

# Warren County Gang Assessment 2010



**Report of Initial Findings with  
Staff and Student Perceptions of Gang Activities &  
Concerns in Warren County**

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**Under Contract by Warren County for the citizens of Warren County and the  
Office of Juvenile Justice & Delinquency**

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## WARREN COUNTY COMMUNITY DESCRIPTION

### ***Community Characteristics***

Warren spans across 443 miles and is located in the northeastern Piedmont section of North Carolina. Warrenton is the County Seat. The Virginia State Line borders the northern boundary of the county. To the east are the counties of Northampton and Halifax. The counties of Nash and Franklin are to the south and southeast, while Vance County abuts Warren to the west.

According to the County Profile Commerce Economic Development 2009, Warren County's total population is 20,033, and is a predominantly African American and White community. Of the population, 22.6% is under age 20, 11.5% ages 20-29, 11.4% ages 30-39, 13.7% ages 40-49, 15.1% ages 50-59 and 25.6% ages 60 and up. It is important to note that the majority of the citizens are under the age of 10 or over the age of 35. Furthermore, the county's 35-64 population percentages are almost twice that of North Carolinas, making it the largest age category within the county. The racial breakdown for the population is 54% black, 39.9 % white, 5.1% American Indian, 2.5% Hispanic or Latino, 0.2% Asian Pacific, 0.8% two or more races. The white race percentage of 39.9%, of this figure, approximately 38% is recorded as White non-Hispanic. The county breakdown of race, based on figures of 19,918 in the North Carolina County Health Data Book 2010, 41% is white and 59% minority. These figures are 50% male and female; with 20.5% white males; 20.2% white female; 29.7% minority female and 29.5% minority male.

The community is also heavily populated by the Haliwa-Saponi tribe (State Recognized); totaling about 5% of the county's population. The tribe reports a membership of 3800 members, with about 887 members residing in Warren County and 1,898 in the adjoining county, Halifax County.

State and local government are the leading employers in the county, followed by manufacturing, health care and social assistance. Agriculture, Forestry, Hunting and Fishing is a way of life for some county residents. Although many residents make their living working for state and local government, there are few industries remaining in the county. The top five employers for the county in the 4th quarter of 2009 are Warren County Schools, State of North Carolina Department of Correction, County of Warren, Warren Hills Nursing Center and Elberta Crate & Box Co. (NC Employment Security Commission, Labor Market Information.)

Total families living in Warren County in poverty is 24.4% in comparison to the state at 14.6% according to the 2009 County Profile Commerce Economic Development Report. There is a higher level of undeveloped areas of the county, which may be a contributing factor to the poverty percentage. The per capita income, median household income and the median family income for Warren County in 2009 were about average as it was for the peer counties. Per capital income was \$18,388, the median household income was \$35,055 and the median family income was \$41,729.00. In the 1st quarter of 2010, there were 7,038 employed citizens and 1,011 unemployed citizens in the county.

The total enrollment for the school year 2008-2009, there were 2,718 people registered for school from kindergarten – 12th grade. In 2009, there were 29 licensed Child Care Facilities and 366 enrollments as of December 2009. In 2009, the average SAT score on was 1,224 (on a 2400 scale) and 55% of the graduates in the county took the test. The projected education attainment for high school graduates is 72% and 12.9% with at least a Bachelor's degree.

As of August 2010, Warren County had 12,967 registered voters, 12,507 active voters and 460 inactive voters. Party affiliation is as follows: 9,456 Democrat; 1,491 Republican; 2,004 unaffiliated and 16 libertarians'. The highest concentration of registered Republicans' reside in District II—River, Six pound and Roanoke townships— in the northeastern portion of the county bordering Lake Gaston.

The dropout rate for Warren County students in 2001 was 8.55% compared with 5.51% for North Carolina as a whole. The rate decreased steadily until 2006 with a low of 3.23% for Warren County. However, the dropout rate increased during 2007 to approximately 6.12% for the county. <sup>2</sup>

In 2006 Helping Hands, a domestic violence agency, reported that they assisted a total of 51 residents that year. A total of 46 clients were counseled for domestic violence, 2 clients were sexual assaults, and 3 clients were rape victims. A total of 40 adult clients were assisted along with 6 teens ranging in ages from 16 years to 21 years old.

## Appendix A

<b>General Descriptive Data: Warren County</b>			
<b>Category</b>	<b>Year</b>		<b>North Carolina</b>
	<b>2000</b>	<b>2009</b>	<b>2009</b>
Total Population	19,972	20,033	9,380,884
% Males	49.1%	50%	48.9%
% Females	50.9%	50%	51.1%
% African American/black	54.5%	54%	21.6%
% Hispanic/Latino	1.6%	2.5%	7.7%
% Caucasian/white	38.9%	39.9%	73.7%
% Asian	.1%	.2%	2.0%
% Native American/Indian	4.8%	5.1%	1.3%
% Other	1.7%	.8%	1.4%
% Under 10 Years	11.9%	10.4%	13.8%
% 10-14 Years	7.5%	5.8%	6.8%
% 15-19 Years	6.6%	6.3%	6.8%
% 20-24 Years	5.5%	6.9%	7.2%
% 25-34 Years	11.4%	12.3%	15.1%
% 35-64 Years	39.6%	39.8%	20.7%

% Over 64	17.4%	18.4%	12.7%
Median Household Income	\$28,351	\$35,055	\$43,229
Average (Mean) Household Income	N/A		
Poverty Threshold (family of 4)	N/A	N/A	
% Families Below Poverty	15.7%	24.4%	
With related children under 18 years	21.7%		
With related children under 5 years	20.8%		
Female Headed families	17.3%		
% Female Households Below Poverty	36%		
With related children under 18 years	46.1%		
With related children under 5 years	39.0%		
% Unemployment	4.2%	1,011	9.6% *as of September 2010
Population 16 years and over	15,826		
Population in labor force	50.3%	7,038 *from 1 <sup>st</sup> qutr. Of 2010	
Population 25 years and over	13,599		
Less than 9 <sup>th</sup> grade	12.7%		
9 <sup>th</sup> to 12 <sup>th</sup> grade, no diploma	19.8%		
% High School Graduate (or equivalent)	31.9%	72%	
Some college, no degree	18.4%		
Associate degree	5.5%		
Bachelor's degree	7.1%	12.9%	
Graduate or professional degree	4.5%		
% Single-Parent Households	N/A		

Teen Birth Rate (per 1,000)	N/A		
High School Drop-Out Rate			
Child Abuse and Neglect Confirmed Reports	21	13	
Number of Persons on Food Stamps	606	560	1,442,650 *August 2010
Sources: U.S. Census Bureau, 2000, 2009 estimates, Jordan Institute-UNC-Chapel Hill; 2009 County Profile Commerce Economic Development Report; Bureau of Labor Statistics; State Health Facts			

Data for the number of persons on food stamps was obtained from the Jordan Institute for Families website. Figures were based on the number of individuals in families of food and nutrition benefit recipients.

\*Data given is the most recent information for the given year.

## **WARREN COUNTY GANG ASSESSMENT**

Warren County's Juvenile Crime Prevention Council applied for and was awarded the gang assessment grant. The press release was as follows:

### **Warren County Awarded Gang Assessment Grant**

The North Carolina Department Juvenile Justice and Delinquency Prevention (NCDJJDP) has awarded Warren County \$12,350 to conduct a countywide gang assessment. These provisions were made available through federal stimulus funds and administered through Warren County's Juvenile Crime Prevention Council (JCPC). Warren County, along with 69 other counties in North Carolina, was awarded funds in order to appraise the gang situation in their respective counties. It is expected that eventually all 100 North Carolina counties will complete these assessments.

The assessment process is considered phase 1 of a 2-phase project. The first phase's assessment results will define the scope of gang issues in the county. The second phase will use the information gained in the assessment to focus on creating targeted initiatives and coordinating those already existing in an effort to direct young people away from gang activity and toward positive alternatives. One longer term goal is to eliminate a favorable environment for gang activity driven by and focusing on, individual and collective community accountability.

Research has consistently shown that gang concerns differ among and within communities (Howell, 1998). Unless communities explore and clearly

understand the nature and scope of their gang issues, they cannot begin to respond effectively or efficiently to the problem. Specific goals of the gang assessment are to:

- Identify the most serious and prevalent gang-related concerns.
- Determine potential factors contributing to gang involvement and activity.
- Identify target group(s) for prevention, intervention, and suppression efforts.
- Shape community mobilization efforts and identify community members who should be involved.
- Identify various organizational or systems issues that must be addressed to have a long-term effect on gang-related concerns.
- Identify current efforts (resources, programs etc.) that address gangs and youth at risk of gang involvement.

The Warren County Gang Assessment project officially began in May with the formation of an oversight Steering Committee chaired by William A. Kearney, Assistant Pastor and Youth Ministry Coordinator at Coley Springs Baptist Church. The committee consists of a countywide representation of community leaders, elected officials, law enforcement, schools, business interests, service providers, and citizen-volunteers. An Assessment Work Group responsible for obtaining data, from which the final assessment report will be drafted, has been established. The Work Groups is looking for community members to serve on this committee.

Due to the scope of the project as well as the large amount of data to be gathered through the assessment process, the county has partnered with the UNC School of Government to compile data and coordinate the work needed to conduct the assessment and have it finished by an expected completion date of September 30, 2010. For more information on how you may participate in this effort, please contact the **Warren County Manager's Office 252-257-3115**.

### **Warren County Gang Assessment Public Service Announcement**

*The North Carolina Department of Juvenile Justice and Delinquency Prevention (NCDJJD) has awarded Warren County \$12,350 to conduct a countywide gang assessment.*

After receiving a grant in the amount of \$12,350, the Warren County Gang Assessment Steering Committee conducted four (4) community-based focus groups to gather information for a thorough overview of countywide gang activity. In July and August, focus groups were held at Afton Elberon, Warrenton Rural, Norlina and Arcola Volunteer Fire Departments. Community members were invited to participate and to freely express their concerns regarding youth gang activity. Gang Specialist Elliot Hoskins with the Durham County Sheriff's Office served as facilitator and shared information on the tactics, techniques, signs and

designs used by gang members. The steering committee will present its findings to the public in a follow-up “Gang Assessment Report,” Tuesday, November 30, 2010 at 6:00 p.m. at the Warren County Armory Civic Center. This meeting is open to all citizens of Warren County and everyone is encouraged to attend. Refreshments will be served.

The Gang Assessment Steering Committee is also collecting information on agency and community-based programs and services now being provided to children and youth in Warren County. If you are a provider or know of programs serving youth through your church or in your community, please share this information by contacting the Warren County Office of Juvenile Justice & Delinquency Prevention at (252) 257-7003 [Robin.s.williams@djjdp.nc.gov](mailto:Robin.s.williams@djjdp.nc.gov) or Gang Officer Brian Giddiens at (252) 257-3364 [bgiddiens@co.warren.nc.us](mailto:bgiddiens@co.warren.nc.us).

Community surveys will be conducted at area merchants by the Warren County Air Force Jr. ROTC. If you are asked to complete a survey, please share your experience openly, it will remain confidential.

The Gang Assessment Steering Committee meets every other Tuesday through the end of the year. Feel free to join this committee to assess our area and develop programs to give our youth a positive way to interact in the community.

### **GOALS AND OBJECTIVES**

From the Warren County Gang Assessment Steering Committee by-laws; Article 3; Goals and Objectives states:

The overriding goal of the Warren County Gang Assessment Steering Committee is to participate in the OJJDP Gang Prevention, Intervention and Suppression Program to implement and test a comprehensive program model design for gang prevention, intervention and suppression that will mobilize the multidisciplinary leadership of the community and reduce the incidence of gang related crime and gang membership in and around the Warren County Public Schools.

### **TIMELINE**

The original Warren County Gang Assessment Steering Committee timeline is as follows:

**June 2010-** Definition of “gang” “gang incidence” and “gang member” needs to be determined upon by the consensus of the steering committee

Advertisement to the media

- What the assessment is

- Participants needed for the focus groups
- Determine methods of getting the word out

Bylaws have been established, approved and signed

The Memorandums of Understanding need to be signed

Contract for Annie Francis needs to be determined

Four focus groups areas need to be determined and setup to begin in July

- Address when the survey will be ready online for the citizens
- Would the tweaking need to be done prior to Mr. Caldwell setting it up or is he to use a template and he will make it applicable for Warren County?

Check with the research committee to see what community demographic data is left to be gathered-see that someone is in charge of gathering the data and turning it over to the research committee so that it can be written up and provided to the steering committee for approval

Determine who will contact the community leaders for personal interview either by phone or in person

Determine who the leaders to be contacted and perform the interview by the end of June into the beginning of July and turn over to the research committee to be written up and turned over to the steering committee approval

Law Enforcement should get together, headed by Detective Giddiens, to get the necessary data by the end of June into the beginning of July and turn over to the research committee to be written up and turned over to the steering committee for approval

**July 2010-** Professor Cawley can assist Annie with focus group set-up information and any other valuable tips for the process

Four focus groups need to be set up from July to the 2<sup>nd</sup> week in August to complete

The word needs to get out regarding the focus groups

Make sure the school data survey is ready.

**August 2010** - Student and School data to be retrieved as soon as the Middle and High Schools open

**September 2010**- Complete write up of the assessment by the research committee for approval by the steering committee

Submit assessment

**Note: timeline subject to changes**

**Respectfully submitted by Linette Crews  
Project Management Team Member**

### **AGENCIES ON STEERING COMMITTEE**

The following are organizations and/or agencies, individuals and representatives that are members of the Warren County Gang Assessment Steering Committee.

Arcola Fire Department  
Afton Elberon Volunteer Fire Department  
Warren County Board of Commissioners  
Citizens of the community/volunteers  
Clerk of Courts Office  
Cooperative Extension  
Department of Juvenile Justice and Delinquency Prevention - Area Consultant  
Employment Security Commission/JobLINK  
Warren County Finance Office  
Five County Mental Health  
Halifax-Warren Smart Start  
Haliwa-Saponi Tribal School  
Norlina Christian School  
Norlina Fire Department  
Norlina Police Department  
North Carolina Department of Corrections, Warren Correctional Institute; Manson, NC  
Warren County Office of Probation & Parole  
Town of Warrenton  
Warren County Department of Social Services  
Warren County Health Department  
Warren County Memorial Library

Warren County Public School System  
Warren County Sheriff's Office  
Students from Warren County High School (2)  
Warrenton Rural Fire Department

## **DEFINING A GANG**

The Warren County Gang Assessment Steering Committee working with local law enforcement adopted the following definitions related to "Gang":

**Gang:** a group or association of three or more persons who may have a common identifying sign, symbol, or name and who individually or collectively engage in, or have engaged in, criminal activity which creates an atmosphere of fear and intimidation. **Gang member** participates in a criminal street gang with knowledge that its members engage in or have engaged in a continuing series of offenses. **Gang incident** can generally be defined two ways: member-based and motive-based. A motive-based incident is generally thought to be one that furthers the ends of the gang; a member-based incident is one that involves a gang member, regardless of what prompted the commission of the crime. Thus, if a member-based definition is used, the assault of a father by his gang-member son in a domestic dispute is considered a gang incident simply because the youth is a gang member. But if a motive-based definition is used for the same incident, it is not considered a gang incident. Each definition has its advocates, and the community must decide how to define a gang incident. Whichever definition is adopted, its consistent use is what is most important when collecting data on gang incidents.

## **EVALUATION OF SCHOOL STAFF PERCEPTIONS OF GANGS AND RELATED CONCERNS IN WARREN COUNTY**

### **BACKGROUND**

Once considered largely an urban phenomenon, gangs have increasingly appeared in smaller and often rural communities. In fact, in 2008, The National Gang Center reported approximately 32.4 percent of all cities, suburban areas, towns, and rural counties (more than 3,330 jurisdictions served by city and county law enforcement

agencies) experienced gang problems. In an effort to evaluate the presence of gangs and their corresponding concerns within the Warren County, North Carolina community, the County has conducted a needs assessment using materials provided by the Federal Office of Juvenile Justice and Prevention.

One aspect of the needs assessment explores the knowledge and experiences of staff within the school system. Those experiences and perceptions are essential, if not critical, to understanding gang related issues within a community given staff's consistent contact with a wide and diverse range of students, often on a daily basis.

This section will present the methods used to obtain the information about gangs from staff, provide the results of the survey, and discuss key findings from the information provided by staff.

## **METHODOLOGY**

In an effort to obtain this information, the County of Warren implemented a school staff survey comprised of six questions designed to provide the following information:

1. Do school personnel believe there is a gang problem in their school?
2. What types of problems do gang members present on the school campus?
3. What issues are contributing to gang activity in the school?

The survey was taken directly from the Office of Juvenile Justice and Delinquency Prevention Comprehensive Gang Model Manual (May 2009, p. 71, See Appendix B). The survey was implemented in electronic form and was made available to all school staff via the Internet. The survey was available for a period of 10 weeks and did not collect any identifiable information in an effort to preserve the confidentiality of the respondents and encourage more honest answers. Two reminder emails were sent reiterating the importance of completing the survey for the needs assessment and the deadline in an effort to increase the survey's response rate.

The total number of staff given access to the survey included (INPUT NUMBER). A total of 100 respondents completed the survey, resulting in a response rate (INSERT PERCENTAGE). Once the survey was closed on October 15, 2010, the information was exported into an excel spreadsheet for further analysis by an independent contractor. Results were then assessed by a separate researcher using content analysis, a coding method.

It is also important to note that the survey tool used did not capture any demographic information pertaining to job title and/or status of the respondent. Therefore, any variation by job title/description could not be obtained using this dataset.

## RESULTS

### Is there a gang problem?

Figure 1. Do Warren County Staff believe there is a gang problem in our schools? (N=100)<sup>1</sup>

Both questions one and two on the staff perception survey were used to assess if staff believed Warren County had a gang concern.

Question one on the school staff perception survey asked respondents, “Do you believe gangs are a problem in your school.” Approximately 35 percent responded yes, 47 percent responded no and 18 percent stated they didn’t know (See Figure 1).



This question also included a follow-up question regarding signs that staff may see would lead them to believe gang members are present in the school. A wide variety of

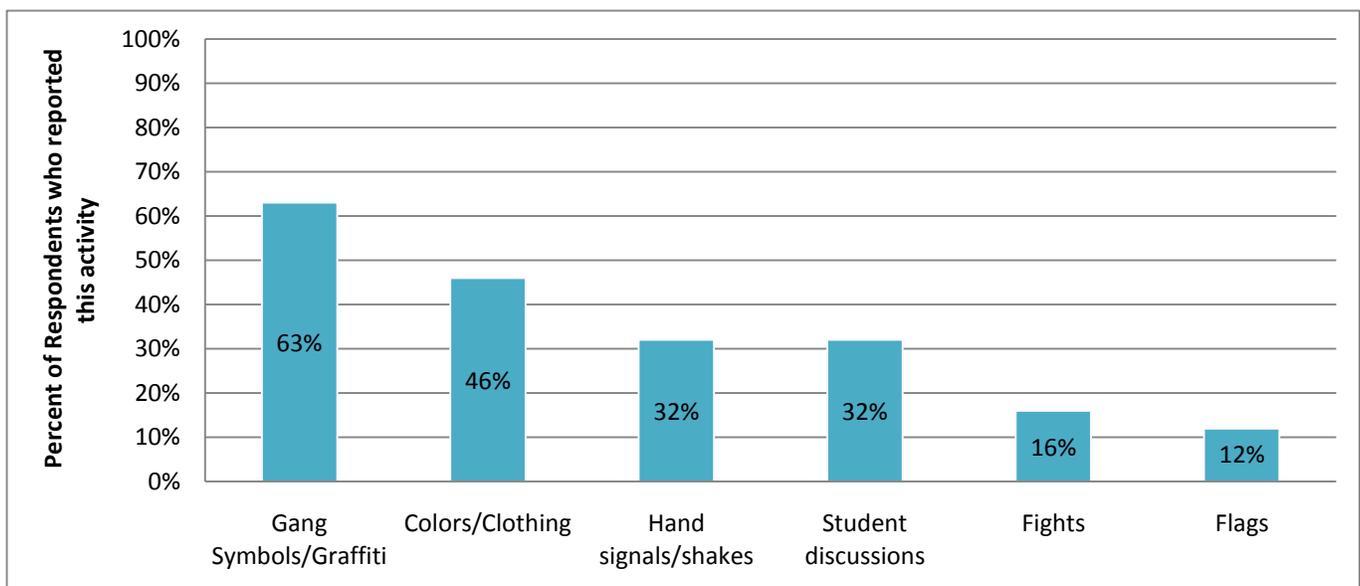
<sup>1</sup> N represents the number of school staff who answered the question

responses included an emphasis on physical markers such as colors/clothing, flags, tattoos, and gang symbols/graffiti on notebooks, bathroom walls and desks. There were also answers geared more towards identifiable behaviors such as: hand signals/shakes, chants, writing their letters differently, and engaging in fights and/or altercations with other students. Lastly, several responses referred discussions directly with students or overheard by staff regarding gang concerns at school. The following quotes were taken directly from the survey data to illustrate the depth of responses provided in this area.

- “The kids told me about it. They even told me who the members are. This was after a fight between different gang members happened in my room.”
- “I have heard students say that other students are in gangs. I have also seen a student drawing pictures of what looked like gang signs.”
- “I hear students bragging about what gang they belong to.”

In general, the following were listed most often as signs that gangs were present at a school: gang symbols/graffiti, colors/clothing, hand signals/shakes, student discussions, fights, and flags (See Figure 2).

Figure 2. Signs of Gang Presence Most Often Reported by Warren County Staff (N=43)



The second survey question asks respondents “When were you first aware of gang problems in your school.” Survey respondents answered this question in two ways. The first way included providing an actual time frame and the second provided actual indicators and signs present within the school/classroom. With respect to time frames, there was a lot of variation and responses ranged from last year, to two to five years ago. Thus, it appears gang awareness or concerns within the Warren County School system has been more of a recent phenomenon, especially between the last two and three years, the most cited response.

With respect to citing signs of gang problems within the school, survey respondents reported: hand signs, student discussions, flags, t-shirt colors and fights as their initial indicators of gang concerns within their school, with color of clothing as the most commonly cited indicator.

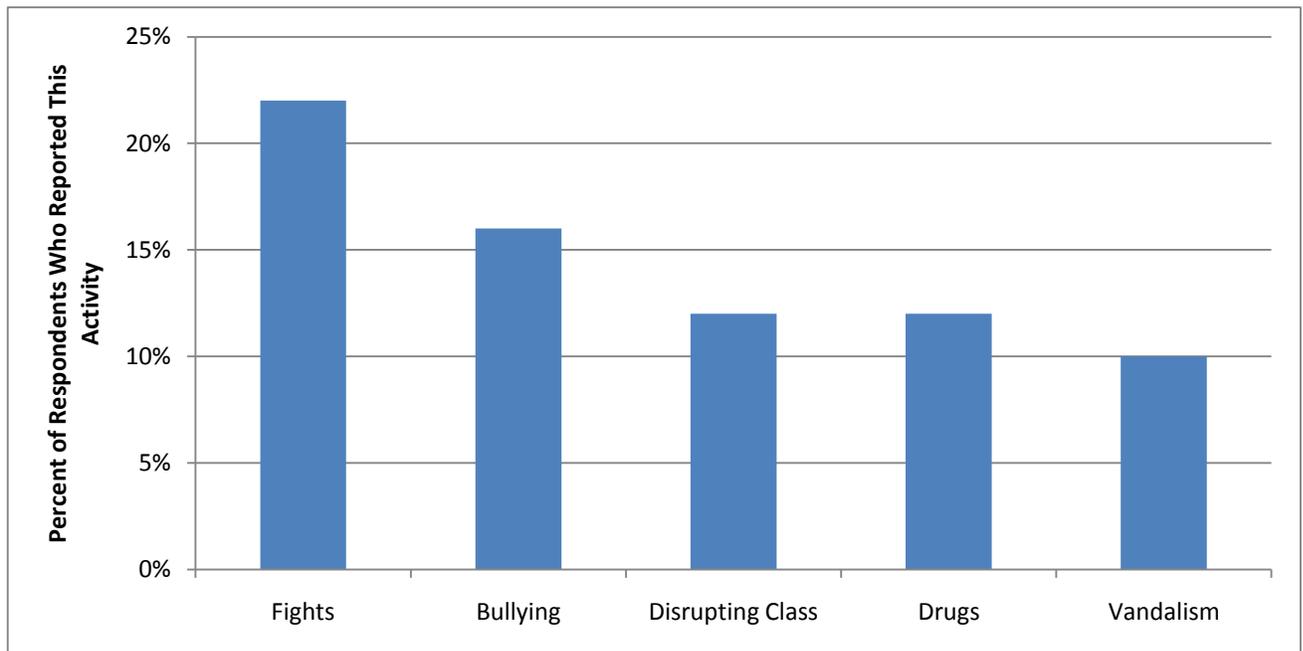
### **What types of problems do gang members present on the school campus?**

Data gathered from questions three and four were used to answer what types of problems do gang members present on the school campus.

Question three asked school staff what types of problems do gang members present in or around the school. Responses included various forms of antisocial behaviors including vandalism, stealing, bullying (intimidation and harassment were both referenced), and fighting. Additional at-risk behaviors reported included smoking, drinking and/or using/selling drugs at school. In the classroom, poor/declining work performance and disrupting class were cited. Lastly, staff reported they believed gang members negatively influenced other children by exposing them to adult themes, encouraging others to drop out because they see others “making it” without school and increasing the social pressures to make poor decisions.

Responses that were cited the most as problems presented in or around school by gang members included: fights, bullying, disrupting class, drugs and the vandalism (See Figure 3).

Figure 3. Problems Presented in or Around School Reported by Staff (N=50)



Question four asked staff when and where gang activities occurred most frequently in and around the school (time of day, classroom, outside classroom). According to the data, staff reported gang activities occur most often during lunch, between classes and outside regular school hours (i.e. before/after school or on weekends). With respect to location, personnel reported gang activities occurring most frequently in the cafeteria (24 percent), restrooms (24 percent), outside school (17 percent), hallways (15 percent), and in the classroom (7 percent).

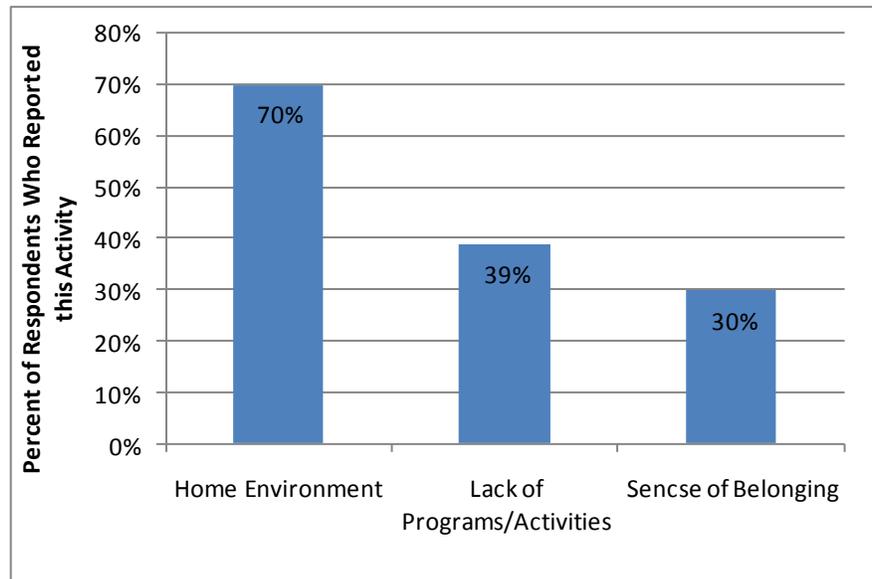
These results illustrate that staff believe that a lot of gang activities happen during lunchtime, between classes, in the bathrooms, and outside the classroom either after school or outside of normal school hours, i.e. before/after school or on weekends. The results also show that at least six respondents admit that they are not sure of when gang activities are going on in and around school. This number illustrates that more education and awareness of gangs and related concerns may still be needed amongst school staff in Warren County.

## What issues are contributing to gang activity in the school?

Responses from the last two survey questions, questions five and six, help provide insight into what issues are contributing to gang activity in schools.

Figure 4. Issues Provided by Staff that Are Believed to Contribute to Gang Activity (N=56)

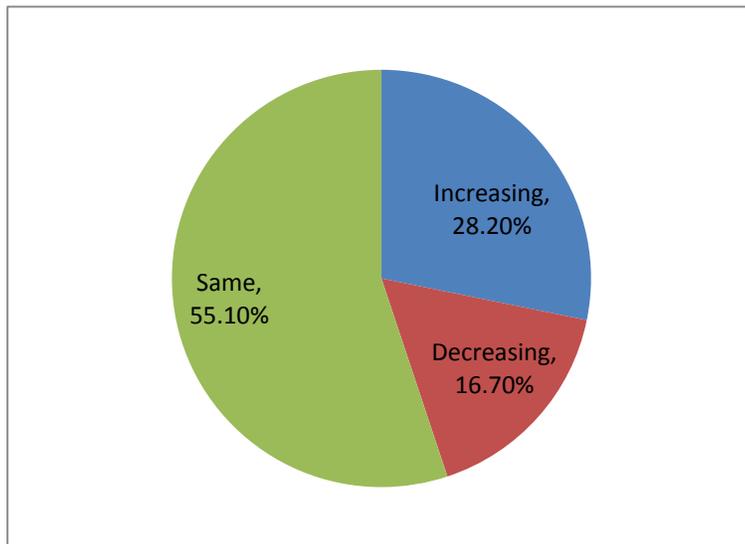
Question five asked school personnel what issues contribute to gang activity. As shown in Figure 5, three major categories resulted. The number one response, included characteristics of the student's home environment such as: poverty, neglect and



lack of parental guidance/structure, single-parent homes, no fathers in the home, and lack of a positive role model. The second leading response was the lack of programs/activities available to students after school or during the summer. Several respondents thought gang activity stemmed from boredom and cited the lack of such programs in the community as a problem. The third leading response suggested youth have a need to belong to a group. The answers provided by staff appear to be in line with the three most common themes provided in other academic research which include: neighborhood disadvantage, having gang-involved family or friends, and problems within the family such as neglect, lack of supervision, and drug or alcohol addiction<sup>2</sup>.

<sup>2</sup> Duke, R.L. & Stein, J.A. (2003). Gender and gang membership: A contrast of rural and urban youth on attitudes and behavior. *Youth and Society*, Vol 34(4), p. 415-440.

Figure 5. In What Direction Are Gang Activities Going? (N=78)



The last question on the staff survey asked if school staff thought gang activities were increasing, decreasing or staying the same as previous years.

Approximately 28.2 percent thought gang activities were increasing, 16.7 percent thought they were decreasing and 55.1 percent thought they were staying

the same as previous years (See Figure 5).

This question was also followed up by asking the respondents why they thought gang activity was increasing, decreasing or staying the same. The responses provided were categorized based on the direction of gang activity reported and the type of risk factor. It is important to note risk factors are defined as negative barriers that often prevent youth from achieving more positive outcomes.<sup>3</sup> These risk factors are often assessed on five levels including the individual, family, school, community and peer level.

#### *Staff Reporting an Increase*

Of the staff reporting an increase, individual level responses included more fights at school and gang specific activity such as an overt identification as a gang member and by wearing specific colors of clothing. With respect to the home/family environment, staff reported more children were from poor economic situations and had little to no structure and or support within the home. School factors included the sheer make-up of the student population (high concentration of impoverished students) as it related to

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<sup>3</sup> OJJDP Comprehensive Gang Model, A Guide to Assessing Your Community's Gang Problem, May 2009

increase risk, the migration of students with gang involvement into the community and the achievement gap between students. There were an overwhelming amount of responses for the community factors provided by these respondents. Several community factors included: high unemployment, continued loss of jobs, migration, increased crime rates, lack of positive programs/activities for students and minimal options available. Responses for peer risk factors included increased associations with gang members by non-gang member youth.

#### *Staff Reporting a Decrease*

Of the staff reporting a decrease, individual level answers reported that students involved with gangs were no longer in school and suggested that the current student population has minimal interaction with those students outside of school because current students are more likely to interact with their peers who are also still in school. Staff also mentioned fear held by students regarding the negative consequences associated with gangs and/or gang affiliations. Other factors reported also included the fear of being killed as a result of gang affiliation/involvement and less evidence of students' moving/acting as groups. There were no family-focused responses reported by this set of respondents. School factors made up the majority of the reasons cited. Those reasons included referencing the school dress code and stricter policies/consequences for students. Several of the community characteristics reported included a raised awareness of gang issues/concerns and a fear of the consequences of gang involvement. Peer factors included a reduction in group movement/affiliation in school and the negative impact of gangs on students outside the school environment.

#### *Staff Reporting Neither an Increase or Decrease*

Of the staff reporting neither an increase nor decrease, individual reasons cited by this subset of respondents include children keeping their activity quiet and not displaying the same signs as the past, which included wearing certain colors and/or having flags in their pockets. There were no familial factors provided by this population. However,

several were provided with respect to the school. General responses included an active response to gang concerns by the school, the positive impact of the dress code, the lack of consequences enforced by school and juvenile system, and the periodic nature of gang incidents within the school (not consistently an issue).

The category also included several responses whereby staff acknowledged they were not aware of what gang concerns the school had in the past and didn't feel comfortable making a comparison. This information illustrates the importance of documenting gang concerns and creating a level of awareness among staff about issues of the past and present. With respect to the community, respondents stressed differences between Warren County and other counties with gang concerns. Respondents also highlighted the lack of encouragement for positive growth through activities outside of the school. Lastly, regarding peer risk factors, school personnel reported that many students want to belong and resort to "copying" behaviors they have witnessed in others.

### **Key Findings Regarding Staff Perceptions of Gangs in Warren County**

There were numerous themes that stood out across the six questions asked on this survey including the impact of the dress code, the minimizing of gang concerns/activity within the County and a limited knowledge of gang activities going on during school.

Several responses discussed students' attire prior to the implementation of the school system's current dress code. Many respondents reported students' use of flags and wearing specific colors of clothing (mainly t-shirts) to represent gang affiliation prior to the dress code and also reported a significant decline thereafter. The reduction in the two indicators mentioned above shows the positive impact of the dress code enforcement within the schools. However, it does appear that gang signs and symbols on papers, lockers, bathroom walls, and even assignments (students who write their letters differently on assignments) are still readily apparent.

With respect to attitudes regarding gangs within the community, many respondents provided comparisons to the media and other locations, often citing that students in Warren County are “want-to-bees” or minimizing the gang involvement or potential involvement. Quotes are provided below to illustrate this notion.

- “Although signs of gang activities are gradually becoming incipient, the presence of gangs is not as prominent as in other places. Therefore, making it difficult to distinguish between copycat, attention-seeking or actual gang members.”
- “Children try to wear gang-related clothing. I do not believe there are any gang members in the school, however there are a few students who are concerned about representing bloods and crips and want to act like they are gang members.”
- “I do not think that it is a problem, but we have some students with symbols and what not on their book bags and notebooks, but they do not cause a disturbance.”

It is important to note that several respondents, 10, which approximately 10 percent of the total survey population reported absolutely no gang activity going on within the school(s). Moreover, six respondents admitted their uncertainty of when gang activities are going on in and/or around school. These two figures illustrate the importance of gang education and awareness of gang related concerns among Warren County school personnel.

### **Limitations**

It is important to be aware of the several limitations associated with the survey tool used and the evaluation of the subsequent data. Generally, because qualitative research methods allow for a more comprehensive understanding, often times that understanding becomes less generalizable than results based on other rigorous sampling and standardized methods.

Furthermore, given that no demographic data were collected such as age, race, job title or number of years the respondent has been a faculty member in a Warren County School, one cannot be certain that the respondents are a representative sample of the total staff within this educational system. Consequently, it may not be accurate to attribute the findings from this survey across the board to all Warren County Staff. However, given the relatively small size of the various types of school personnel within the County, omitting any questions that would retrieve demographic data on this survey instrument increases the nature of confidentiality of answers provided and is hoped to encourage more genuine responses.

Lastly, even though one of the greatest strengths of using qualitative methods is its ability to study subtle nuances in attitudes and social processes over time, also known as subjectivity, it can also be a disadvantage when compared with other quantitative research methods. This leads into the importance of the disclose that the researcher was a previous student of the Warren County School System approximately ten years ago, which could serve as a strength regarding context but also pose a disadvantage regarding possible interpreter bias, which may be associated with the coding method.

## **CONCLUSION**

A needs assessment is often the first step in planning a comprehensive solution to gang concerns within any community. It is often used to help uncover hidden problems, set priorities, and help develop a communitywide consensus about what to do<sup>4</sup>. This information is vital to policymakers and community leaders when deciding what type of services to implement and what populations to target. Therefore, it is hoped that the information provided in this section along with the others in this assessment will help the Office of Juvenile Justice and Delinquency, along with the community leaders of Warren County, develop a strategy to address gang concerns within our community.

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<sup>4</sup> Bureau of Justice Assistance. (1998). Addressing Community Gang Problems: A Practical Guide. Office of Justice Programs. Washington, DC: U.S. Department of Justice

Appendix B

**School Staff Perceptions Survey**

1. Do you believe gangs are a problem in your school?
  - a. Yes
  - b. No
  - c. Do not know
  - d. No response

If so, what signs do you see that lead you to believe that gang members are present in the school.

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2. When were you first aware of gang problems in your school?

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3. What types of problems do gang members present in or around the school?

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4. When and where are the gang activities occurring most frequently in and around the school (time of day, classroom, outside classroom, etc.)?

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5. What issues do you think contribute to gang activity?

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6. Do you believe gang activity is increasing, decreasing, or staying about the same level in your school as in previous years?

- a. Increasing
- b. Decreasing
- c. Staying the same

Why?

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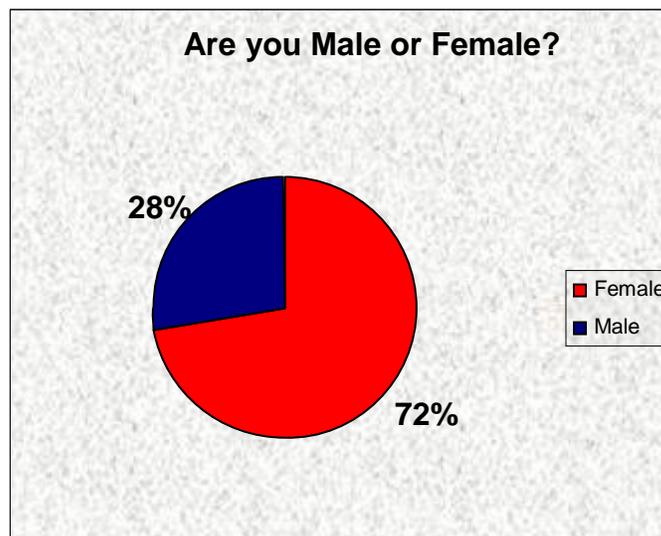
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## Gang Assessment Surveys

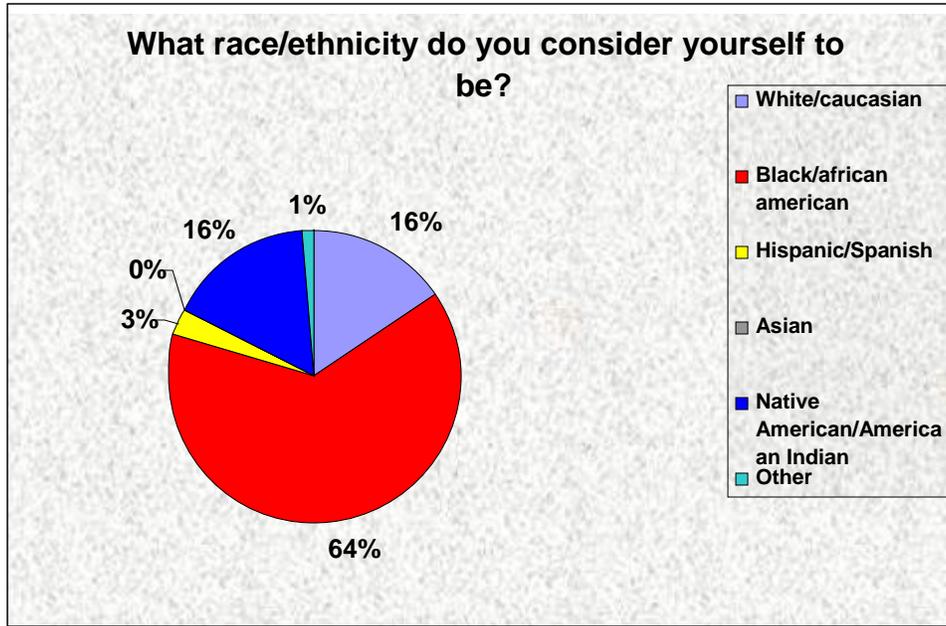
Persons responding to gang assessment survey questionnaires included the Warren County public school students, community leaders, focus groups and community residents.

### Gang presence in Warren County Communities

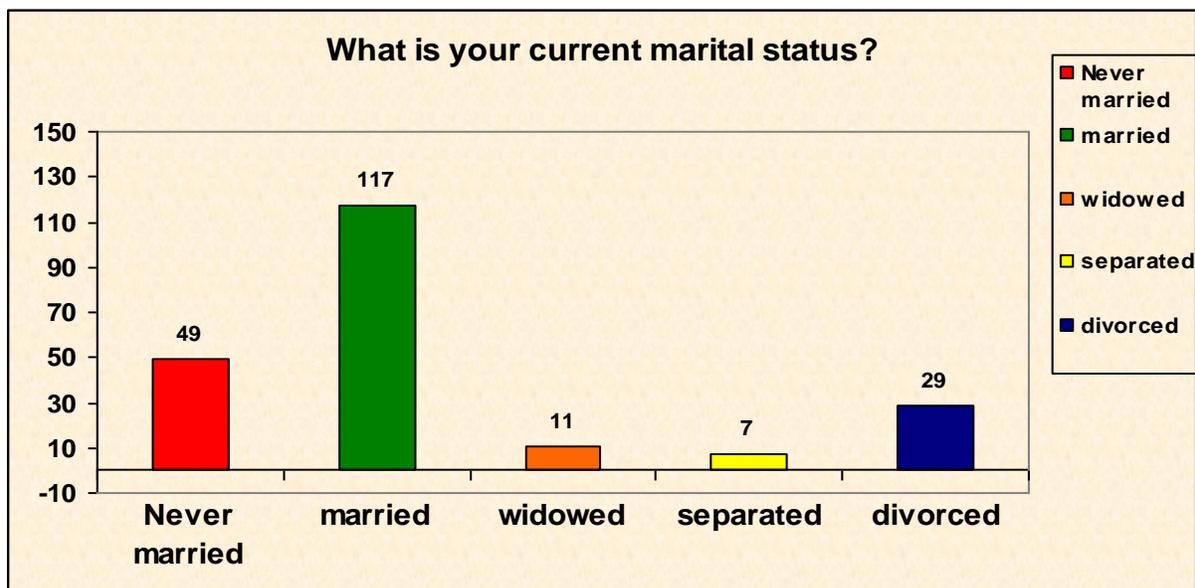
Background information such as gender, race or ethnicity, marital status, location of residence (street and/or closest intersection) and education level was collected from the residents. The graphs below illustrate data from the surveys, collected voluntarily from the participants.



According to the graph, 72% of the residents surveyed were women while 28% were male.

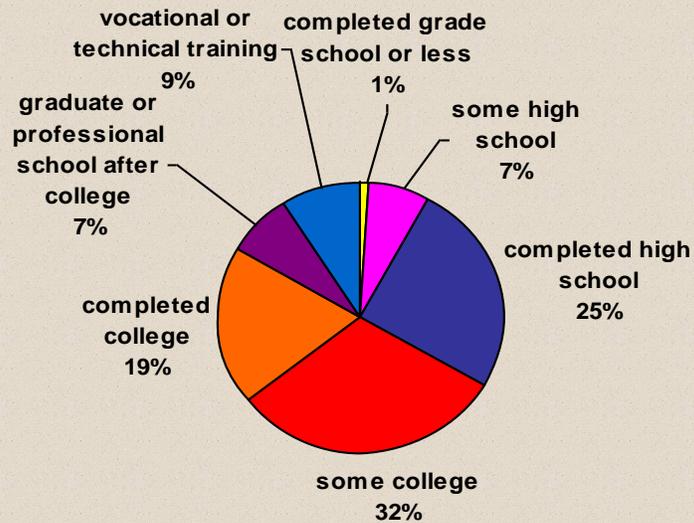


The black/African American populations were the most surveyed population at 64%, followed by the white/Caucasian population (16%) and the Native America/American Indian population (16%). There was not any Asian population represented by the surveys (0%).



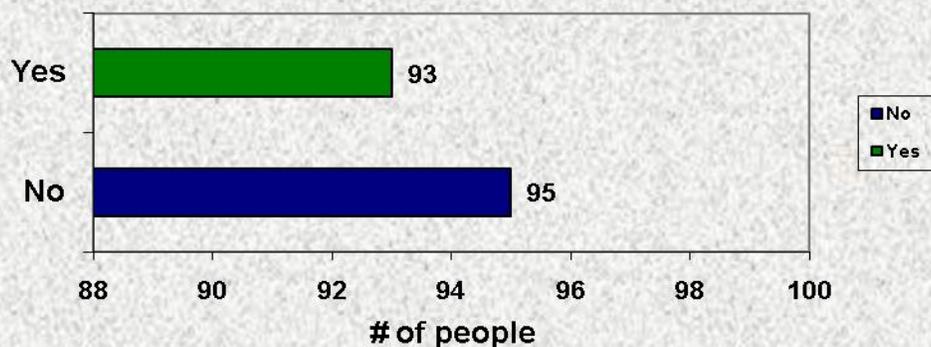
Out of the 217 surveys collected from the residents, 117 of the people were married, while 49 never been married, and 29 were divorced.

### What is the highest level of schooling you have completed?

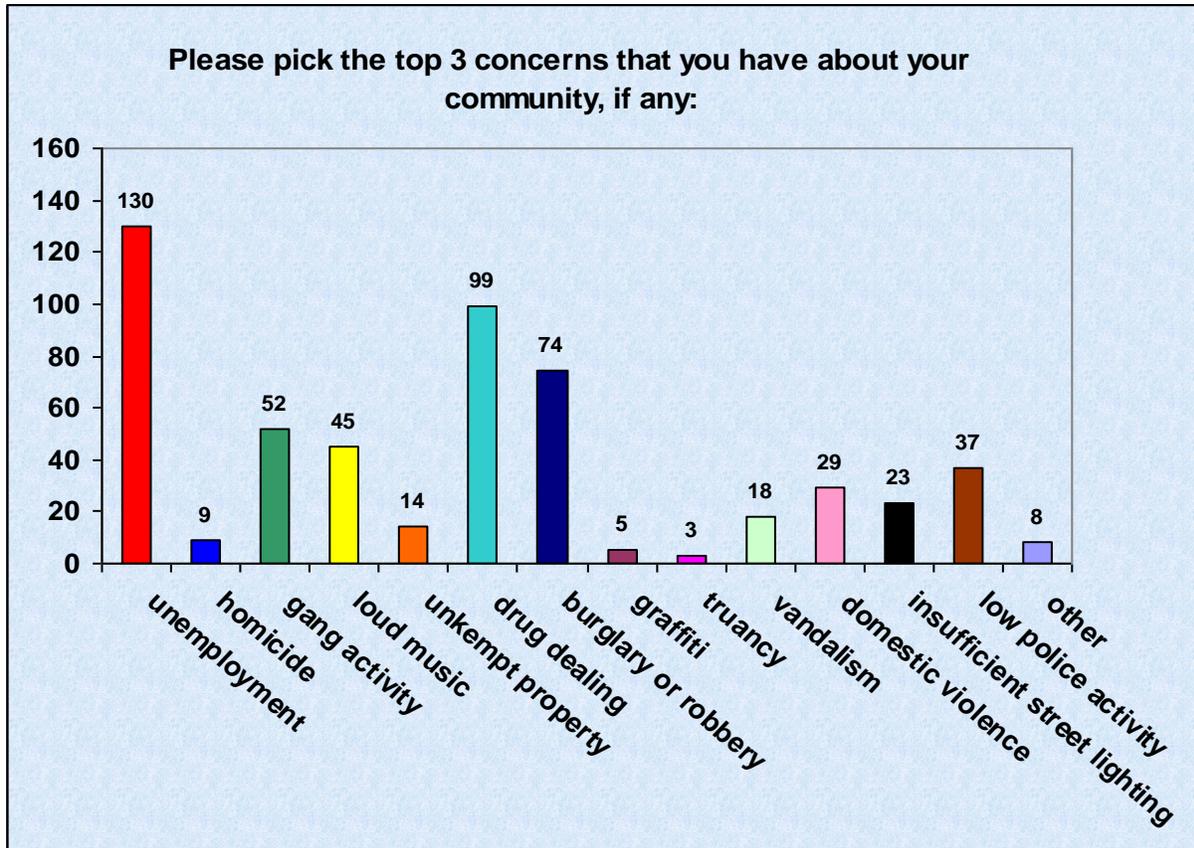


Thirty-two percent (32%) of the residents surveyed had some college education; twenty-five percent (25%) has completed high school and nineteen percent (19%) completed college. One percent (1%) completed grade school or less.

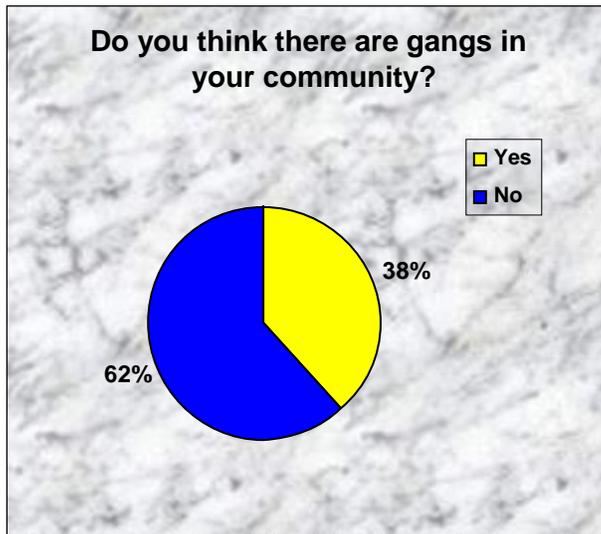
### Do you feel safer in your community than you did 2 years ago?



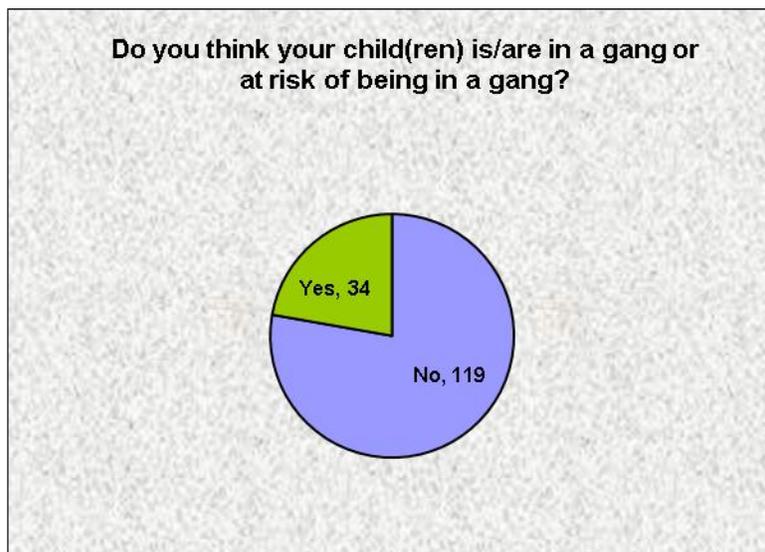
Out of 217 surveys, 95 people responded no, they did not feel any safer in their community, than they did 2 years ago while 93 people said yes, they did feel safer. 22 people had written responses, saying that they felt the same.



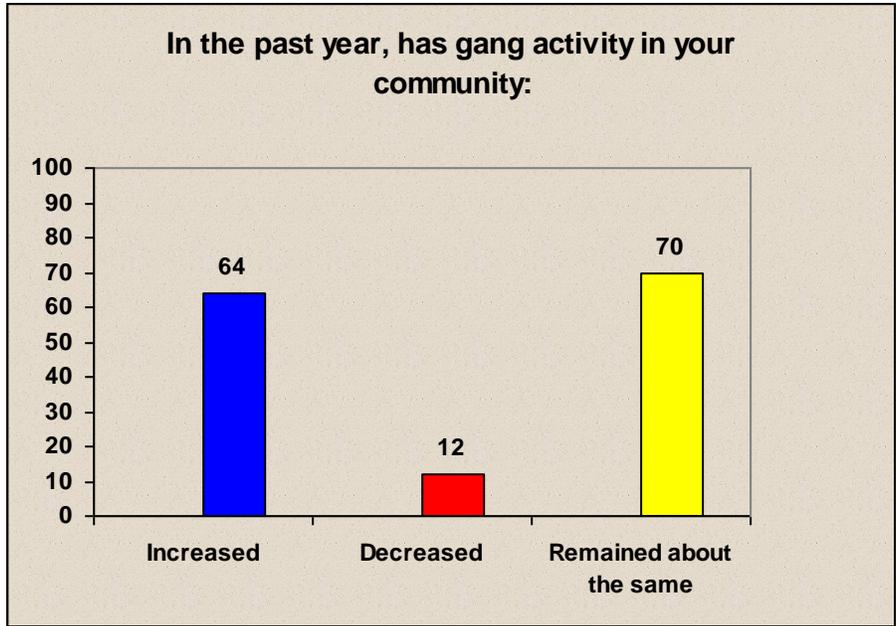
According to the graph above, unemployment, drug dealing, and burglary or robbery were the top 3 concerns that the residents surveyed had about their community. Other main concerns were gang activity, loud music, low police activity and domestic violence. Some of the *other* responses written were: loitering, lack of businesses, lack of youth activities and low school involvement.



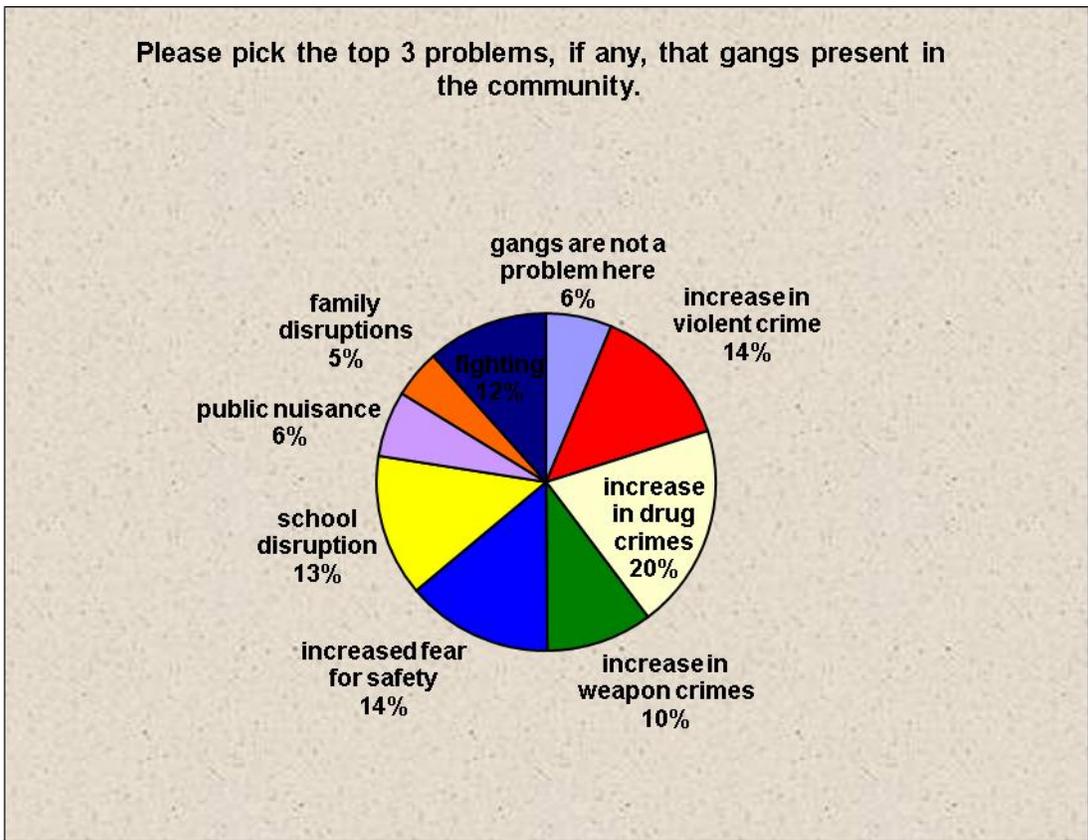
Sixty-two percent (62%) said no, that they did not think gangs were in their community. Thirty-eight percent (38%) said yes.



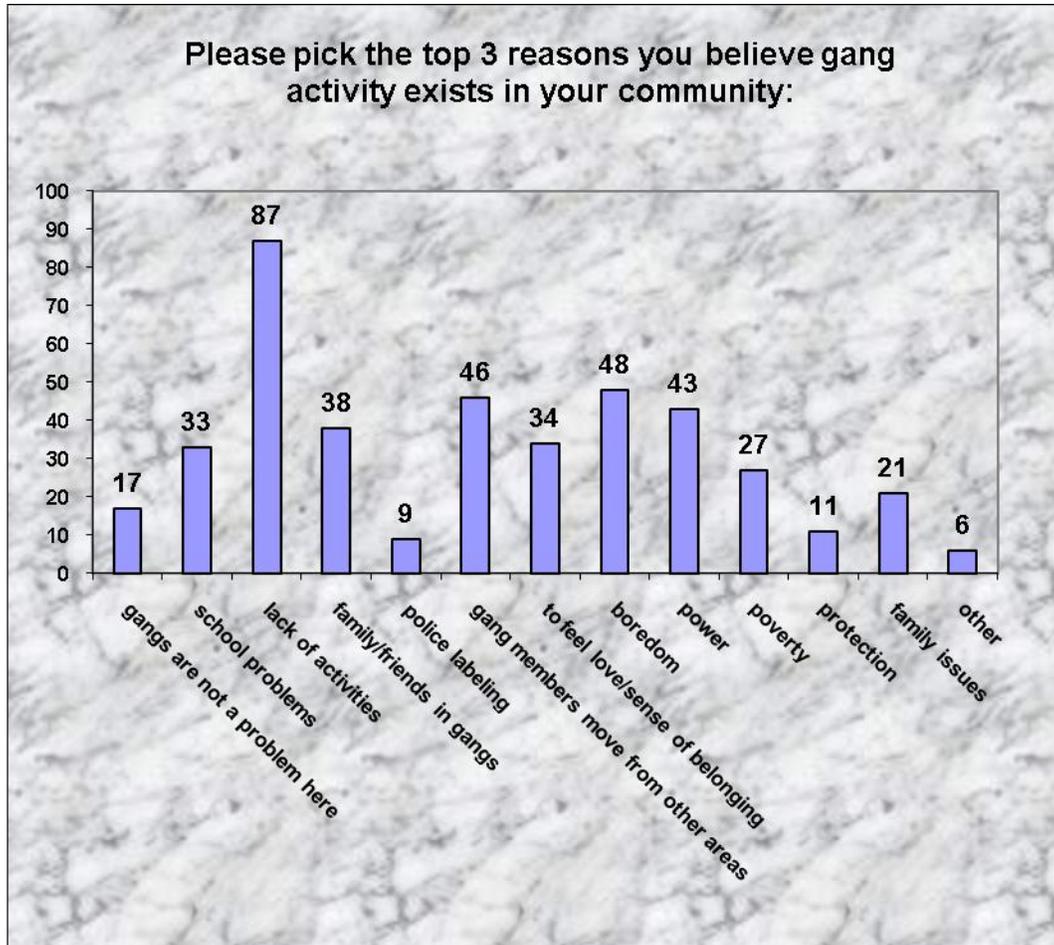
119 people of the 217 surveyed responded no, they did not think their child(ren) is/are in a gang or at risk of being in a gang. 34 people responded yes, that they think their child(ren) is/are either in a gang or at risk of being in a gang.



70 residents surveyed believe that the gang activity in their community remained about the same. 64 residents believed gang activity increased and 12 believed that gang activity decreased

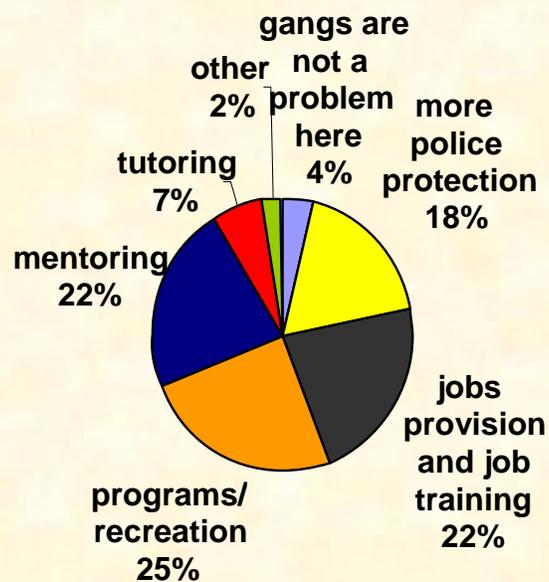


An increase in drug crimes was the top problem that gangs present in the community at nineteen percent (19%). An increase in violent crimes, school disruption and an increased fear for safety all had fourteen percent (14%) of the responses followed by a increase in weapon crimes with ten percent (10%) of responses.



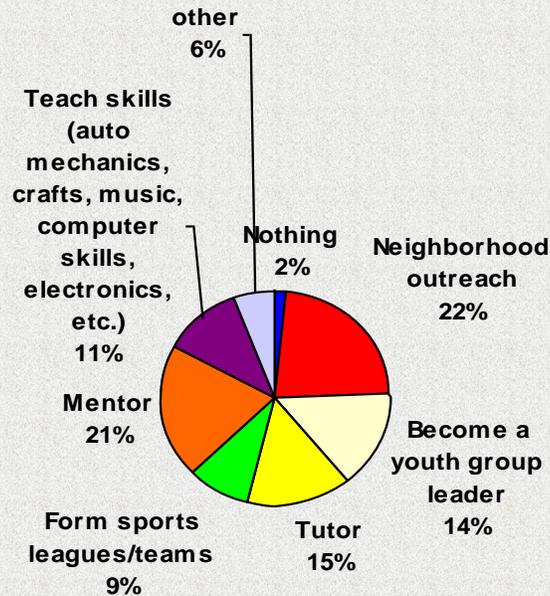
Lack of education, boredom, and gang members moving from other areas were the top 3 reasons residents believed gang activity existed in their community. *Other* written responses were: drug activity, unemployment, and peer pressure.

Please pick the top 3 things you believe should be done about gangs and gang activity in your community:



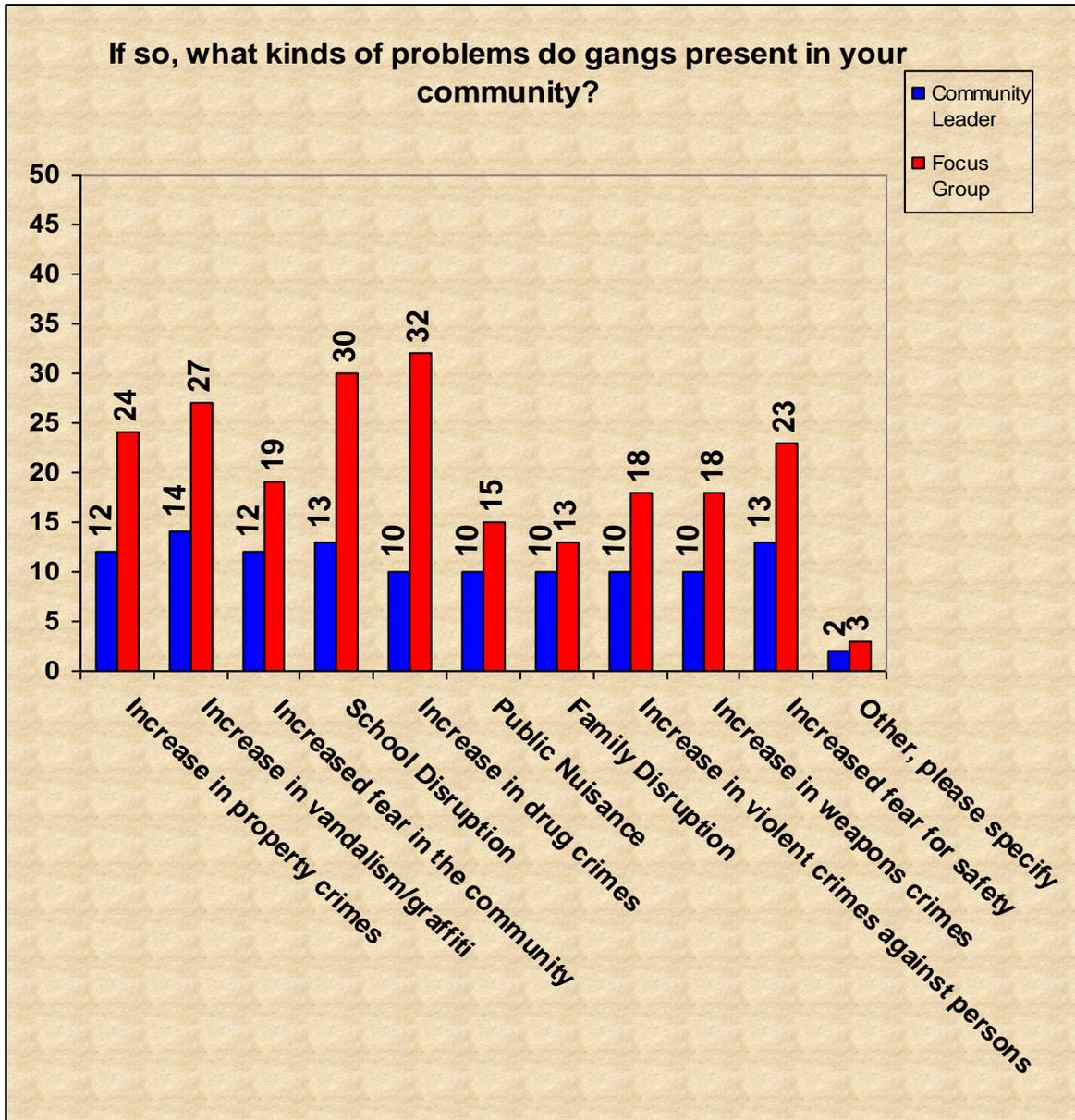
Programs/recreation (25%), mentoring (22%), jobs provision and job training (22%) and more police protection (18%) were the top 3 things residents believed should be done about gangs and gang activity in the community. *Other* responses were public awareness, gang awareness and incarceration.

**What are you willing to do, if anything, to help deal with gangs and gang activity in your community?**



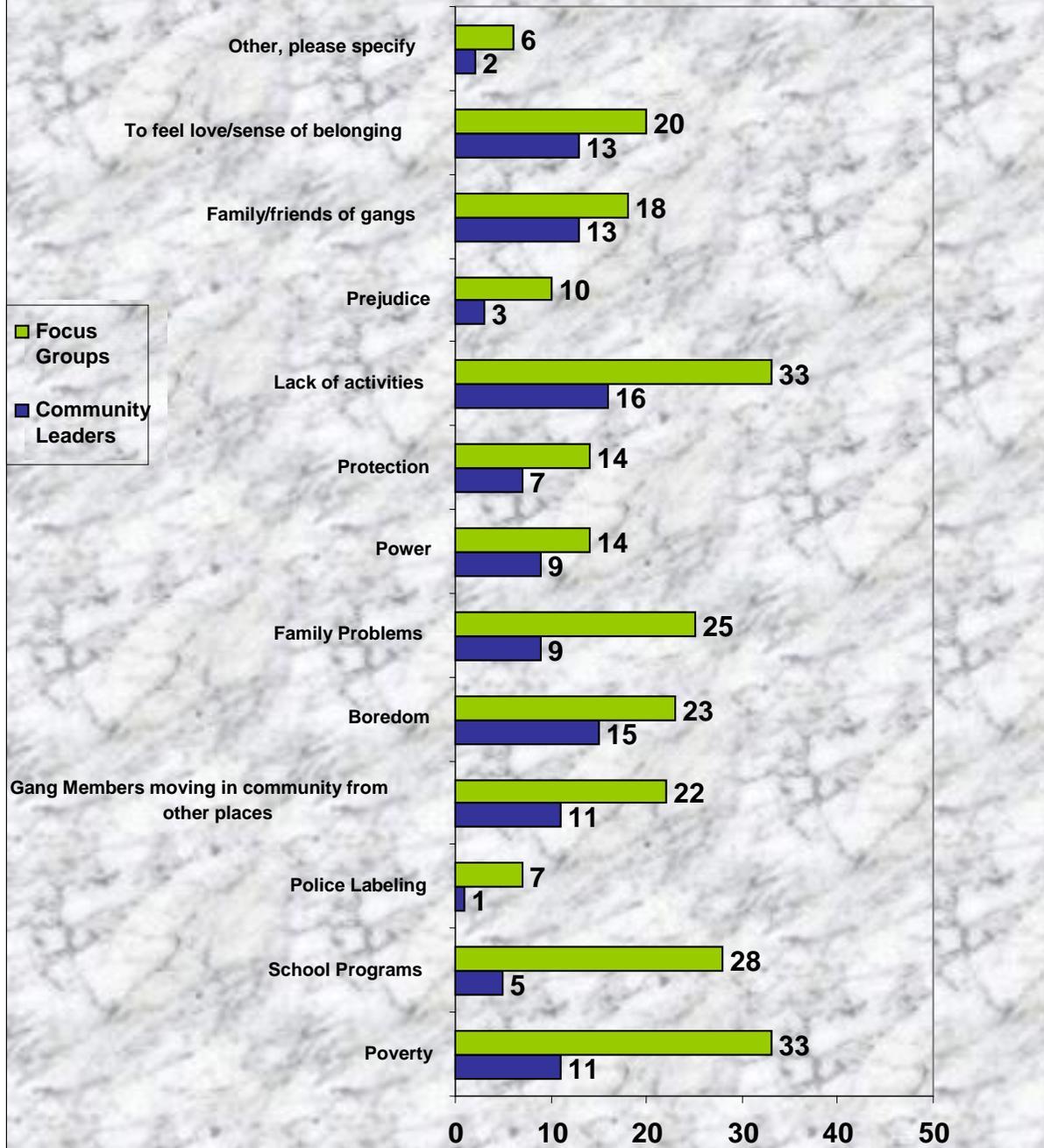
When asked what they were willing to do, to help deal with gangs and gang activity in the community, 22% responded with neighborhood outreach, 21% said they would mentor, 15% responded that they would tutor, and 14% said they would become a youth group leader. Other responses at 6% responded that they would provide gang awareness to the youth, put pressure on elected officials, help children get into church, contact law enforcement and keep their kids away from gangs and gang activity.

The following graphs illustrate data from the Community Leaders' Surveys and the Focus Group Surveys.

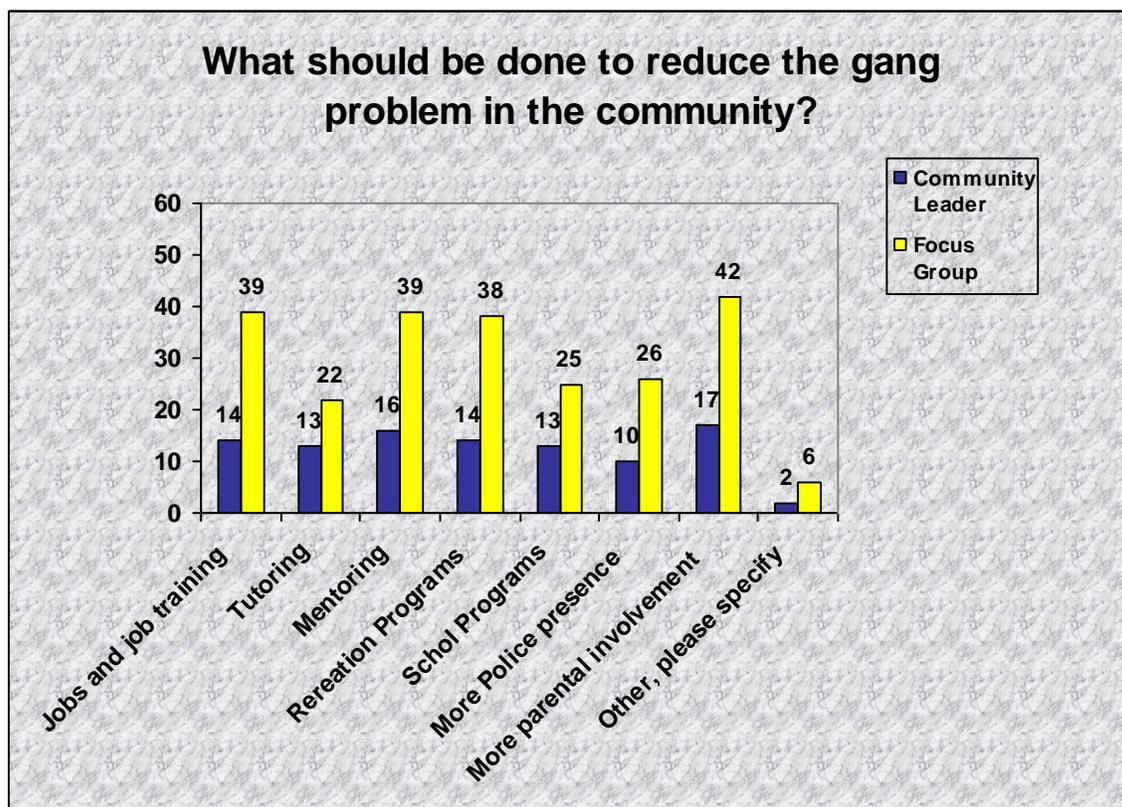


According to the graph above, the community leaders and focus groups have high responses to an increase in drug crimes, school disruptions, an increase in vandalism/graffiti and an increase in property crimes as the problems that gangs present in the community.

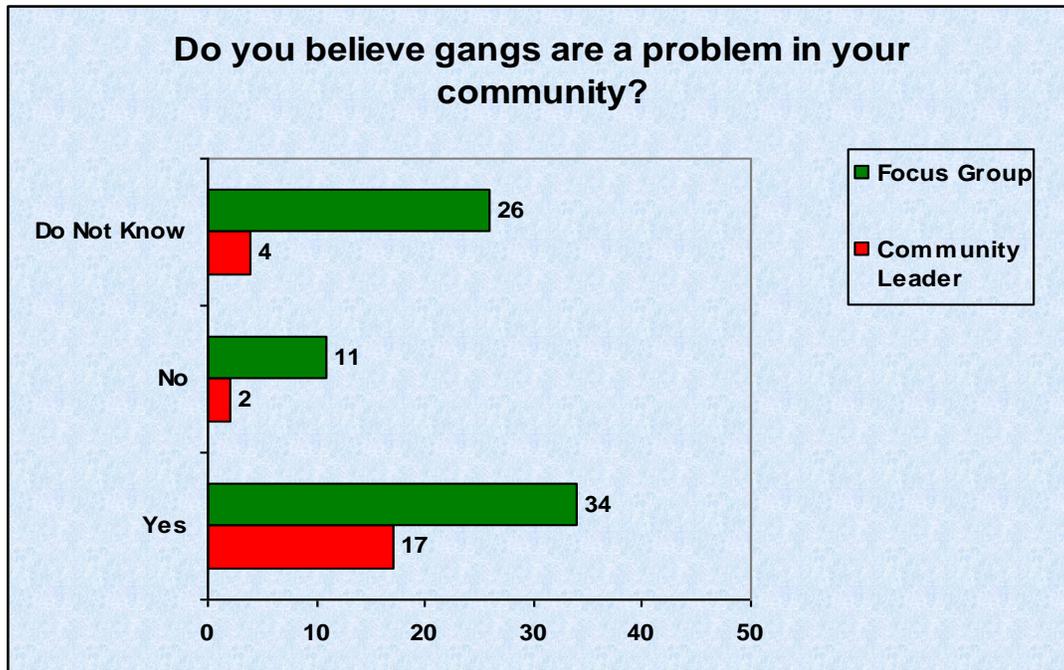
## Why do you believe there is gang activity in your community?



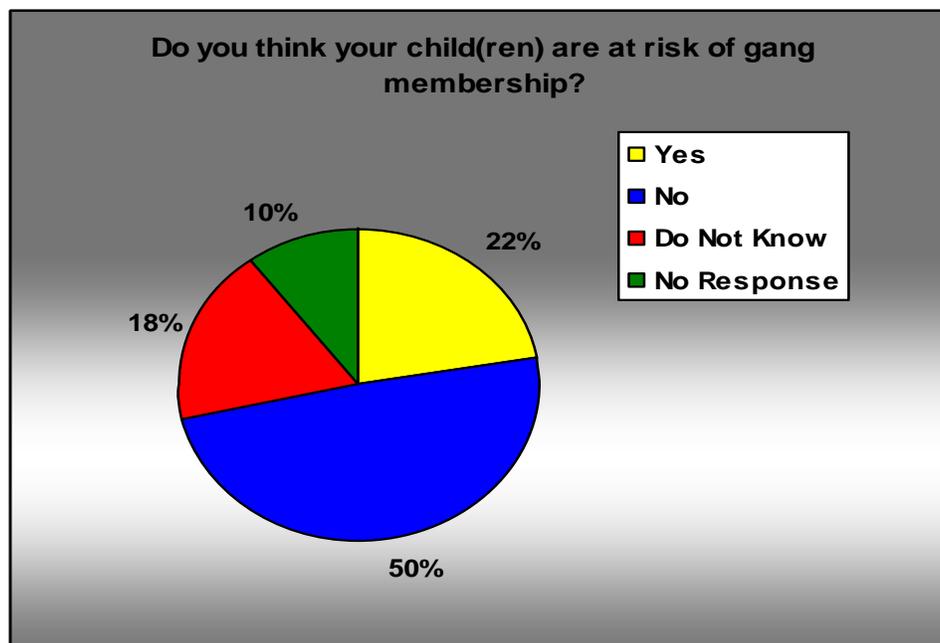
Lack of activities, poverty, family problems, school programs, gang members moving into the community from other places, and to feel love/sense of belonging were the main reasons the focus groups and community leaders believed that there is gang activity in the community.



The community leaders and the focus groups both had the most responses that more parental involvement should be done to reduce the gang problem in the community. Mentoring, jobs and job training and recreation programs were other options that they believed should be done to reduce the gang problem.



The community leaders and focus groups both had the most responses of yes, that they believe gangs are a problem in their community.



Fifty percent (50%) of the focus groups responded no, when asked if they thought their child(ren) were at risk of gang membership. Twenty-two percent (22%) responded yes and eighteen percent (18%) responded that they did not know. Ten percent (10%) had no response.

## **WRITTEN RESPONSES/ COMMENTS FROM SURVEYS**

### **Community Leaders**

#### **What is the general community response to gangs by (law enforcement, parents, educators, other community leaders, etc?)**

Some of the main responses that the community leaders responded to this question were:

- Not sure/don't know
- Promote gang awareness
- We don't have any gangs/ most do not know gangs exist
- Promote parental involvement
- Call law enforcement
- Law enforcement is active and aware of the local problem-working to raise awareness in the county
- Tend to be proactive in the prevention of gang activity
- Prevent gangs from forming
- Fear/ don't know what to do

\*Remember these responses are from various persons throughout different Warren County Communities.

#### **Are you satisfied with the current response to gangs by law enforcement, social service agencies, schools, etc?**

The main responses to this question were:

- Not sure what is going on
- No, need more response
- They are working on it
- More emphasis needs to be placed on prevention
- School should address gang problem
- Judicial system needs to punish gang members and drug dealers to discourage others from joining gangs

#### **Have you had any personal experience with a gang member? Please specify:**

Responses were as follows:

- No-maybe and did not; unknowingly
- Know gang members in my neighborhood

- Yes, student admitted to being a gang member
- Yes, son was beaten and left for dead
- Yes, know community members that were gang members in prison
- Yes, I work with them in school and church
- Graffiti on property
- Youngster shot around residence, upsetting the neighbors

**How can you help to improve the community's response to gangs?**

Responses were as follows:

- Education/ gang awareness/ seminars
- Provide activities through 4-H groups
- Weed & Seed programs
- Youth/teen activities
- Tutoring
- Mentoring
- Community Watch Program and involvement
- Participation in future focus groups

**-Community Residents**

**Please rank the following organizations from most responsible (1) for dealing with gangs and gang activity to least responsible (12) for dealing with gangs and gang activity:**

The options and rankings from the survey responses given were:

- |                                      |   |
|--------------------------------------|---|
| -police <u>2</u>                     | -Office of Youth & Family Services <u>8</u> |
| -church <u>3</u>                     | -court/criminal justice system <u>4</u>     |
| -family <u>1</u>                     | -neighborhood association <u>5</u>          |
| -service <u>11</u>                   | -school <u>10</u>                           |
| -Office of Juvenile Affairs <u>6</u> | -housing authority <u>12</u>                |
| -treatment providers <u>9</u>        |   |
| -community residents <u>7</u>        |   |

**How has your community responded to gang activity?**

Responses were as follows:

- No response
- Community Watch Programs
- Collected surveys/ gang assessment
- Guest speakers in schools and churches
- Gang Awareness/ gang expert spoke with residents

- Not aware of any specific responses
- No one is doing anything about it
- There are no visible signs of gangs/ no gang activity in my community
- Gang activity committee formed/ speaking out against gang activity
- Not taking gangs serious
- It is getting better
- More activities for youth
- Report to law enforcement
- Not sure
- Increased police activity due to phone calls
- This program is a good start (Gang Assessment)
- Nothing (fear of retaliation from gang members)

**How satisfied are you with the current response to gang activity?**

Responses were as follows:

- Not satisfied
- Satisfied
- People don't take it serious
- Not sure what is going on
- Haven't been exposed to gang situation
- Still a problem/ could do more
- I believe the police and school are handling the problem
- Not a lot of activity
- I don't want to see it become an issue in my community
- Needs more attention
- Somewhat satisfied
- Not sure

**What programs do you suggest that would prevent gang activity?**

Community residents, community leaders and focus groups were all asked this question. There were various responses. Some of the responses are as follows:

- Sports teams and recreation which engages youth and keep them busy.
- Community centers/ Recreation centers
- Teen organizations and clubs (4-H; YMCA; Girls/Boy Scouts; Junior Volunteer Firefighters; Boys & Girls Club; book clubs, etc.)
- Early intervention (talk with elementary students)
- Juvenile prevention programs/ boot camps/ Scared Straight/ dropout prevention/ military programs
- Mentoring
- Tutoring
- Strong family units/ parental accountability/ family activities and support/ stricter parenting

- More employment opportunities (more working youth)
- Incentives for good behavior
- More engagement in hobbies/ special skills
- Church youth groups/ church outreach programs
- Gang awareness
- Community outreach & involvement/ Community Watch Program
- Strong law enforcement

### **Afton Focus Group Data**

#### Concerns

- Gang migration
- Do not want to get shot, drive by with innocent bystanders (SAFETY)

#### What do you know about gangs?

- Disenfranchised group of people
- Want to know basics: how many police, sheriff deputy response time

#### What can community do/public safety?

- Want to know the response time of law enforcement to arrive on scene

#### Community Concerns

- Neighborhood safety
- Safety in school
- Safety overall
- Family safety
- Safety on the school bus
- \*Gang recognition and identification and initiation (physical confrontation, look for bruises)
  - Can it be determined by attire alone?
  - Terminology
  - Physical brands (tattoo, ex. Paw on right shoulder)
- Law enforcement availability
- Laws effecting gangs
- Drugs
- Peer pressure
- Gang prevention (of youth joining)
- Gang influence in modern media
- Gang awareness
- Safety of children
- Gang ideology

### **Norlina Focus Group Data**

### Concerns

- What's going on in Norlina?
- How long are they going to live?
- Where are the responsible leaders?
- Communication-generations gap
- How do we show kids their value?
- How do you identify a gang?
- Tennis shoe over power line.
- What signs to look for?
- How do I talk to them?
- Look at what works and improve it.
- Community safety
- Community apathy
- School dropout rate (age 16)

### **Arcola Focus Group Data**

#### Concerns

- Tell us how gangs would move into small town
- How can we identify them?
- How do they affect us financially?
- How can you identify gang graffiti?
- What signs do you look for?
- What is age limit?
- Do they "age" out of the gang?
- Once in a gang, can you get out? Alive?
- How do you protect yourself and family from gang activity?
- Is organization what makes a gang so dangerous?
- Should we be armed? Will it prevent one from being a gang target?
- What happens if you want to be a gang but you can't make the initiation?
- Do all gang members look alike? Do they look like thugs?
- Does the gang money come from drugs? How is gang activity funded?
- What signs should you look for that indicates one's child is getting involved with gangs?
- How difficult is it to get convictions of gang members in court?

### **Warrenton Focus Group Data**

#### Concerns

- Gang defined
- Act of violence-initiations

- Recruitment
- Why gangs
- How can gangs be defined/ID's?
- Behavior patterns
- Difference between established/national and rural/unorganized gangs
- Ignorance of gang colors, traditions
- Community safety
- Infringement on way of life, keeping things balanced
- Community education
- Why Warren County?
- Connection between gangs and thugs
- Why gangs choose certain communities?
- Do we have more "wanna-be's"

### **Warren County Community Resources Survey**

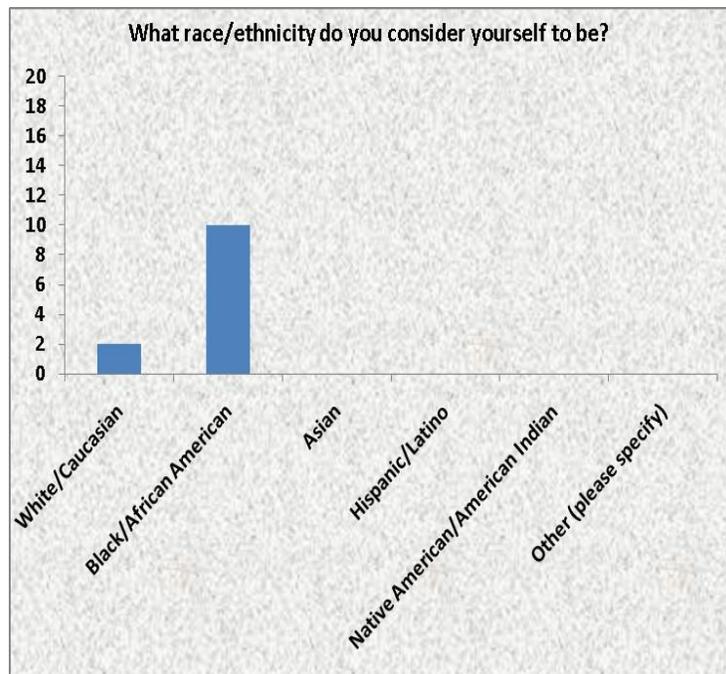
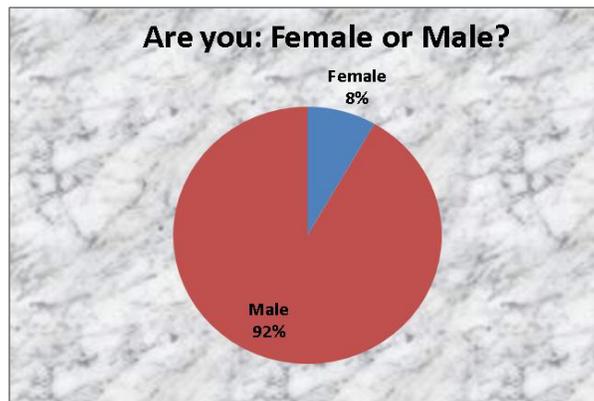
There were four community resources that participated in the survey. One organization, of the four community resources that participated, the Citizens Against Domestic Violence Inc., conducted risk assessments that included gang memberships. Their sole purpose is to reduce violence in Warren County and to provide safety for victims of domestic violence and sexual assault. None of the organizations' programs focus on gang members, or have staff that is experienced at serving gang members.

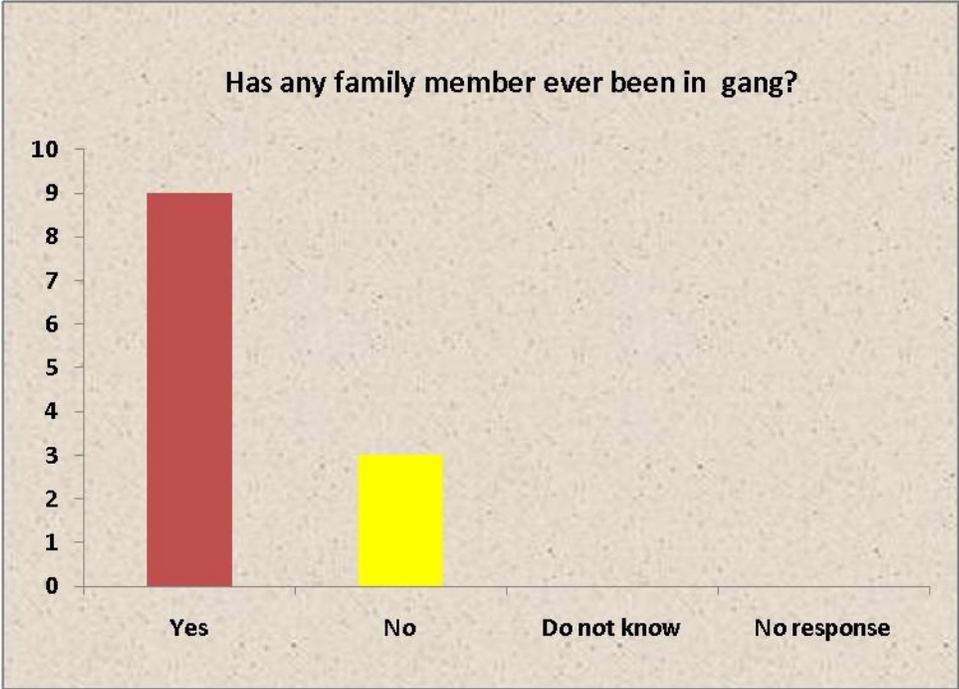
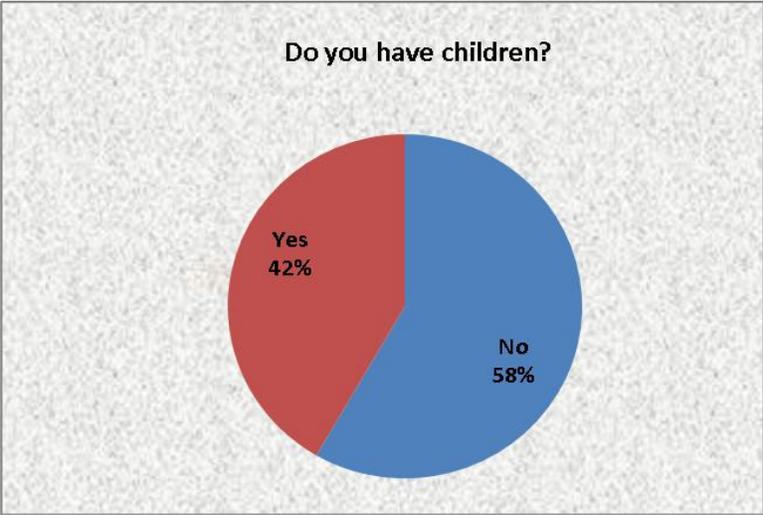
More surveys were conducted at a later time from a total of 42 community residents and the results were analyzed and compared to results taken earlier from community residents (as illustrated above). These results depict residents' perceptions of a gang problem in Warren County. These results showed almost the same information from the previous community resident surveys proving that although taken at different times, the answers resulted in just about the same conclusion. For example, when asked if gang activity in their community had increased, decreased, or remained the same, the majority of the participants answered that it had remained the same. The top three (3) problems that they felt gangs present to their community were an increase in drug crimes, school disruption, and increased fear for safety. When asked if they thought gangs were in their community, 19 said yes and 22 said no. When asked if they thought

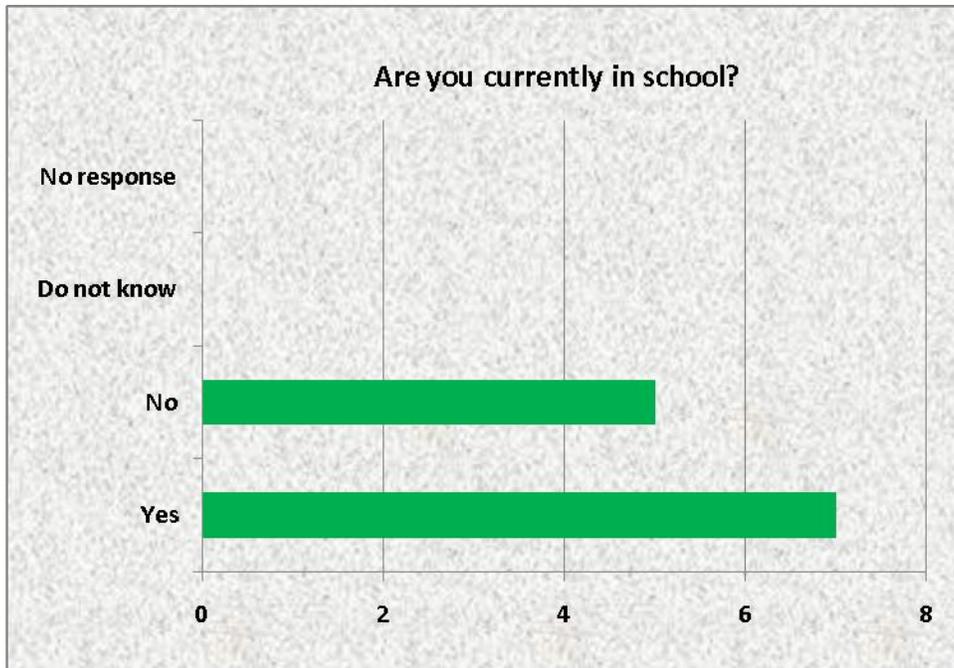
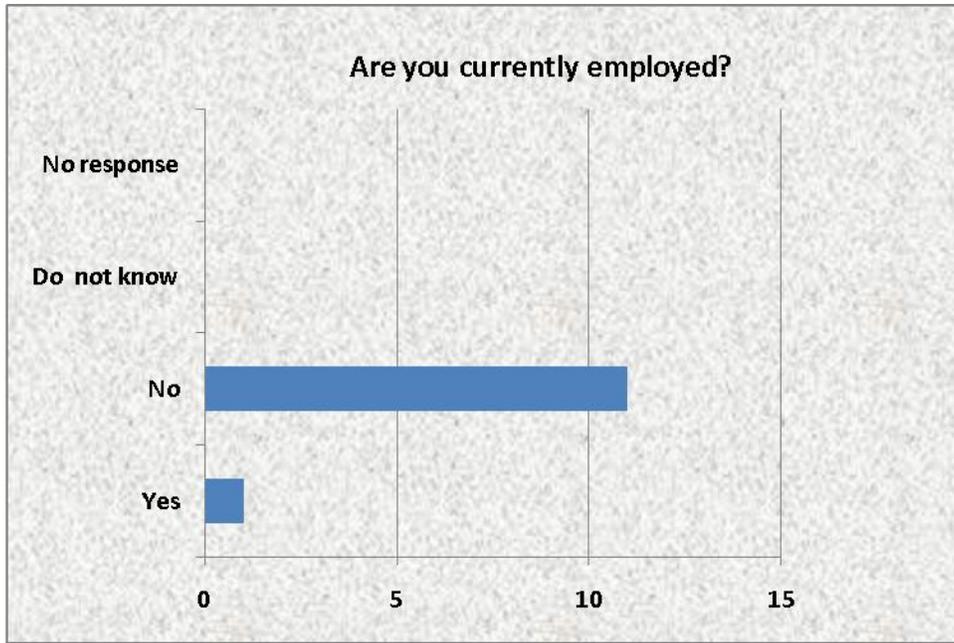
their child or children were in a gang or at risk of being in a gang 5 said yes and 19 said no. These answers can be compared to answers previous stated by earlier surveys collected from residents of the community.

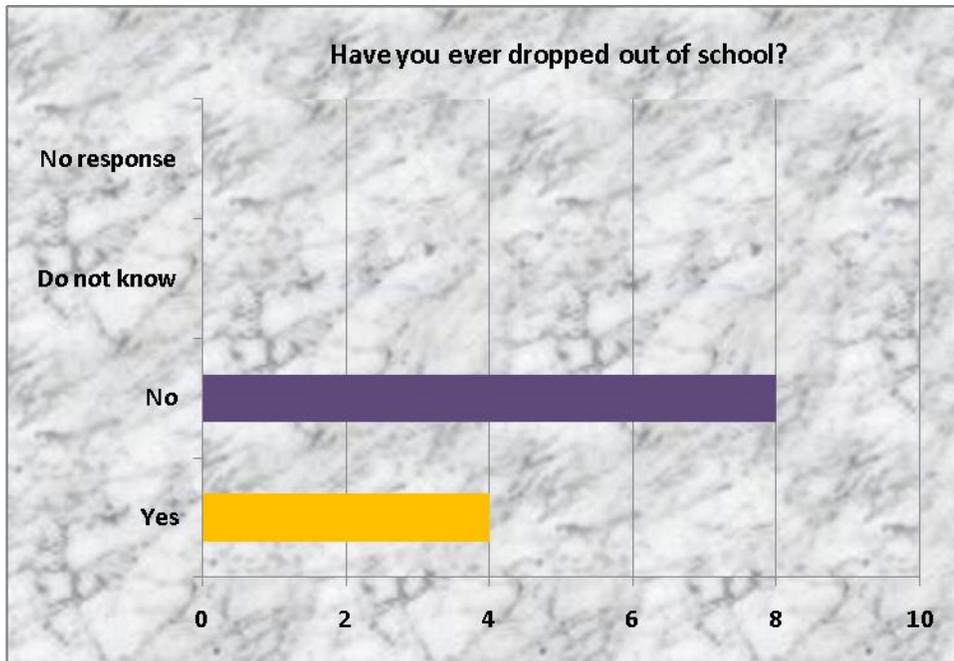
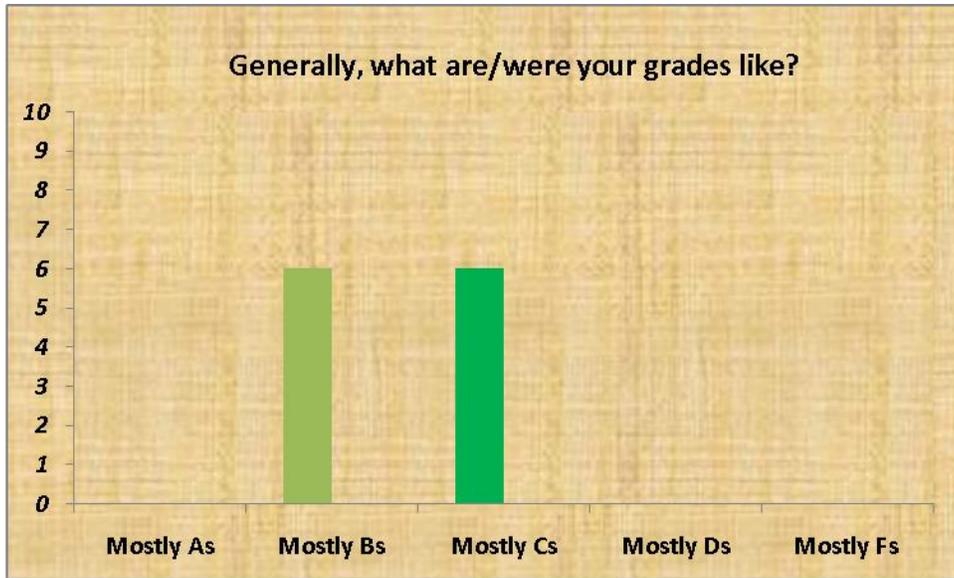
### Gang Member Interview

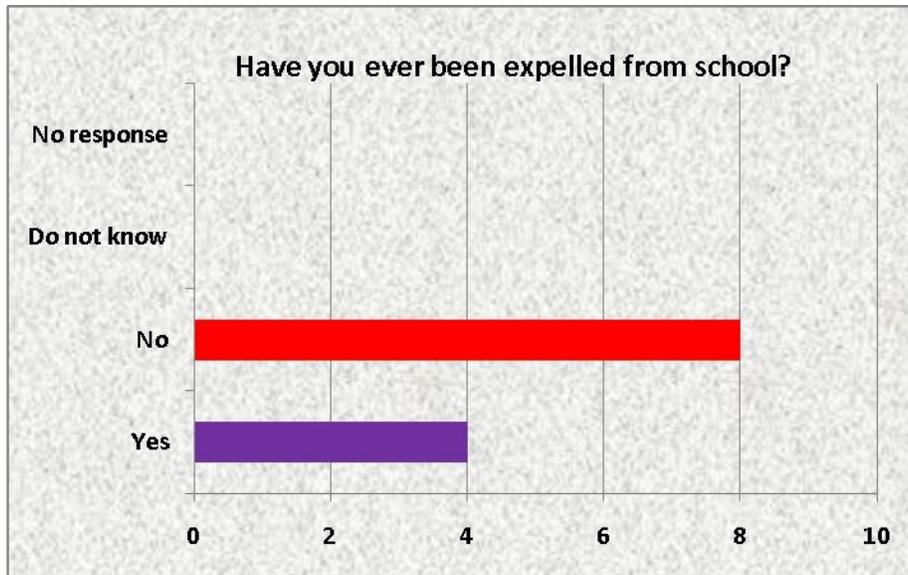
The following graphs were interpreted from responses received from 12 gang members. The graphs illustrate the demographics and the participants' affiliation with the gang and within the gang.

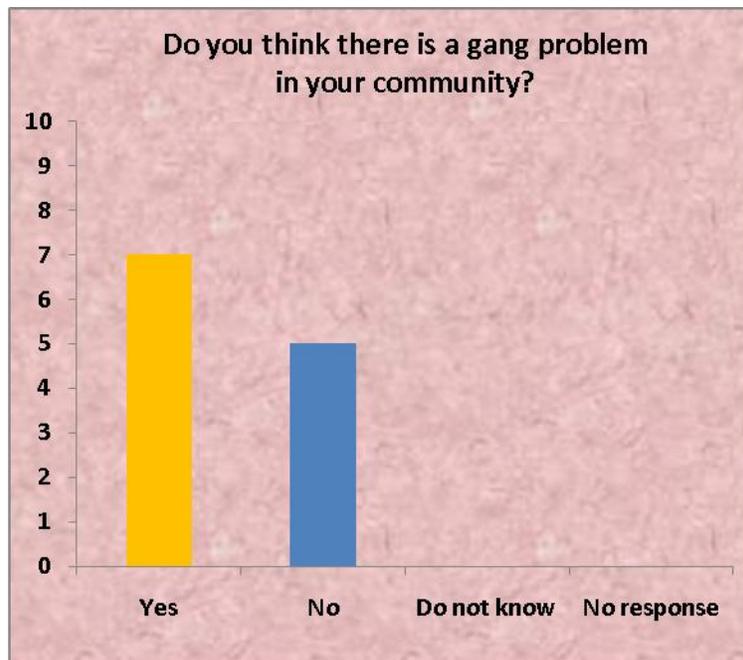
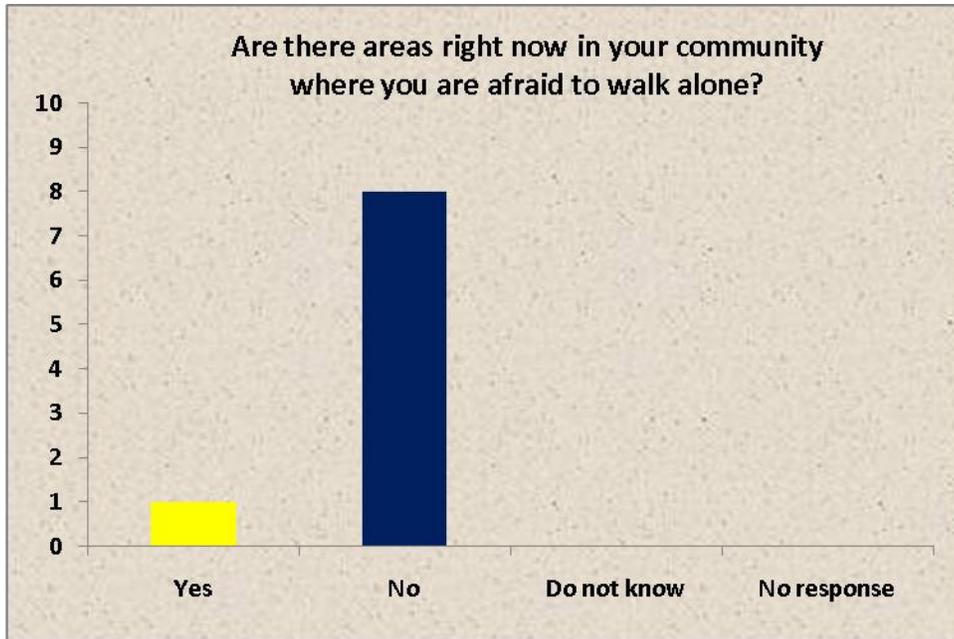




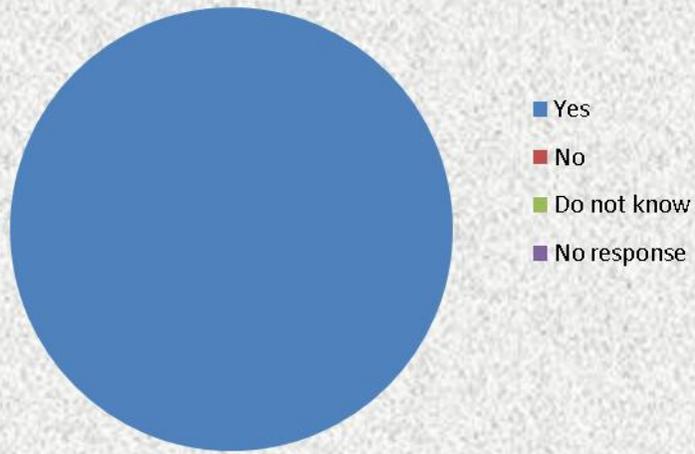




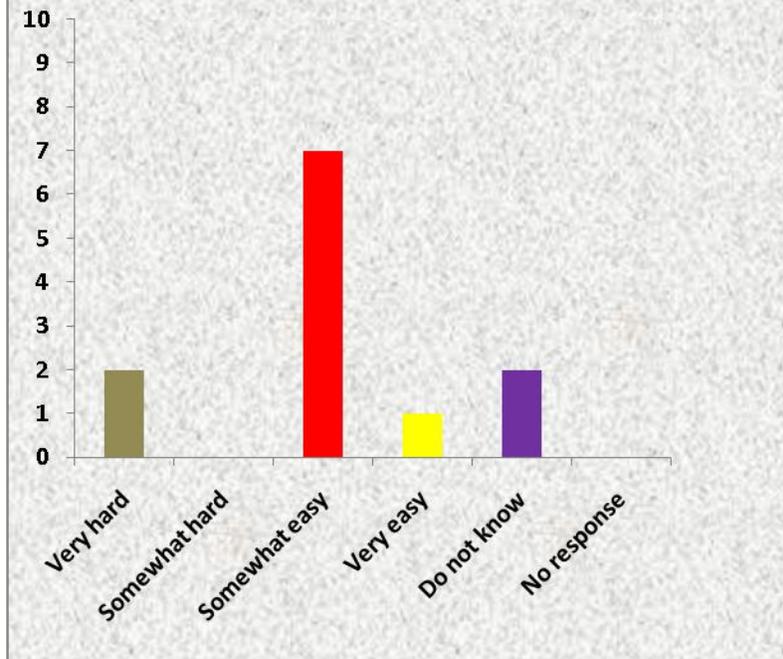


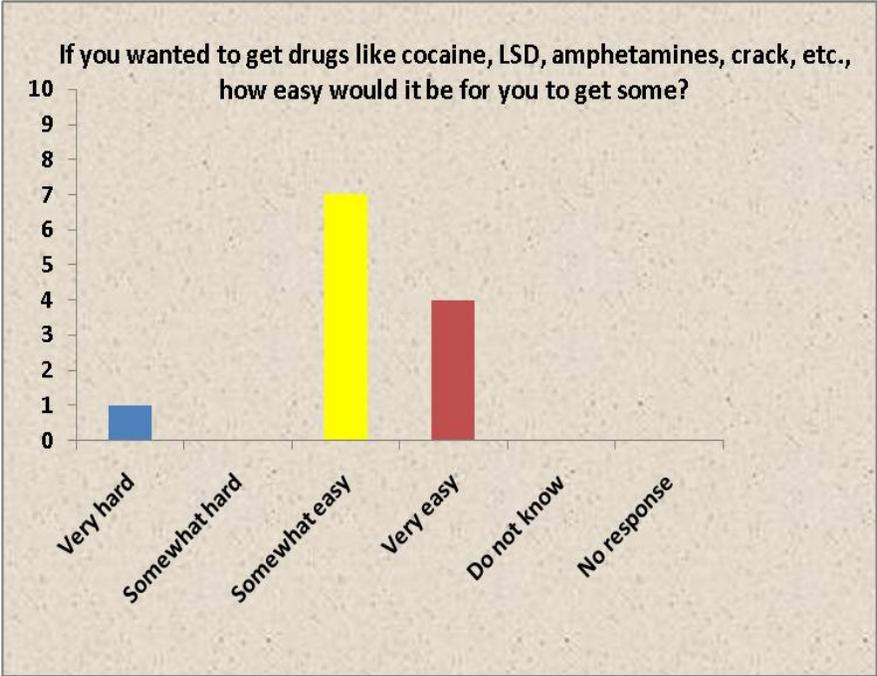


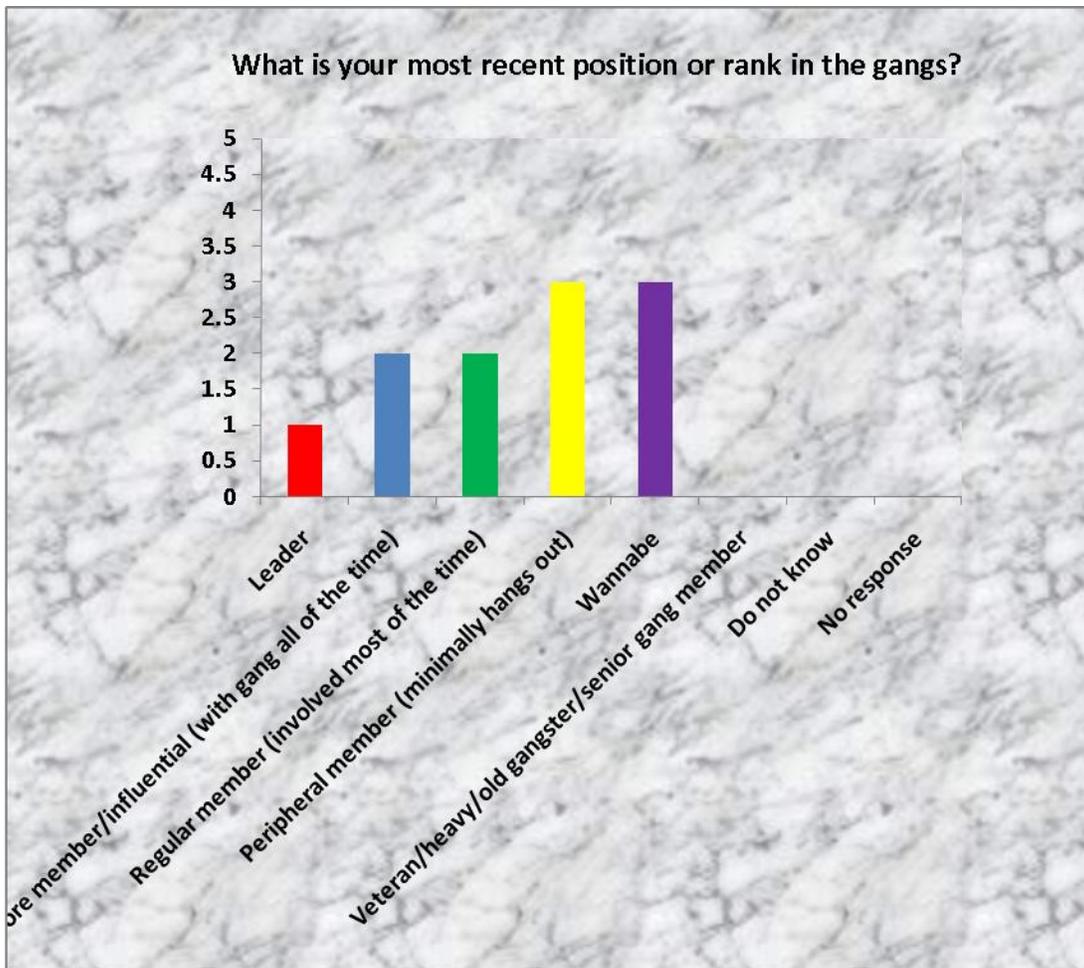
Are any of your friends gang members?

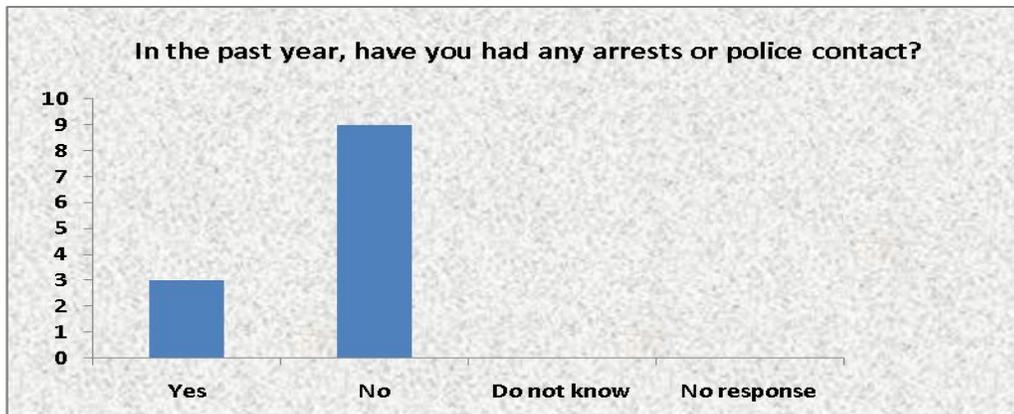
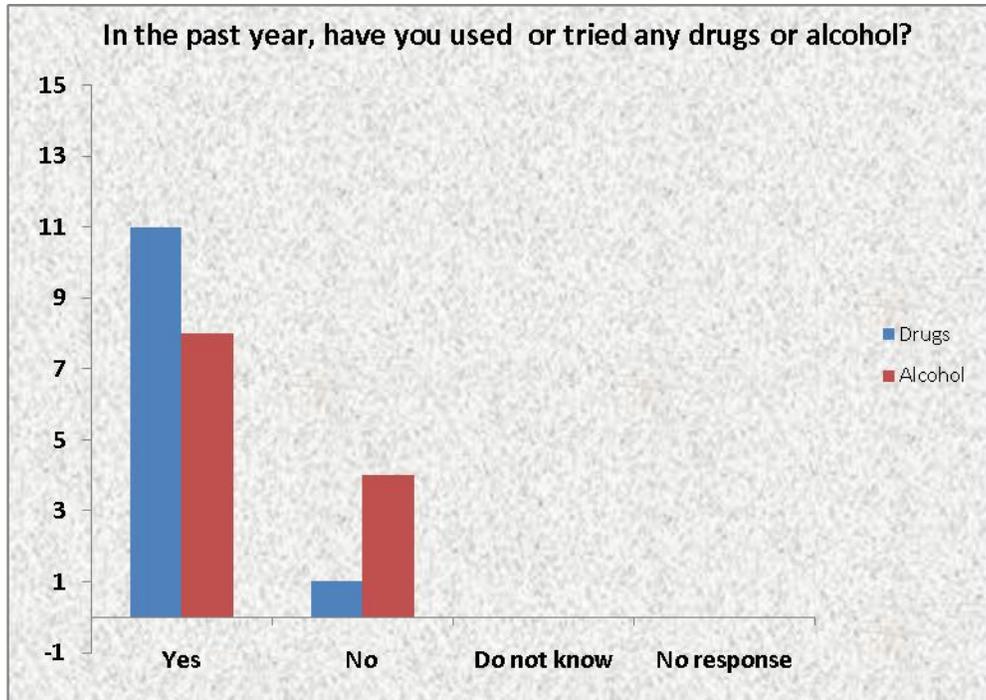


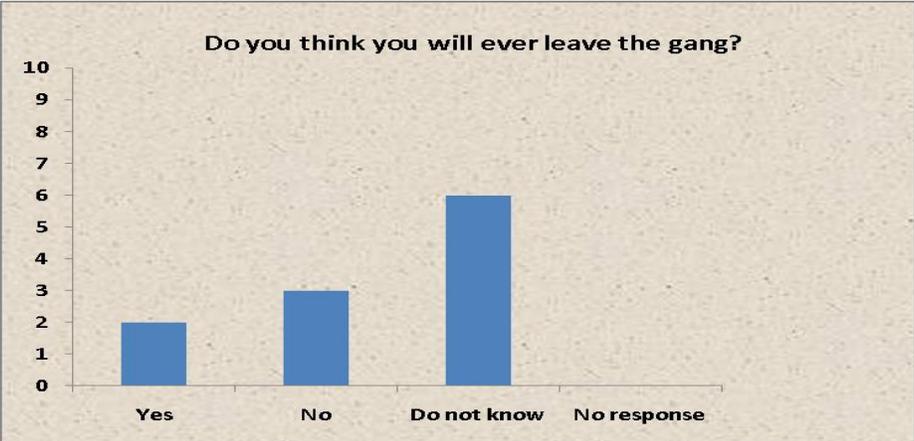
If you wanted to get a handgun, how easy would it be for you to get one?



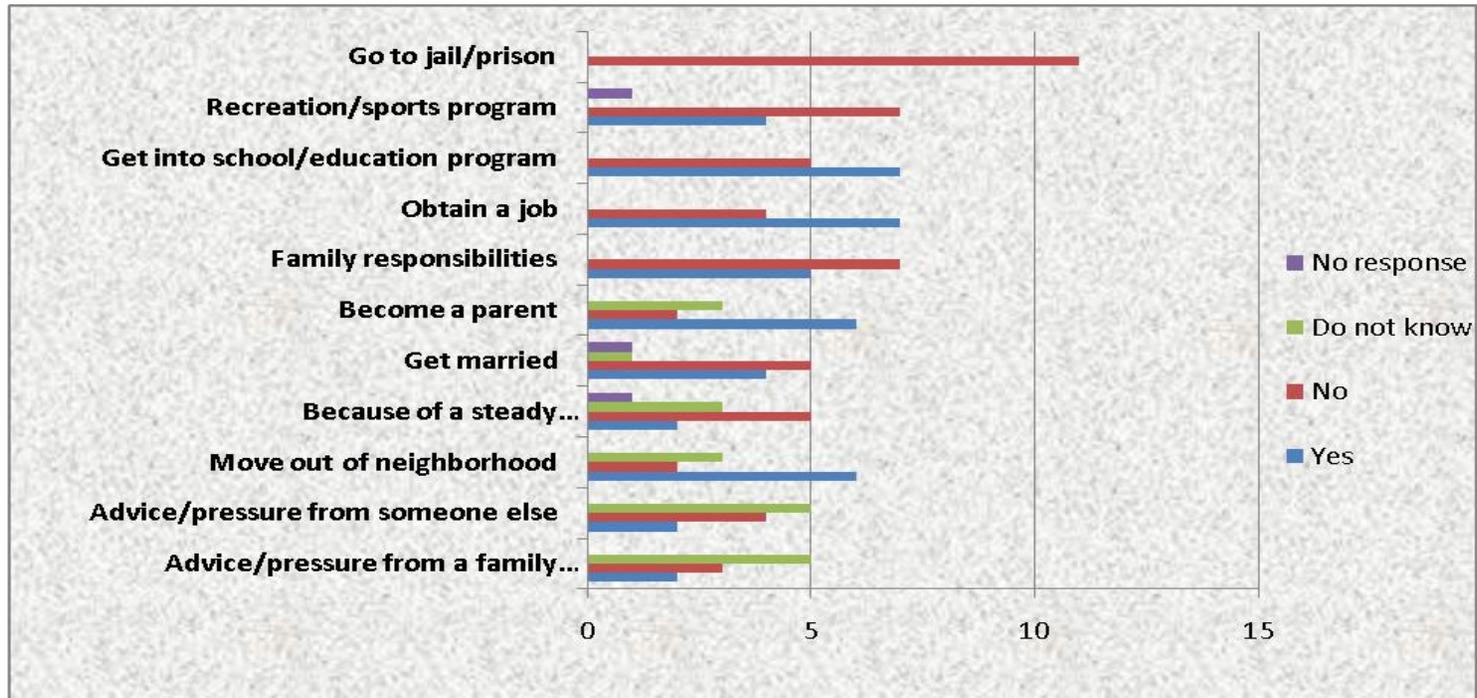






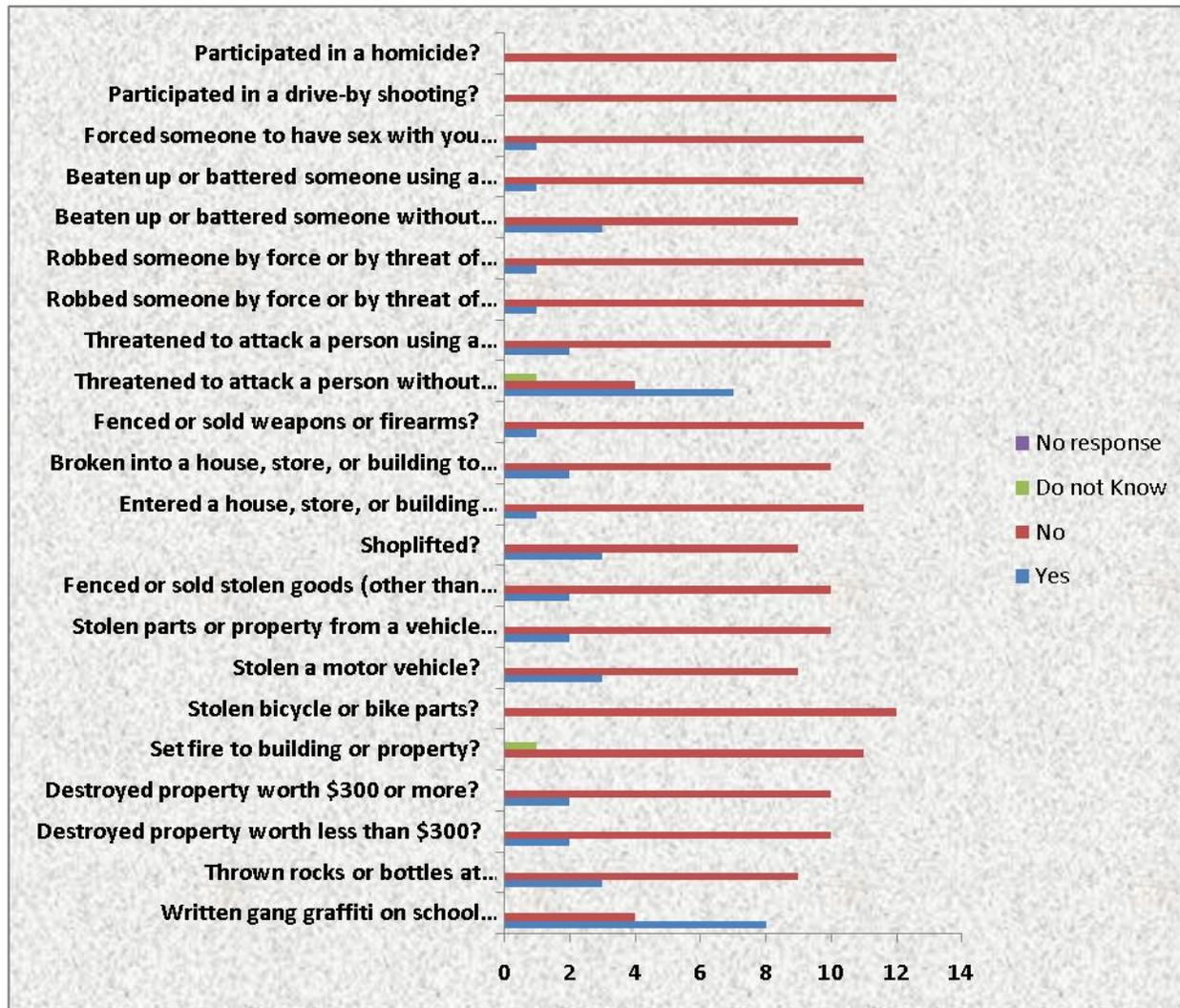


If you would leave the gang, which of the following are reasons likely to get you out of a gang?



The majority of the gang members interviewed responded that going to jail/prison, recreation/sports program and family responsibilities, would not likely get them out of a gang. Most did respond that getting into school/education program, obtaining a job and becoming a parent would likely get them out of a gang. Some responded that they did not know if getting married, a steady relationship with a girlfriend/boyfriend, moving out of the neighborhood, and advice/pressure from a family member would likely get them out of gang.

In the past year, have you:



## **Responses from Gang Interview**

Some of the Gang Names that the members who completed the interview are involved in were:

Crips

Bloods

UBN-United Blood Nation

274 Folk

-The majority of the members from the interview joined a gang between the ages of 11-16.

-Most of the gang members had a relative and/or friend in the gang.

-The majority of the gang members stated that they did not know if they were ever going to leave the gang.

When asked, what do they think are the top three causes of the gang problem in your community, the majority stated that boredom, power, getting money, gang members moving to community from other places, family/friends in gangs, to feel loved/sense of belonging and the lack of activities as the main reasons.

When they were asked, why they had joined or associated with a gang, the majority stated:

-To get respect

-for fun

-a friend was in the gang

-to fit in better

-a brother or sister was in the gang

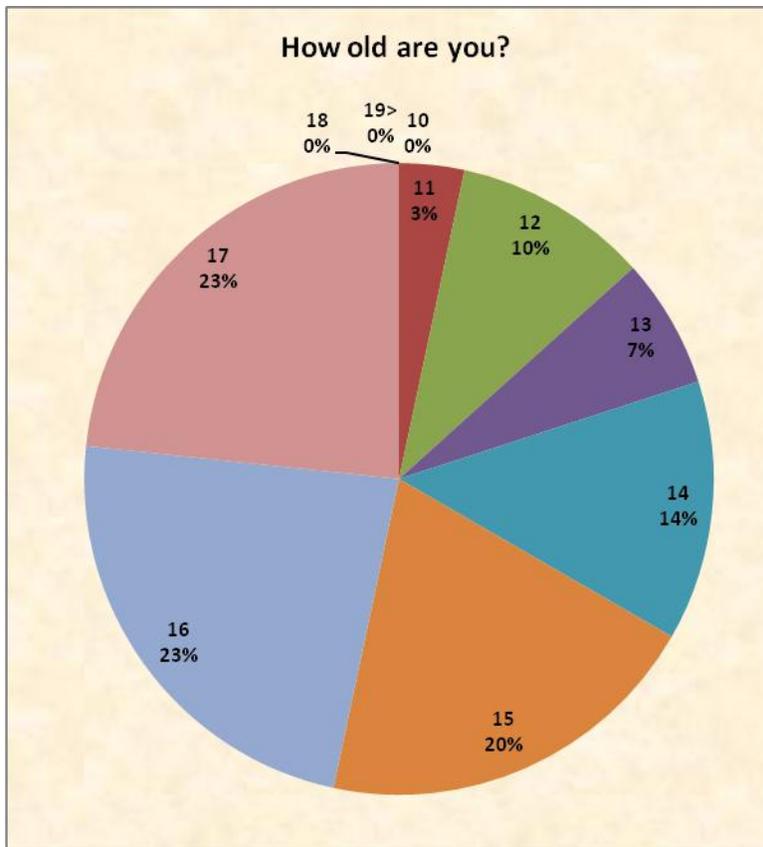
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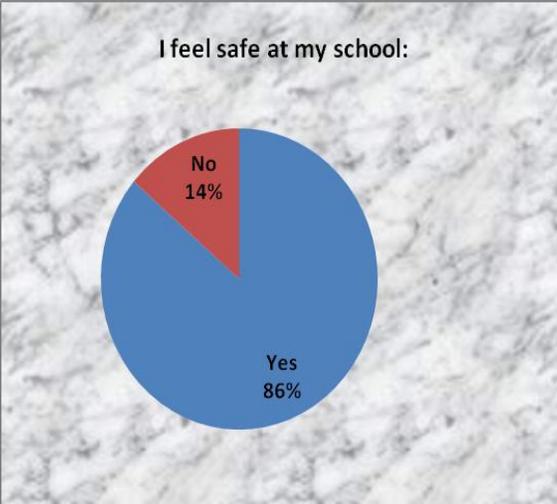
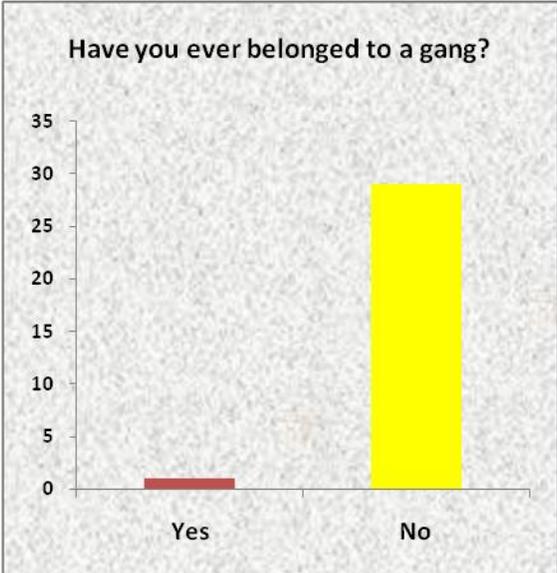
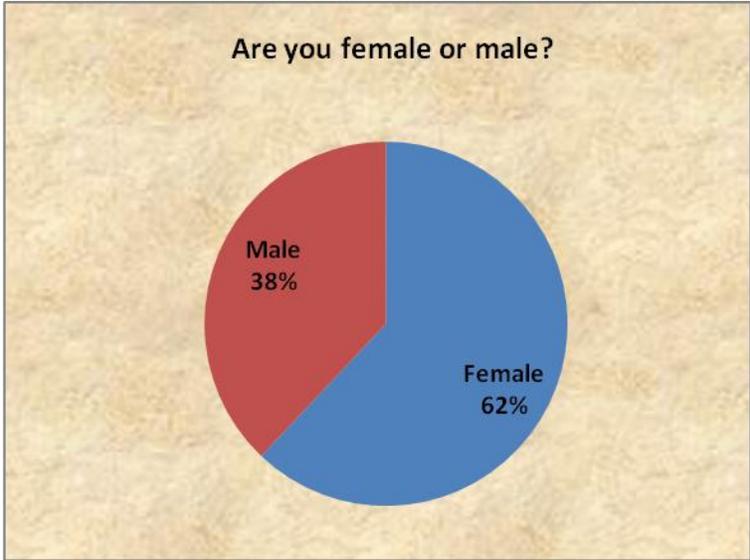
## **Student Surveys**

The following is a summary of the findings from students surveys conducted at **one** of the schools in the county. There were 30 students who responded to the survey. Some of the findings are illustrated below:

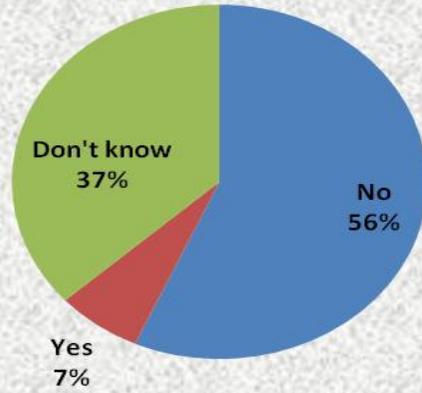
- 18 students responded that they never been suspended from school within the past 12 months
- 9 students responded that they had been suspended 1 or 2 times within the past 12 months
- 2 students responded that they had been suspended 3 to 5 times within the past 12 months
- 1 student responded that they had been suspended 10 to 19 times within the past 12 months

- 2 students responded that they carried a handgun 6 to 9 times within the past 12 months
- 1 student responded that they had been arrested 1 to 2 times within the past 12 months
- 1 student responded that they had been arrested 3 to 5 times within the past 12 months
- 5 students responded that they had attacked someone 1 or 2 times with the idea of seriously hurting them within the past 12 months
- 2 students responded that they had been drunk or high at school 1 or 2 times within the past 12 months
- 1 student responded that they had been drunk or high at school 10 to 19 times within the past 12 months





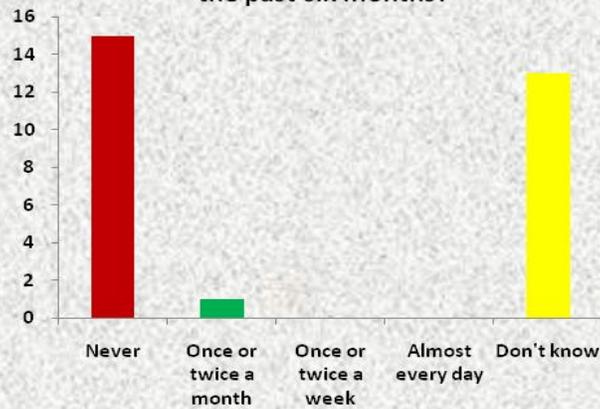
Are there any gangs at your school?



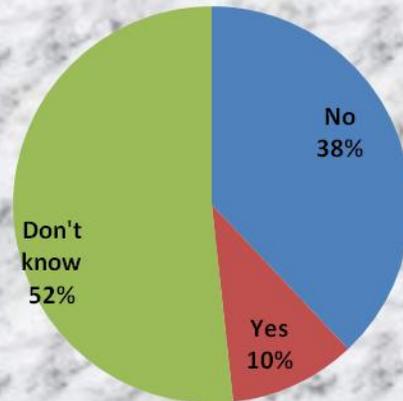
Do any students at your school belong to a gang?



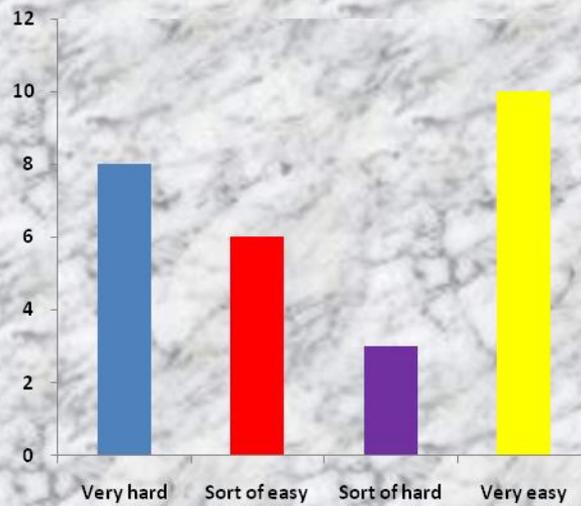
How often have gangs been involved in fights, attacks, or violence at your school in the past six months?



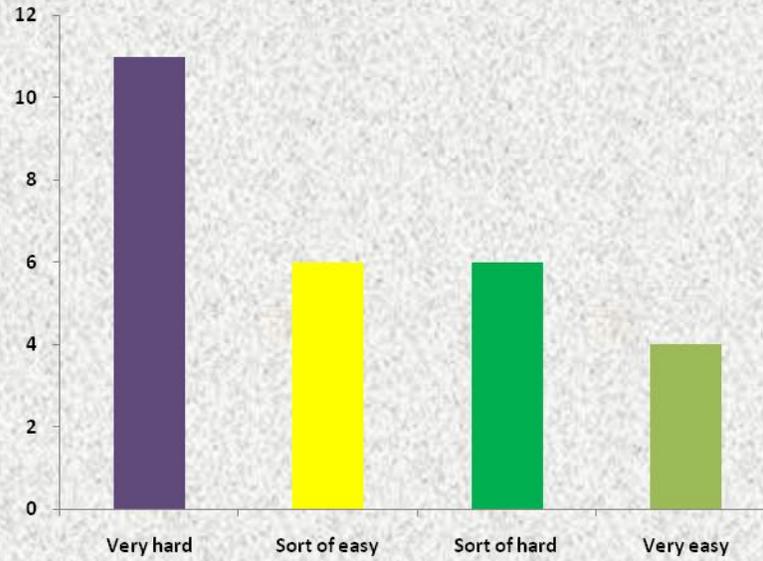
Have gangs been in the sale of drugs at your school in the past six months?



If you wanted to get some cigarettes, how easy would it be for you to get some?



If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?



If you wanted to get a handgun, how easy would it be for you to get some?





The illustrations above serve a portion of the most important questions asked in order to assess the gang problem in Warren County.

### **SUMMATION**

According to assessment findings and local law enforcement, Warren County does not have an entrenched stronghold of gangs but has a small population that acknowledges gang membership that mimics characteristics. Therefore, Warren County needs to be proactive in prevention, intervention, education and engagement of the greater community.

According to a November 30, 2010 “Gang Summary Report to the Public,” local youth and families would benefit from the creation of or enhancement of programs such as:

- Jr. Apprenticeship programs
- Cadet Explorer program
- Learning for life (*extension of scout program*)
- Entrepreneurship opportunities (*vision four youth*)
- Partnership/network with available resources
- “Safe Place” for children to feel comfortable enough to open up and talk about themselves
- MORE mentoring and life skills fundamentals
- Youth task force
- Youth Crisis Center
- Transportation for target group (youth)
- Theatrics and Drama
- Adopt a “Granny”
- Adult programs so that they may be able to communicate effectively with the sensitive issues that a youth is going through. (Show genuine concern and compassion.)

Programs already in place within Warren County are:

- JROTC
- Young Scholars
- Tutorials
- After School Program
- SEMAA (Used more by Non-Warren County students, than by the students living in Warren County)
- High School Band
- YSB
- Library
- Parks and Recreation
- Lakeland Cultural Arts Center
- 4-H Clubs
- 4 Real (Mentoring)
- Junior Fire Explorers
- Girl & Boy Scouts
- Rising Stars Development
- Church (Youth Programs)
- Study Group (Manson Baptist)
- Gymnasium & programs for the youth (Gaston Baptist Church)

Warren County is surrounded by very prevalent gang activity on all bordering counties; Halifax, Northampton, Nash, Franklin and Vance counties. As pointed out by an ex-gang member during the November 30<sup>th</sup> report, Warren County has not experienced high gang activity because of a depressed economy. As the county's economic outlook improves, so does the attraction of gangs. With this knowledge, appropriate programs should be implemented for our youth.

Submitted by:

Warren County Juvenile Crime Prevention Council (JCPC)  
Gang Assessment Steering Committee

JCPC Chairperson – Charles Walton

Gang Assessment Steering  
Committee Chairperson – William A. Kearney

Gang Assessment Steering  
Committee Secretary – Mary Bullock

**Mailing Address:**

PO Box 619, Warrenton, NC 27589

**Telephone Contact:**

(252) 257-3115 office

(252) 257-5971 fax

## **Community Resource**

Warren County Parks and Recreation

Dickey Williams, Director (limited staff and budget-depend on volunteers to run programs)

Contact: (252) 257-2272

### **Programs and Activities offered to children and youth:**

- **Basketball**- ages 6-15 years
- **Baseball/Softball**- ages 5-15 years
- **Soccer** (fall)- ages 4-14 years
- **Central recreation site** Hwy 158: 3 baseball fields, 1 football/Soccer field, walking course, playground
- **Soul City Site:** tennis courts, basketball, swimming pool, picnic area
- **John Graham gym:** play ground, ball field, basketball, volleyball
- **Norlina site:** playground
- **Wise Community:?**
- **Macon Community:?**
- **Afton Community:?**

## References

Bureau of Justice Assistance. (1998). Addressing Community Gang Problems: A Practical Guide. Office of Justice Programs. Washington, DC: U.S. Department of Justice

Duke, R.L. & Stein, J.A. (2003). Gender and gang membership: A contrast of rural and urban youth on attitudes and behavior. *Youth and Society*, Vol 34(4), p. 415-440.

North Carolina Gang Investigators Association  
<http://www.ncgangcops.org/GangActivities.html>

OJJDP Comprehensive Gang Model, A Guide to Assessing Your Community's Gang Problem, May 2009

<http://www.nationalgangcenter.gov/Content/Documents/Definitions.pdf>

<http://www.statehealthfacts.org/profileind.jsp?ind=15&cat=1&rgn=35>

[http://www.warrencountync.org/comm\\_general\\_desc.shtml](http://www.warrencountync.org/comm_general_desc.shtml)

[http://www.warrencountync.com/fileUploads/forms/425\\_State%2009%20of%20the%20County%20Report.pdf](http://www.warrencountync.com/fileUploads/forms/425_State%2009%20of%20the%20County%20Report.pdf)

2009 County Profile Commerce Economic Development Report

[http://sasweb.unc.edu/cgibin/broker?\\_service=default&\\_program=fdstmp.demognet.sas&county=Warren&label=County&fn=&format=html](http://sasweb.unc.edu/cgibin/broker?_service=default&_program=fdstmp.demognet.sas&county=Warren&label=County&fn=&format=html)