Hmong students are not the only people in gangs. This issue should be addressed at the schools beginning in the elementary years. This misperception also needs to be addressed in the community of Eau Claire. The media should aid in shedding light on the subject as well as community leaders. Forums should be set up to facilitate discussions so that the community can work together to combat the racial as well as gang issue.

REFERENCES

- Adams, N. S. & McCoy, A. W. (1970). Eds. Laos: War and Revolution.
New York: Harper Colophon Books.
- Bom, R. L. (1984). *Criminology*. New York: McGraw-Hill Book
Company.
- Bratt, Larry. (1996). Television may encourage crime. In David Bender
& Bruno Leone (Eds.) Gangs-opposing view points. (p. 38-39). San Diego, CA:
Greenhaven Press Inc.
- Building Bridges. (1995). Dr. Rupa Gupta.
- Chan, S. (1994). Hmong means free: Life in Laos and America.
Philadelphia: Temple University Press.
- Decker, S. H., & Van Winkle, B., (1996). Life in the gang: Family,
friends, and violence. New York, NY: Cambridge University Press.
- Department of Public Instruction. (1998). Talent Search Grant. Eau Claire,
WI.
- Department of Public Instruction. (1976). Wisconsin Educational
Opportunity Program.
- Evenrud, L.A. (1992). Gangs and race: the community response. Journal
of the League of Minnesota Cities. October 23-27.

Evenrud, L. A. (1993). Crime victims and the gang subculture. School Safety Bulletin. Spring, 28-29.

Eau Claire County. (1996). County workforce profile. Eau Claire, WI.

Eau Claire County. (1997). Top 100 significant variables report & analysis for: Eau Claire, WI. Eau Claire, WI.

Eau Claire County. (1998). Eau Claire area economic profile. Eau Claire, WI.

Eau Claire School District. (1996). Pride questionnaire & results. Eau Claire, WI. Pride Inc.

Golden, T. (1999). Interview. March 23, Eau Claire, WI.

Hagedorn, J., & Macon, P. (1988). People and folks: Gangs, crime and the underclass in a rustbelt city. Chicago, IL: Lake View Press.

Hamilton-Merritt, J. (1993). Tragic mountains: The Hmong, the Americans, and the secret wars for Laos, 1942-1992. Bloomington and Indianapolis: Indiana University Press

Hmong written language creator dies. (1997, May). Eau Claire Leader-Telegram, P. 9.

Horowitz, Ruth. (1996). Introduction. In David Bender & Bruno Leone (Eds.), Gangs-opposing viewpoints. San Diego, CA: Greenhaven Press Inc.

Howard, Patricia Moore. (1982). The Hmong-yesterday and today. Lansing, MI: University of Michigan.

Healthy Communities 2000. (1995).

Huff, C. R. (Ed.). (1990). Gangs in American. Newbury Park, CA: SAGE Publications, Inc.

Knox, G. W., (1991). An introduction to gangs. Berrien Springs, MI: Vende Vere Publishing Ltd.

Lal, S.R. (1993). Handbook on Gangs in Schools: Strategies to Reduce Gang-related activities. (Report No. ISBN-0-8039-6071). Newbury Park, CA: Corwin Press Inc. (ERIC Documentation Reproduction Service No. ED 363 012).

Lawson, A. (1994). Kids and gangs: What parents and educators need to know. Minneapolis, MN: Johnson Institute.

Parsels, Erik. (1996). Capitalism fosters gang behavior. In David Bender & Bruno Leone (Eds). Gangs-opposing viewpoints. San Diego, CA: Grechaven Press Inc.

Ponce, E. (1990). Gangs: a handbook for teachers and counselors working with immigrant students. Los Angeles Unified School District, CA.

Quincy, Keith. (1998). Hmong: history of a people. Cheney, WA: Eastern Washington University Press.

Sturgle, Edward. (1999). Lecture. February 22, 1999. Eau Claire, WI

Thrasher, F. (1927). The Gang. A Study of 1,313 Gangs in Chicago. Chicago: University of Chicago Press.

A tragedy within a family (1998, February). Eau Claire Leader-Telegram.

P. 5.

Upward Bound. (1964).

Yang, S. (1999). Interview. April 3, 1999. Eau Claire, WI.

Vue, C. (1999). Interview. May 25, 1999. Eau Claire, WI.

Wang, A.Y. (1994). Pride and prejudice in high school gang members.

Adolescence, 29, 279-291.

Yang, M.A. (1995). Understanding Southeast Asian Youth Who Are Involved in Gangs. Master's thesis, University of Wisconsin-Stout.

APPENDIX B
ADULT QUESTIONNAIRE

GENDER:

- male
- female

AGE: _____ years old

ZIP CODE: _____

RACE:

- African American
- Caucasian
- Hmong
- Native American
- Other

OCCUPATION: _____

- I identify with a gang yes no
- I know someone in a gang yes no
- I have been a victim of gang violence yes no

If yes: threat intimidation beating extortion (theft)
 name calling harassment drug sales prostitution
 other.

Please check all that apply:

- Gang members are mostly African American Asian Caucasian
 Hispanic Hmong Native American Other

Please rate how much you agree or disagree with the following statements. Use the following key:

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

1. There are gangs in the Eau Claire area.
 1 2 3 4 5
2. The media has given an accurate picture of gangs in Eau Claire.
 1 2 3 4 5
3. If gangs are active in a town, it is less safe.
 1 2 3 4 5
4. Eau Claire is a safe town.
 1 2 3 4 5
5. I suspect that my child is in a gang.
 1 2 3 4 5
6. Gang activity affects my life.
 1 2 3 4 5
7. Most gang violence is directed at other gangs.
 1 2 3 4 5
8. It is cool to be in a gang.
 1 2 3 4 5
9. Gang activity is directed at one race more than others.
 1 2 3 4 5
 If so, what race _____
10. Eau Claire schools are safe.
 1 2 3 4 5

APPENDIX B
ADULT QUESTIONNAIRE

GENDER:

- male
- female

AGE: _____ years old

ZIP CODE: _____

RACE:

- African American
- Caucasian
- Hmong
- Native American
- Other _____

OCCUPATION: _____

- I identify with a gang yes no
- I know someone in a gang yes no
- I have been a victim of gang violence yes no

If yes: threat intimidation beating extortion (theft)
 name calling harassment drug sales prostitution
 other

Please check all that apply:

Gang members are mostly African American Asian Caucasian
 Hispanic Hmong Native American Other

Please rate how much you agree or disagree with the following statements. Use the following key:

- 1- Strongly Disagree
- 2- Disagree
- 3- Neutral
- 4- Agree
- 5- Strongly Agree

1. There are gangs in the Eau Claire area.
1 2 3 4 5
2. The media has given an accurate picture of gangs in Eau Claire.
1 2 3 4 5
3. If gangs are active in a town, it is less safe.
1 2 3 4 5
4. Eau Claire is a safe town.
1 2 3 4 5
5. I suspect that my child is in a gang.
1 2 3 4 5
6. Gang activity affects my life.
1 2 3 4 5
7. Most gang violence is directed at other gangs.
1 2 3 4 5
8. It is cool to be in a gang.
1 2 3 4 5
9. Gang activity is directed at one race more than others.
1 2 3 4 5
If so, what race _____
10. Eau Claire schools are safe
1 2 3 4 5

APPENDIX C
STUDENT QUESTIONNAIRE

GENDER:

- male
- female

GRADE:

- 8th grade
- 10th grade

RACE:

- African American
- Asian
- Caucasian
- Hmong
- Native American
- Other

- I identify with a gang. yes no
- I am in a gang yes no
- I know someone in a gang yes no
- I have been a victim of gang violence yes no

If yes: threat intimidation beating extortion (theft)
 name calling harassment drug sales prostitution
 other:

Please check all that apply:

Gang members are mostly African American Asian Caucasian
 Hispanic Hmong Native American Other

Please rate how much you agree or disagree with the following statements. Use the following key:

- 1- Strongly Disagree
- 2- Disagree
- 3- Neutral
- 4- Agree
- 5- Strongly Agree

1. There are gangs in the Eau Claire area.
 1 2 3 4 5
2. The media has given an accurate picture of gangs in Eau Claire.
 1 2 3 4 5
3. If gangs are active in a town, it is less safe.
 1 2 3 4 5
4. Eau Claire is a safe town.
 1 2 3 4 5
5. I would like to be in a gang.
 1 2 3 4 5
6. Gang activity affects my life.
 1 2 3 4 5
7. Most gang violence is directed at other gangs.
 1 2 3 4 5
8. It is cool to be in a gang.
 1 2 3 4 5
9. Gang activity is directed at one race more than others
 1 2 3 4 5
 If so, what race(s) _____
10. The school I attend is a safe school
 1 2 3 4 5

Microfilmed
24 : 1
At the University
of Wisconsin-Stout
Micrographics Lab