

**DRAFT**

**A DESCRIPTIVE STUDY OF DRUGS AND  
VIOLENCE IN THE NATION'S SCHOOLS:  
SECONDARY DATA ANALYSIS USING THE  
NATIONAL HOUSEHOLD EDUCATIONAL  
SURVEY: 1993**

*Prepared for:*

Executive Office of the President  
Office of National Drug Control Policy  
750 17th Street, N.W., Fifth Floor  
Washington, DC 20503

*Prepared by:*

CSR, Incorporated  
Suite 200  
1400 Eye Street, N.W.  
Washington, DC 20005

■ February 12, 1997 ■

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## EXECUTIVE SUMMARY

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The Nation's schools have and will continue to play a vital role in preventing substance abuse among children. The Office of National Drug Control Policy (ONDCP) and the U.S. Department of Education have targeted schools and school-aged children for significant interventions designed to eliminate violence and drug use. In spite of the critical role played by the schools, comparatively little information exists about the availability of substances at school, the attitudes of students and their parents about adolescent substance use, or youth experience with crime and violence while at school.

The social problems that exist outside school walls almost always sweep into the schools. Drugs, crime, and violence are no exceptions. This report sheds light on these problems as they exist in the educational environment. The report presents findings from a secondary data analysis of the 1993 School Safety and Discipline (SS&D) component of the National Household Education Survey (NHES:1993), sponsored by the U.S. Department of Education.

The focus of this report is to describe (1) parents' and students' perceptions of drug availability; (2) their attitudes toward drug use; (3) their awareness of school policies; (4) school drug education efforts; and (5) the extent of crime and violence occurring in the Nation's schools. All questions asked on the survey were specifically related to school, school-related activities, or transport to and from school. The time period covered is the current school year (1992-93) only. Sixth to twelfth grade students and parents were asked independently about their attitudes toward drug use, availability of substances at school, school efforts regarding drug use and violence and perceptions of crime and violence in the school. Each topic presented will first report the parental response, followed by the youths' report, and finally, for selected topics, the relationship between youth and parent responses using subsets of youth and parent data.

The NHES is a unique data source. It reflects the experiences of students and their parents in the context of a particular academic year. *What crimes occurred at your school this year? What drugs are available at your child's school this year? Is your child worried about being attacked while at school?* While other national studies may report on the national incidence of crimes committed by

adolescents or adolescents as victims, and on drug abuse among adolescents, the NHES:93 collected data about students' and parents' experiences where they are tied to an educational context--on the school grounds, in and outside of classrooms, traveling to and from school, and at school activities. Data were collected independent of the school; yet it is a nationally representative household survey using the child's school experience as the frame of reference.

This report presents attitude and perception data from the only nationally representative sample of youth and adults in existence. The Center for Addiction and Substance Abuse (CASA) report (1996), Monitoring the Future (MTF) study, and PRIDE study present similar information regarding youth and parent attitudes and perceptions about substance use, as well as reporting student use of substances. The CASA data, however, are collected from a sample that is not statistically representative of youth and parents in the U.S. The Monitoring the Future Study (NIDA, 1996) presents nationally representative data regarding attitudes and substance use among middle- and high school students, yet lacks data from parents. The PRIDE study presents attitude, perception and use data from students and parents, yet the data are not collected from a statistically representative sample of youth and parents in the United States.

The following statements briefly summarize the key findings of this report:

- The large majority of parents do not approve of their children using alcohol and tobacco, but students' peers are divided in their attitudes about using substances;
- Students generally know what their parents think about youth substance use and, for some, it makes a difference in their own attitudes;
- According to students, most substances are widely available at school; yet parents perceive that availability differently. Parents and students agree that cigarettes are highly available; youth believe that alcohol is more available than parents perceive; and parents believe that marijuana and other drugs are more available than students perceive;
- There is a positive relationship between school-based drug education programs (especially the more intensive curriculums), and lower risk for substance abuse. Students with

characteristics that put them at higher risk of drug abuse do not always participate in these educational programs. For example, students who report the worst academic performance are the least likely to have participated in drug education programs. To the schools' credit, however, more intensive efforts have been directed toward educating younger students about the harmful effects of substance abuse.

- Both parents and students view crime and violence at school as a serious issue, but their perceptions are different. Both parents' and students' fear of crime and violence far exceeds the student's actual experience of it at school. School and parent efforts to ensure the safety of students vary widely and are largely related to the community characteristics where the schools are located.

The NHES:93 does not collect use information from youth or parents, thereby limiting its usefulness for completely modelling substance abuse attitude and behavior among our nation's youth. However, the data collected by the NHES:93 is valuable in at least two ways: (1) it represents an important step in developing a more comprehensive picture about substance abuse among youth and (2) it contains information that can be used to target specific prevention efforts and to assess the progress of current in-school programs. Analysis of the NHES:93 data yielded a number of important findings regarding risk and protective factors related to substance abuse among school-aged youth. In order to more completely model substance abuse among school-aged youth, we recommend additional analyses, survey development, and database development.

- *Additional Analyses*

- Closer examination of what students do to protect themselves, such as carrying weapons to school using the NHES:93;
- Multivariate analyses using the NHES:93 to build and test analytical models examining risk and protective factors; and
- Analysis of factors explaining shared youth and parent views regarding substance abuse and factors related to divergent youth and parent views.

• *Survey Development*

- Repeat the SS&D. The NHES is an ongoing survey of NCES, but the SS&D component conducted in 1993 is not currently scheduled to be repeated. If the survey were repeated over time a great deal more could be learned about the progress schools and communities are making in their fight against substance abuse, violence/crime, and delinquency in the Nation's schools. Without such data, the Department of Education will not be able to adequately assess progress on its goal: "By the year 2000, every school in America will be free of drugs and violence and will offer a safe, disciplined environment conducive to learning" (Goal 6 of the National Education Goals). In addition, ONDCP will lose valuable information that could be used to assess progress toward Goals 1 and 2 of the 1996 National Drug Control Strategy: "Motivate America's youth to reject illegal drugs and substance abuse" and "increase the safety of America's citizens by substantially reducing drug-related crime and violence."
- Conduct broad-based interagency discussions about expanding the questions in the SS&D to include substance use information, more detailed questions about prevention education, and in-depth questions about parent-child interaction on the issue of substance abuse.

• *Database Development*

- Explore the methodological potential of merging MTF (1993) and NHES:93 data for the purposes of creating a database that contains substance use attitude and perception data for students and their parents, information regarding what the Nation's schools are doing to prevent substance use among its students, and reported past-month, past-year substance use data. This effort would require collaboration among the U.S. Departments of Education, Health and Human Services, and the University of Michigan.

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## 1. INTRODUCTION

The education sector is a critical factor in the strategy to reduce the drug problem in the United States. The Office of National Drug Control Policy, in its 1996 National Drug Control Strategy, recognized the important role played by the Nation's schools. Specifically, schools were highlighted in the following three objectives:

- Increase the number of schools with comprehensive drug prevention and early intervention strategies with a focus on family involvement (Goal 1, Objective 2);
- Increase, through public education, the public's awareness of the consequences of illicit drug use and the use of alcohol and tobacco by underage populations (Goal 1, Objective 4); and
- Increase the number of schools that are free of drugs and violence (Goal 2, Objective 5).

Social problems that exist outside school walls are likely to sweep into the schools. Drugs, crime, and violence are no exceptions. This report sheds light on these problems as they exist in the educational environment. Given the available data, it is not intended to examine causal relationships or show change over time. Nor will it suggest a neat solution to the problems identified. Rather, the report describes the availability (in the 1992-93 school year) of alcohol and other drugs (ATOD) on school property, the attitudes toward drugs of youth in the sixth through twelfth grades and their parents, youth experiences with violence, and the measures that schools have taken to reduce drug abuse and to provide a safe environment that promotes learning.

Schools do not exist in a societal vacuum. They are pivotal social institutions, yet relatively little national scientific research has been conducted to define the level of exposure to drugs and violence while children are in school. For example, the National Household Survey on Drug Abuse

(NHSDA) includes persons ages 12 to 17; however, there are no questions about availability of drugs only at school. The only other national survey with ability to make national population estimates for youth is the Monitoring the Future (MTF) survey. Although MTF draws its sample from the in-school population, the MTF does not ask questions about the occurrence of drugs and violence at school. Further, neither NHSDA nor MTF ask questions directed to parents of school-age children. Because parents are key in diminishing the demand side of the supply-demand equation for the Nation's drug problem, they are a primary element in the fight against youth drug abuse.

## **2. PURPOSE OF THE STUDY**

The purpose of this study is to describe the attitudes and perceptions of parents and youth concerning drugs and violence in the Nation's schools. The report presents findings from a secondary data analysis of the 1993 School Safety and Discipline (SS&D) component of the National Household Education Survey (NHES:1993), sponsored by the U.S. Department of Education. The focus of this report is to describe (1) parents' and students' perceptions of drug availability; (2) their attitudes toward drug use; (3) their awareness of school policies; (4) school drug education efforts; and (5) the extent of crime and violence occurring in the Nation's schools. All questions asked on the survey were specifically related to school, school-related activities or transport to and from school. The time period covered is the current school year (1992-93) only. Responses were elicited from both parents and students. Sixth to twelfth grade students and parents were asked independently about the topics covered in this report. Each topic presented here will first report the parental response, followed by the youths' report, and finally, for selected topics, the relationship between youth and parent responses using subsets of youth and parent data.

## **3. REPORT ORGANIZATION**

Section 4 describes the data used and methodology, followed by a discussion of the strengths and limitations of these data. Section 5 presents the results of the data analysis, divided into five main topics: (1) attitudes toward drug use, (2) availability of drugs, (3) drug education participation, (4) crime and violence taking place at school, and (5) measures taken by the schools to curtail crime and violence. The relationships between selected factors, such as the relationship between drug education and student attitudes toward drug use are also presented. Section 6 summarizes the report and Section 7 presents recommendations.

#### **4. DATA AND METHODS**

The School Safety and Discipline (SS&D) questions are a component of the 1993 National Household Education Survey (NHES:93) sponsored by the National Center for Education Statistics, U.S. Department of Education. The NHES:93 was specifically designed to gather information about Goal 6 of the National Education Goals: "By the year 2000, every school in America will be free of drugs and violence and will offer a safe, disciplined environment conducive to learning."

The sampling method used for the SS&D was a form of random digit dialing using an October 1992 list of all telephone numbers in the United States. A three-stage cluster sampling design was used where groups of residential telephone number prefixes, and telephone numbers within each group were randomly sampled. After each household selected was enumerated, parents for the children within the household were subsampled.<sup>1</sup> Households of blacks and Hispanics were oversampled with adjustments to the weighting for these households applied. In addition, adjustments were made for households without telephones.<sup>2</sup> Given the sampling and weighting procedures, it is possible to make inferences for the entire civilian, noninstitutional population for the domains of interest.

Interviews were conducted by telephone with 12,680 parents of students in grades 3 through 12 and with 6,504 students in grades 6 through 12 in January through April 1993. All questions referred to the current school year, 1992-93.

##### **4.1 Strengths and Weaknesses of the SS&D**

The NHES is a national survey and, as a consequence, the data may serve as a benchmark against which one may generalize about the national school-age population and their parents. Questions about attitudes and prevention efforts were asked in the same school year as the data were collected. Findings from this survey will be useful to establish a baseline for further research

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<sup>1</sup> The Electronic Code Book included with the data on the CD-ROM has a more detailed description of the sampling procedures that were used.

<sup>2</sup> For more information about the weight adjustments used to account for non-telephone households, see "National Household Survey of 1993: Adjusting for Coverage Bias Using Telephone Service Interruption Data," NCES Technical Report, 97-336, December 1996.

about school interventions, attitudes about drugs and violence, and characteristics of the school age population and their parents. Extensive questions were asked about the effects of violence on students' social life and education.

One limitation of the survey is the absence of questions about actual drug use, making it impossible to investigate relationships between use and other school, community or individual characteristics.

## 5. DATA ANALYSIS

Results of the data analysis are presented under five major categories: (1) attitudes toward drugs, (2) availability of drugs at school, (3) school drug education and prevention efforts, (4) violence and crime at school, and (5) measures taken by the schools to curtail crime and violence.

### 5.1 Attitudes Toward Drugs

This section presents the findings about attitudes toward drug use; first that of parents, followed by youths' attitudes and finally, the overlap between youth and their parents' attitudes. The SS&D included questions to both parents and youth about the parent's attitude toward the child smoking and drinking. The parent's questions were the following:

- [To parent respondent about smoking:] *Do you think it is all right for [CHILD] to smoke cigarettes?*
- [To parent respondent about drinking:] *Do you think it is all right for [CHILD] to drink alcoholic beverages, for example, beer, wine coolers, or liquor? A small amount on special family occasions or for religious purposes does not count.*

Questions asked the youth were the following:

- [To youth respondent about smoking:] *Do your parents think it is all right for you to smoke cigarettes?*

- [To youth respondent about drinking:] *Do your parents think it is all right for you to drink alcoholic beverages, for example, beer, wine coolers, or liquor? A small amount on special family occasions or for religious purposes does not count.*
  
- [To youth respondent about what their friends' attitudes:] *Do your friends at school think it is all right to...[(a) smoke cigarettes or chew tobacco? (b) Drink alcoholic drinks like beer, wine coolers, or liquor? (c) Smoke marijuana? (d) Use other drugs?] The possible responses were "yes" or "no."*

### 5.1.1 Parental Attitudes Toward Drug Use

Almost all parents of youth grades 6 to 12 (more than 95 percent) disapproved of their children smoking cigarettes and drinking alcoholic beverages. Since the overwhelming number of parents do not approve of their children smoking or drinking, this discussion of findings will focus on the characteristics of the relatively few parents who approve of these activities.

A higher percentage of parents reported that it is all right for their children to drink alcoholic beverages (3.6 percent) than to smoke cigarettes (1.6 percent) (see Exhibit 1 following this page and Table 1 in Appendix A).

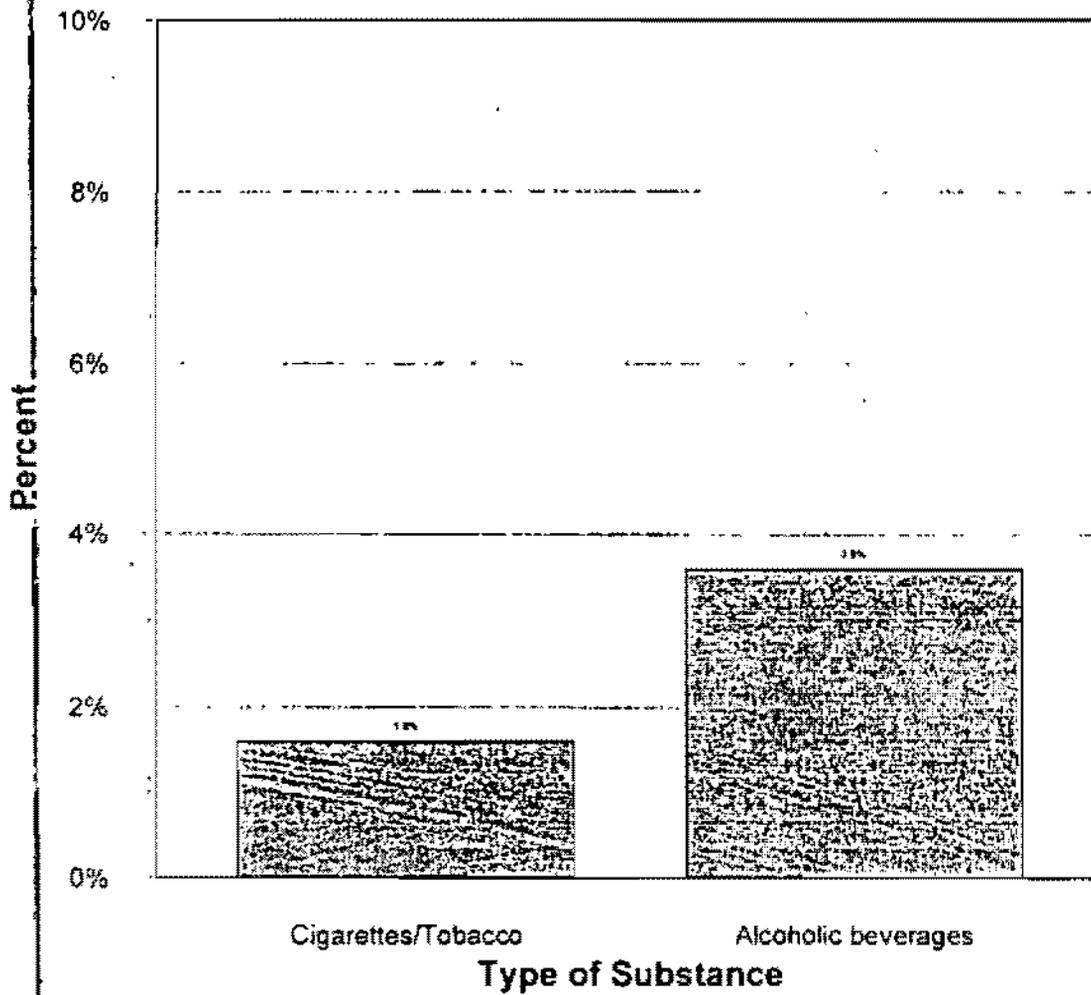
Parents<sup>3</sup> who did not participate in activities at their child's school were less likely to hold negative attitudes than parents who were more involved at their child's school (Exhibit 2). As might be predicted, parents of older children—those in the tenth through the twelfth grades—believe it is more acceptable for their children to use tobacco products than those whose children are in ninth grade or below. Parents with a high school diploma were more likely to have positive attitudes toward smoking than those with more or fewer years of schooling. Nearly twice as many children whose parents approved of their using tobacco products lived with non-parent guardians compared to single and two parent families. In addition, the children of parents who have changed residences

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<sup>3</sup> A category used in the survey was "nonparent guardians or no parents in the household" which did not include adoptive, step or foster parents and that we include under the traditional mother and father categories. Rather, it is assumed that these other adults are usually other relatives of the child, such as aunts, uncles or grandparents. Unless noted otherwise, the term "parent," refers to the adult with primary responsibility for the child, who was deemed appropriate to the telephone interviewer to respond to the survey as revealed from the screener questions.

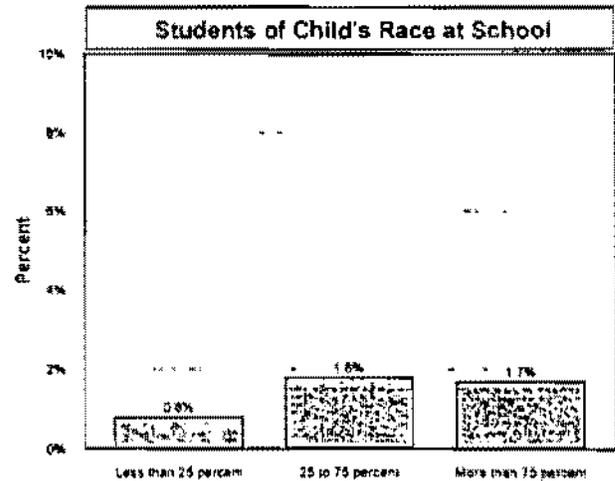
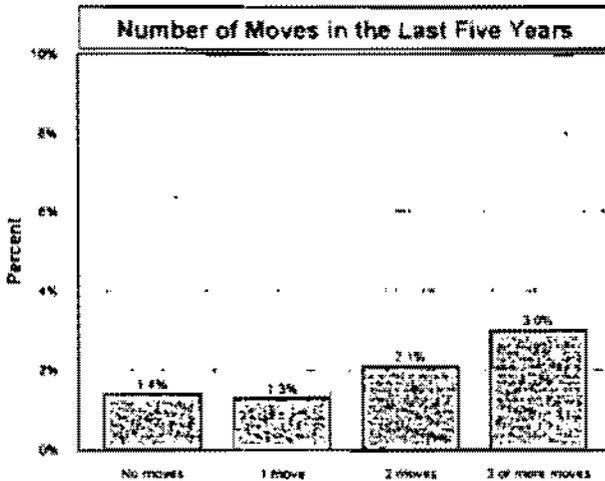
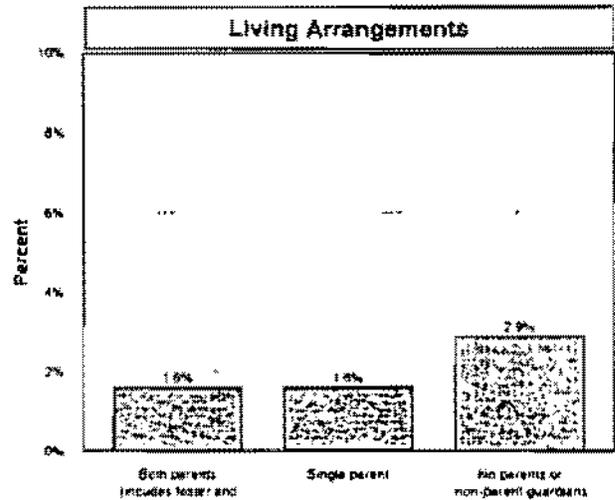
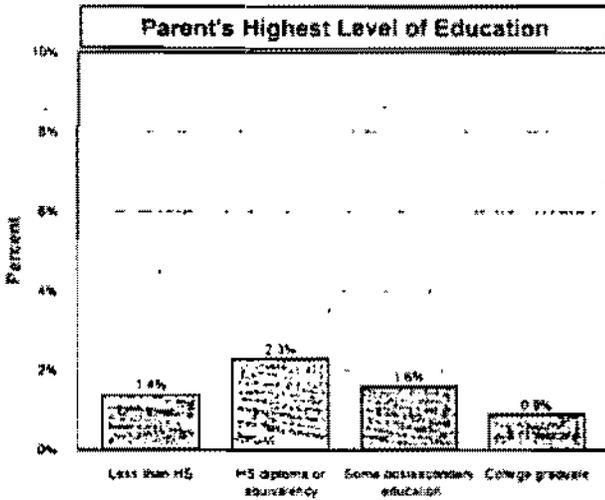
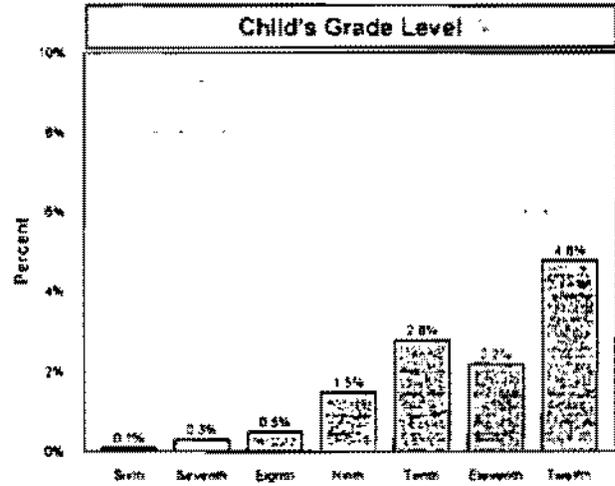
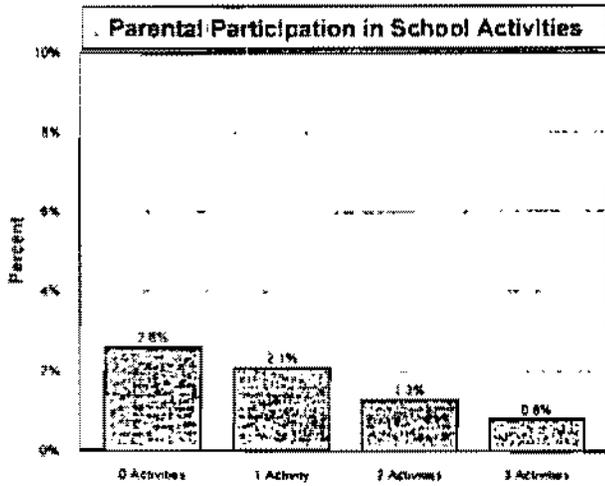
### Exhibit 1

Type of Substance: Percent of parents who responded that "it is all right" for child to smoke cigarettes, use tobacco, or drink alcoholic beverages: 1993



## Exhibit 2

Percent of parents responding "yes" to "it is all right" for child to smoke cigarettes, by school and family characteristics: 1993



frequently in the past five years are more likely to be permissive than parents of children who have moved less frequently.

As with smoking, very few parents (3.6 percent) believe it is all right for their children to drink alcoholic beverages, but the parents who are permissive about their child smoking exhibit some different characteristics from the ones who believe it is all right for their child to drink. With respect to their attitude about their children drinking, parents with incomes exceeding \$75,000 and who have a higher degree of participation in school activities (3 or more activities) have more permissive attitudes than parents of other income levels (Exhibits 3 and 4). Children in a racial minority at school and who attend the largest and the smallest schools tend to have more permissive attitudes than parents of children who attend middle sized schools that are more racially homogeneous. Like with smoking, nonparent guardians and parents of children who have moved multiple times in the last five years tend to be more permissive about alcohol than other parents.

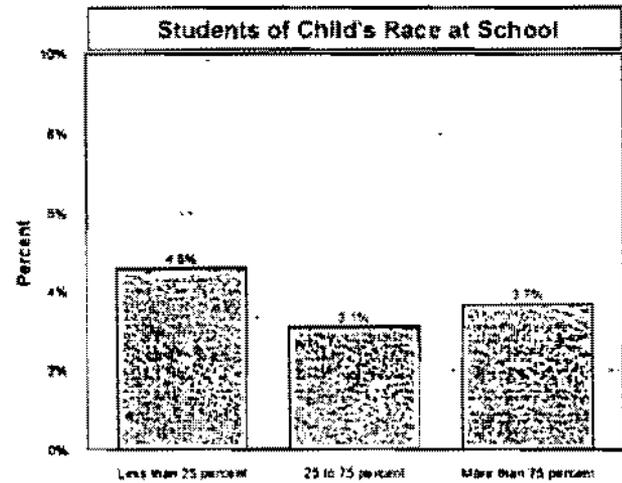
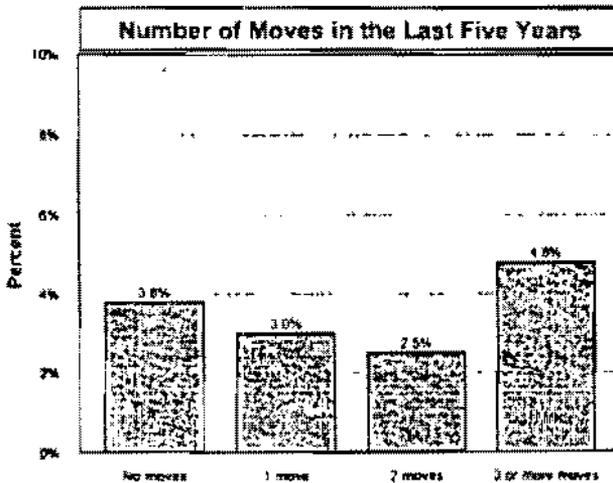
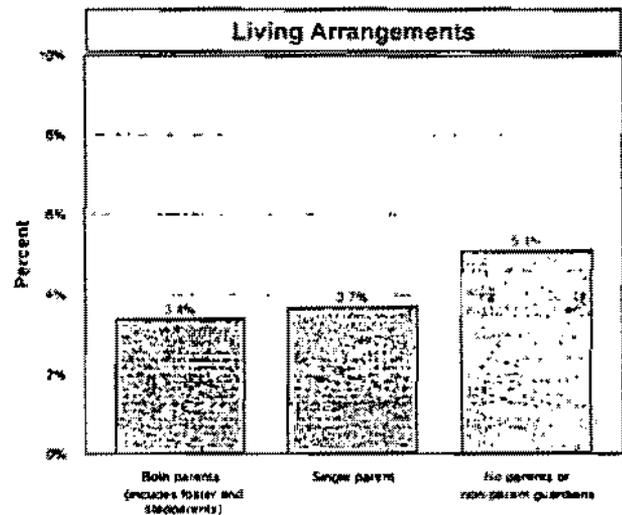
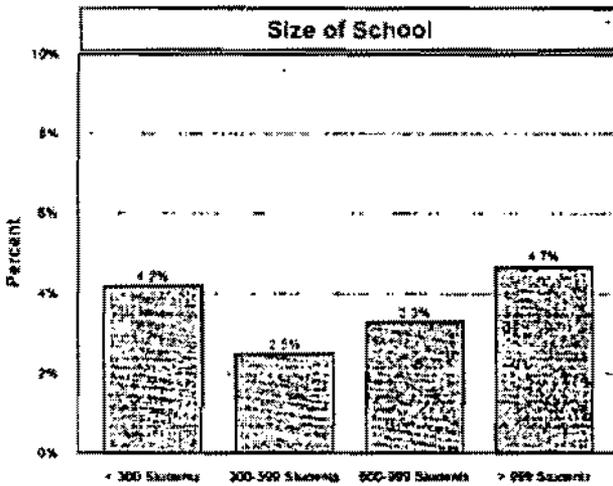
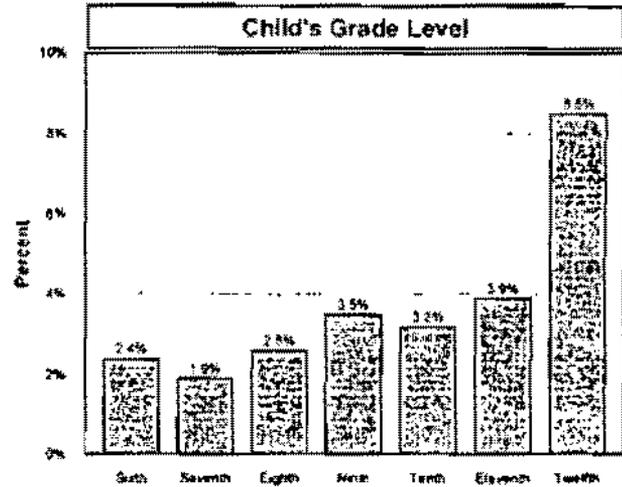
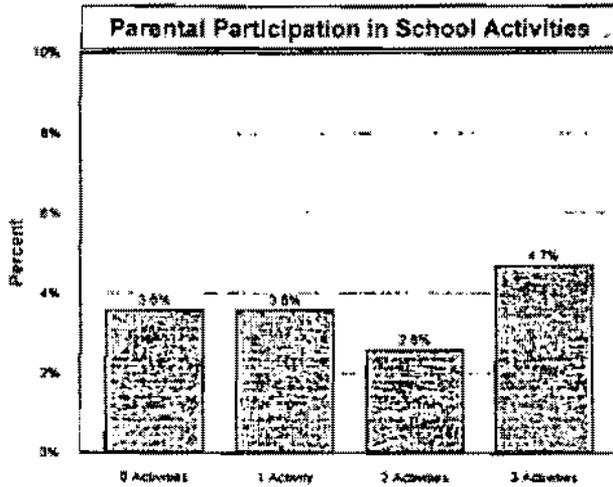
### 5.1.2 *Peer Attitudes Toward Drug Use*

Students were asked about their friends' attitudes toward using cigarettes/tobacco, alcoholic beverages, marijuana and other drugs. This is an indirect way of asking the students about their own attitudes toward illegal drug use.

Cigarettes were by far the most popular substance among students. Almost half (45 percent) responded that their friends thought it was all right to smoke. Drinking alcoholic beverages was slightly less acceptable (43.4 percent), but only 20 and 14 percent respectively thought that smoking marijuana or using other drugs was all right (see Exhibit 5 and Table 2 in Appendix A). Private school students were less receptive to using each category of drugs than public school students (see Exhibit 6). Students who attended larger schools were more likely to have positive attitudes toward drug use than students who attended schools with smaller student bodies (see Exhibit 7). At the schools with student populations of 1,000 and more, permissive attitudes toward smoking marijuana were more than double what they were at schools of 300 or fewer students. Students who reported fighting gang activity at their school were more likely to have friends with positive attitudes toward drug use (see Table 2 in Appendix A).

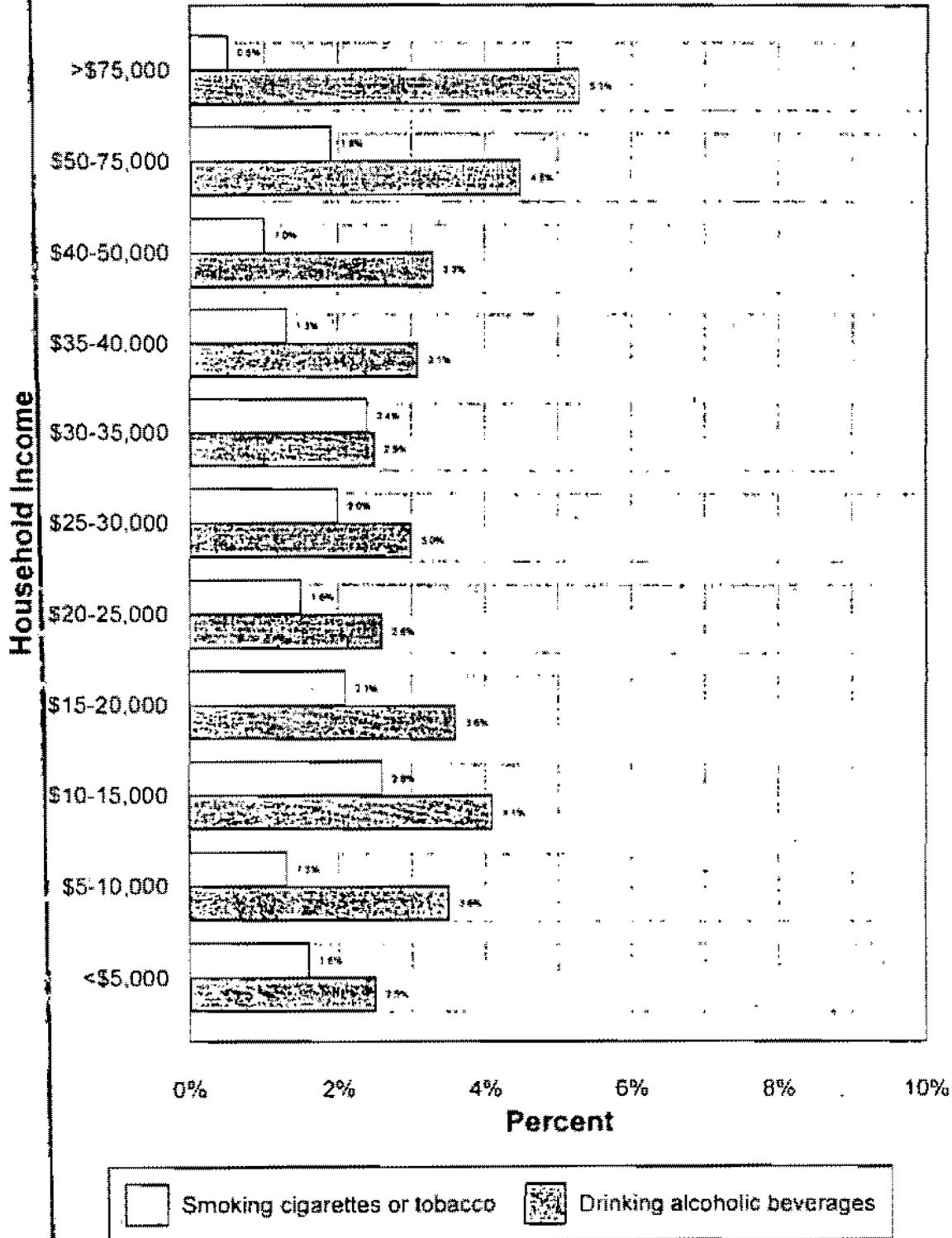
### Exhibit 3

Percent of parents responding "yes" to "it is all right" for child to drink alcoholic beverages, by school and family characteristics: 1993



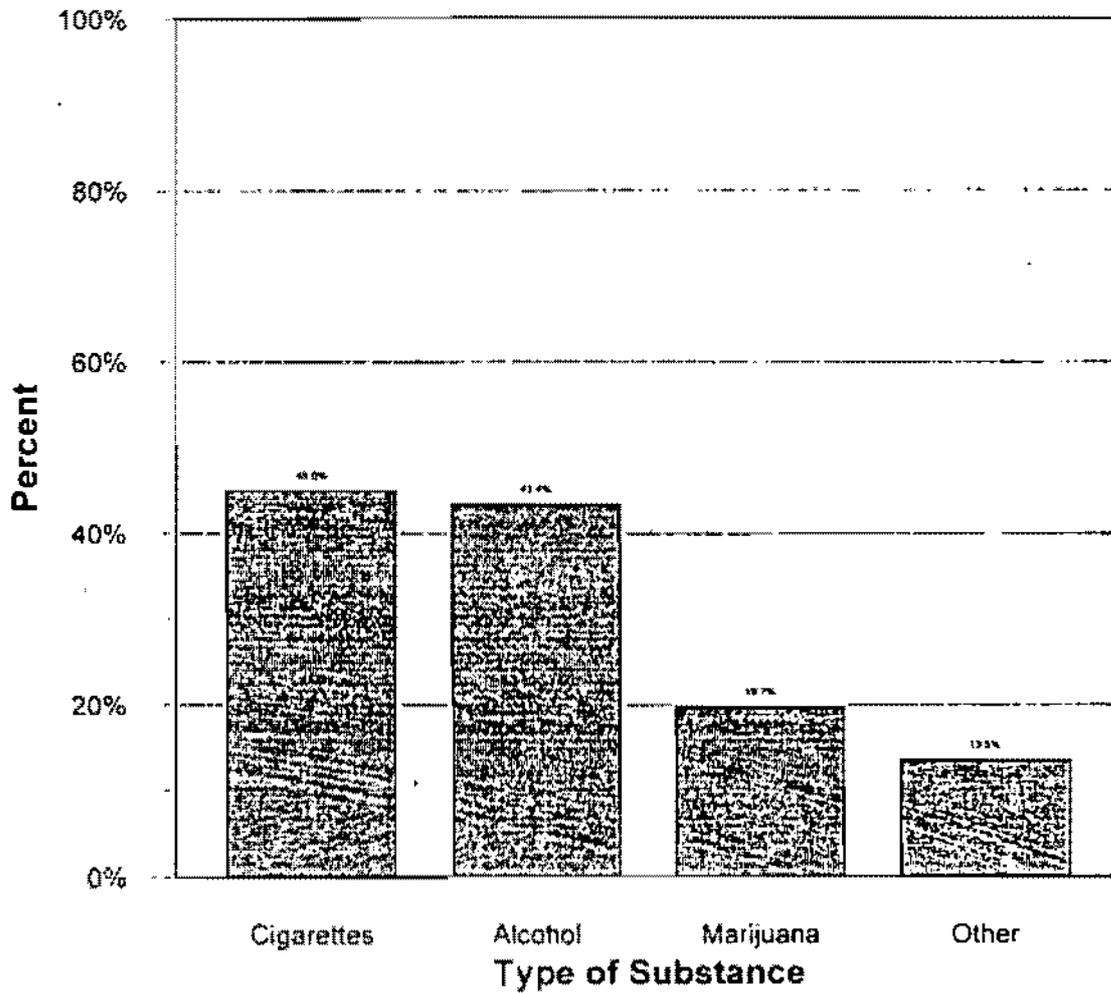
### Exhibit 4

Household Income: Percent of parents who responded "yes" to "it is all right" for child to smoke cigarettes, use tobacco, or drink alcoholic beverages: 1993



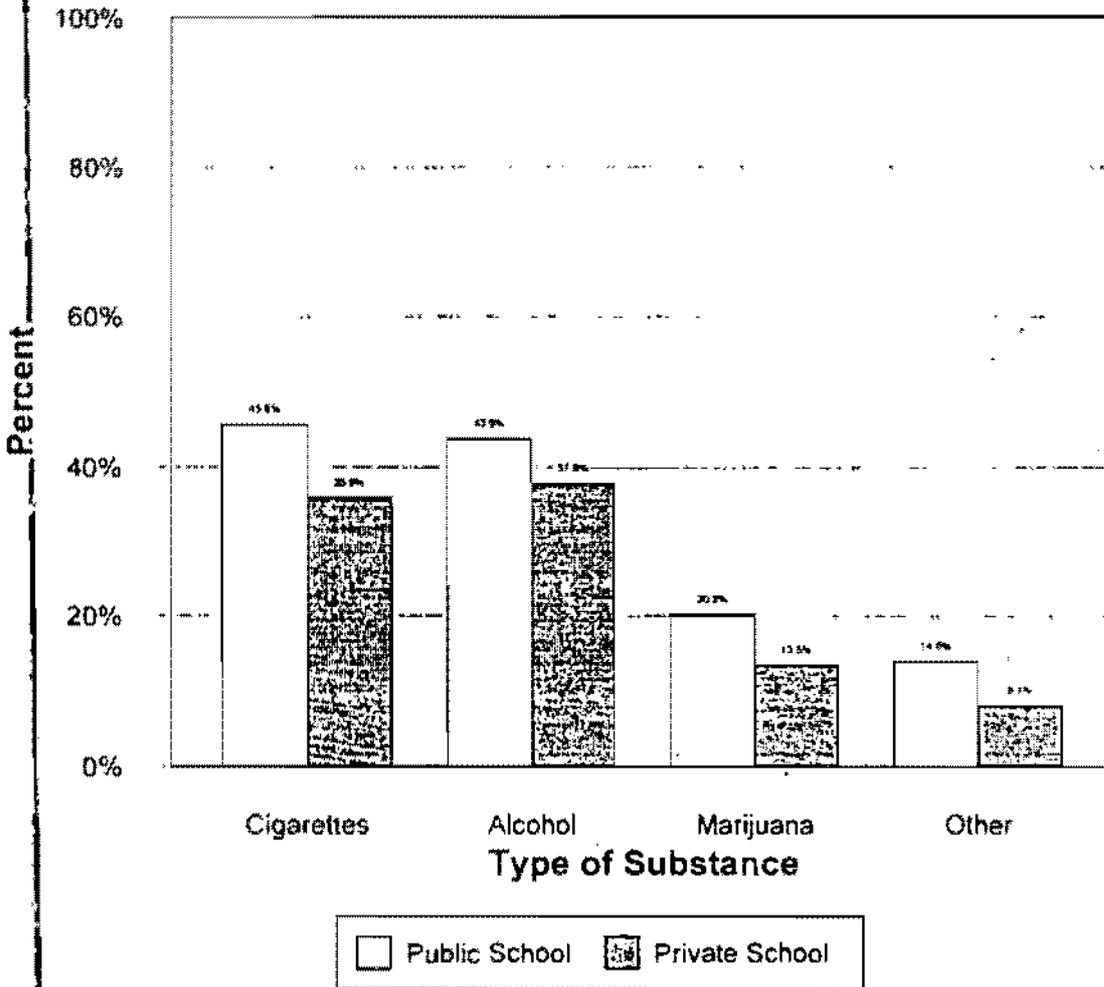
### Exhibit 5

Type of Substance: Percent of students who responded that friends think it is all right to use substances: 1993



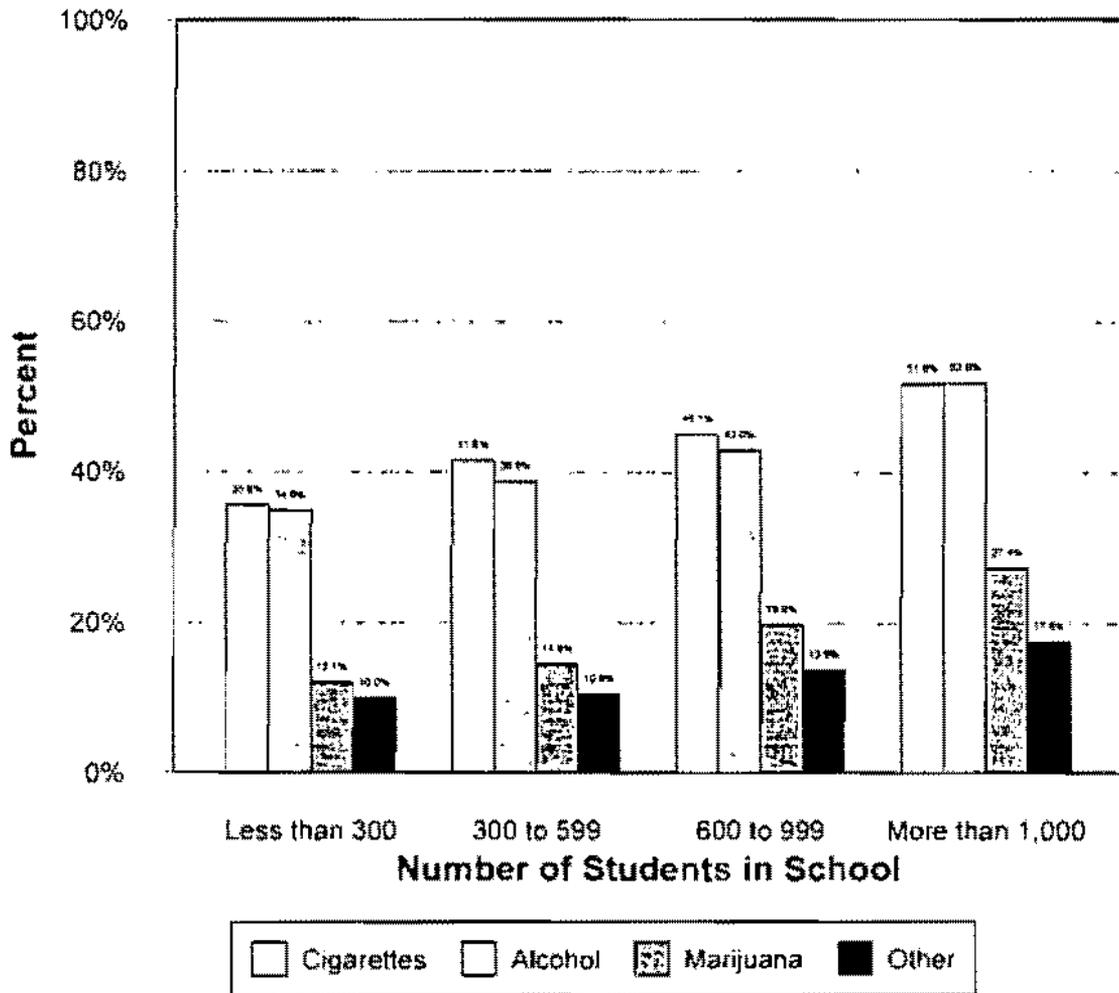
### Exhibit 6

Type of School: Percent of students who responded that friends think it is all right to use substances: 1993



### Exhibit 7

Size of School: Percent of students who responded that friends think it is all right to use substances: 1993



Favorable attitudes toward drug use among students cuts across all income levels. Almost half of students' from households located in areas of low poverty thought that use of cigarettes and tobacco was acceptable, but the percentage slightly decreased with increasing poverty. With the exception of tobacco products, attitudes toward drug use do not display very clear patterns, emphasizing their pervasiveness across the socio-economic spectrum (Exhibits 8 and 9).

Smoking cigarettes is more acceptable among students from outside urbanized and rural areas, compared with students from inside urban areas; however, the opposite is the case for student attitudes about marijuana or other drugs which are more popular in urban areas (Exhibit 10).

Exhibit 11 shows the increasing peer acceptability of all types of drugs with each grade level. For cigarettes and alcoholic beverages, the percentage of students who thought their friends were favorably disposed increased about seven-fold from the sixth to the twelfth grades. The increase by grade level was even more for student attitudes toward marijuana use, increasing about 14 times from the sixth to the twelfth grades.

A higher proportion of white students had friends with positive attitudes toward use of cigarettes and alcoholic beverages compared to other racial/ethnic groups, as shown in Exhibit 12. Among minority students, a higher percentage had friends who were favorable toward marijuana and other drugs, compared to whites or other racial/ethnic groups (Exhibit 12).

Friends of male students were perceived as slightly more disposed toward smoking cigarettes and drinking alcoholic beverages than friends of females (see Table 2, Appendix A), a finding that is confirmed by data for seniors from MTF (1996).<sup>4</sup> Females's friends hold slightly more positive attitudes toward marijuana and other drugs than males' friends.

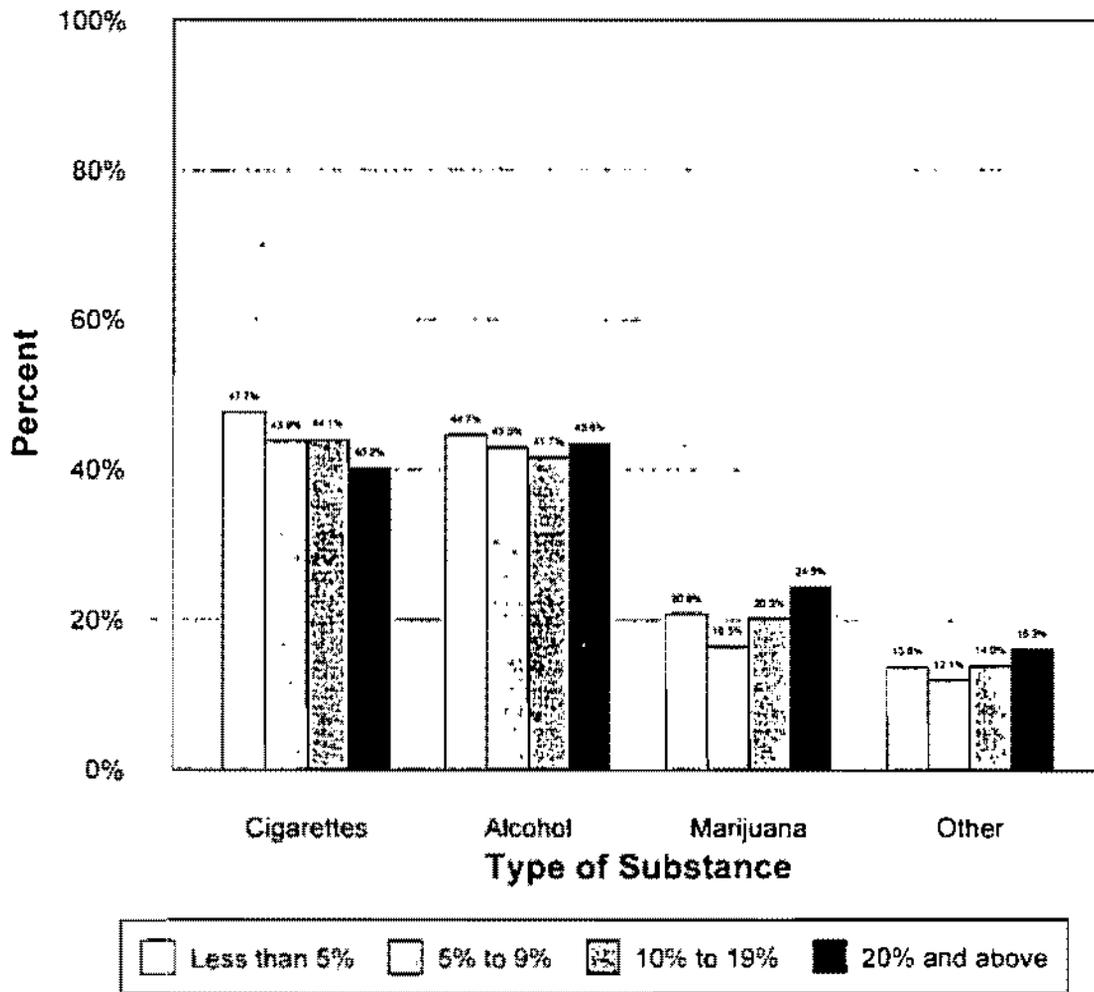
Differences by academic record are more pronounced than by many other student characteristics presented here. As shown in Exhibit 13, there are only two exceptions to the increase in approval of all four types of substances as academic performance declines. About one-third of students in the highest academic category (as reported by their parents) had favorable

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<sup>4</sup> Inter-University Consortium for Political and Social Research, The University of Michigan, Institute for Social Research, Ann Arbor, MI. "Monitoring the Future: 1996 Data and Tables," WWW:<http://www.isr.umich.edu.com>, 1996.

### Exhibit 8

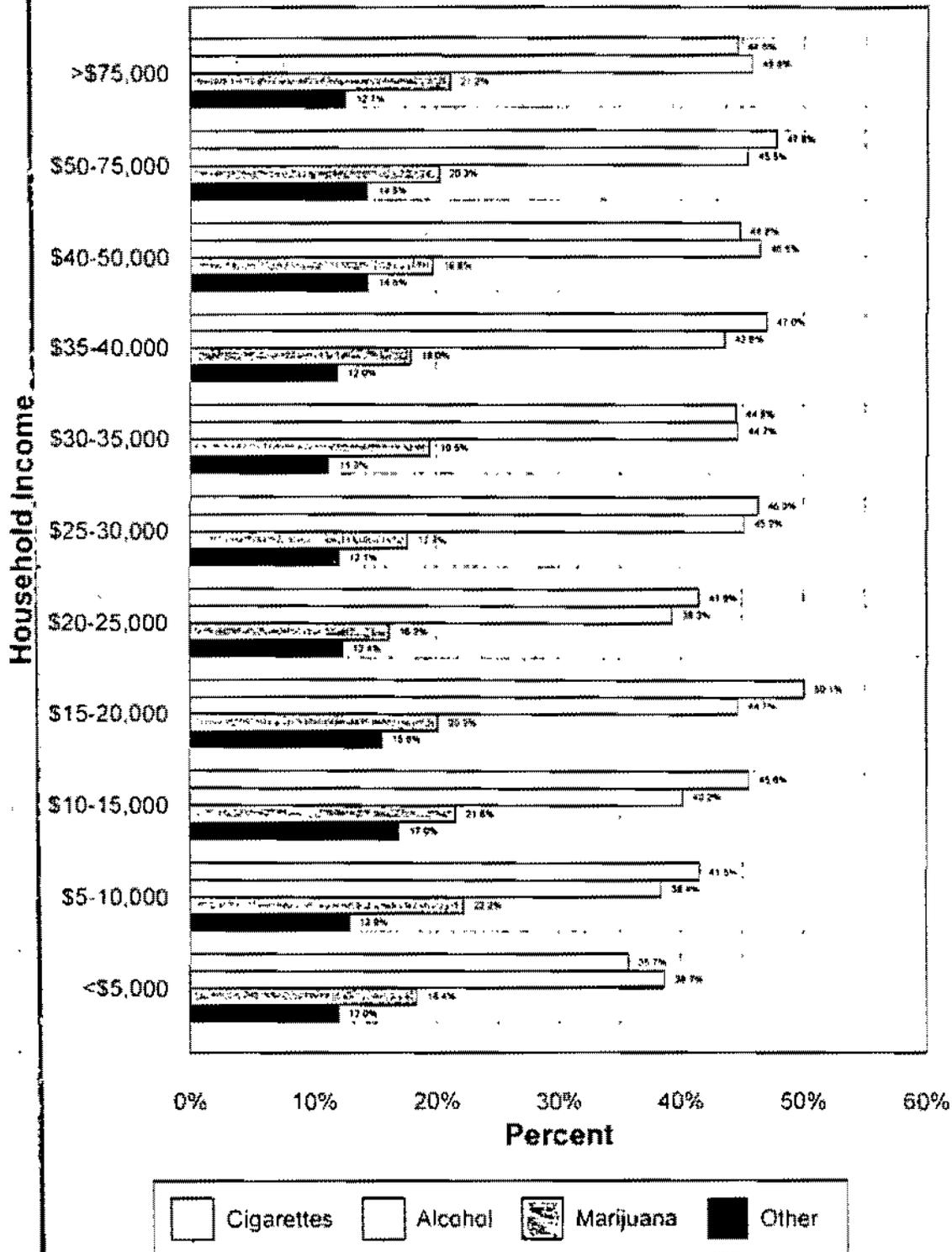
Poverty Level: Percent of students who responded that friends think it is all right to use substances: 1993



NOTE: Level of poverty is the percentage of families with children under age 18 in the subject's zipcode according to 1990 Bureau of Census data and the 1989 poverty line.

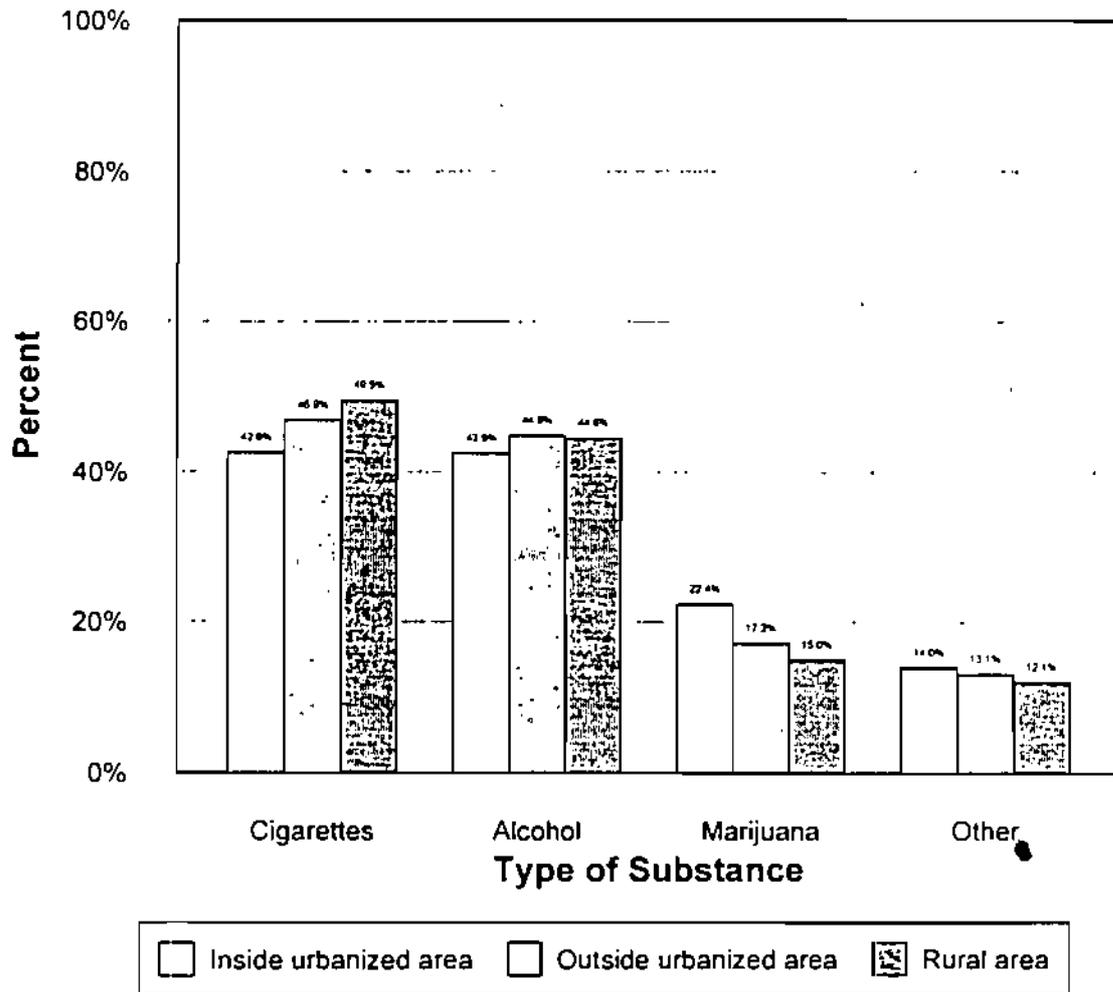
### Exhibit 9

Household Income: Percent of students who responded that friends think it is all right to use substances: 1993



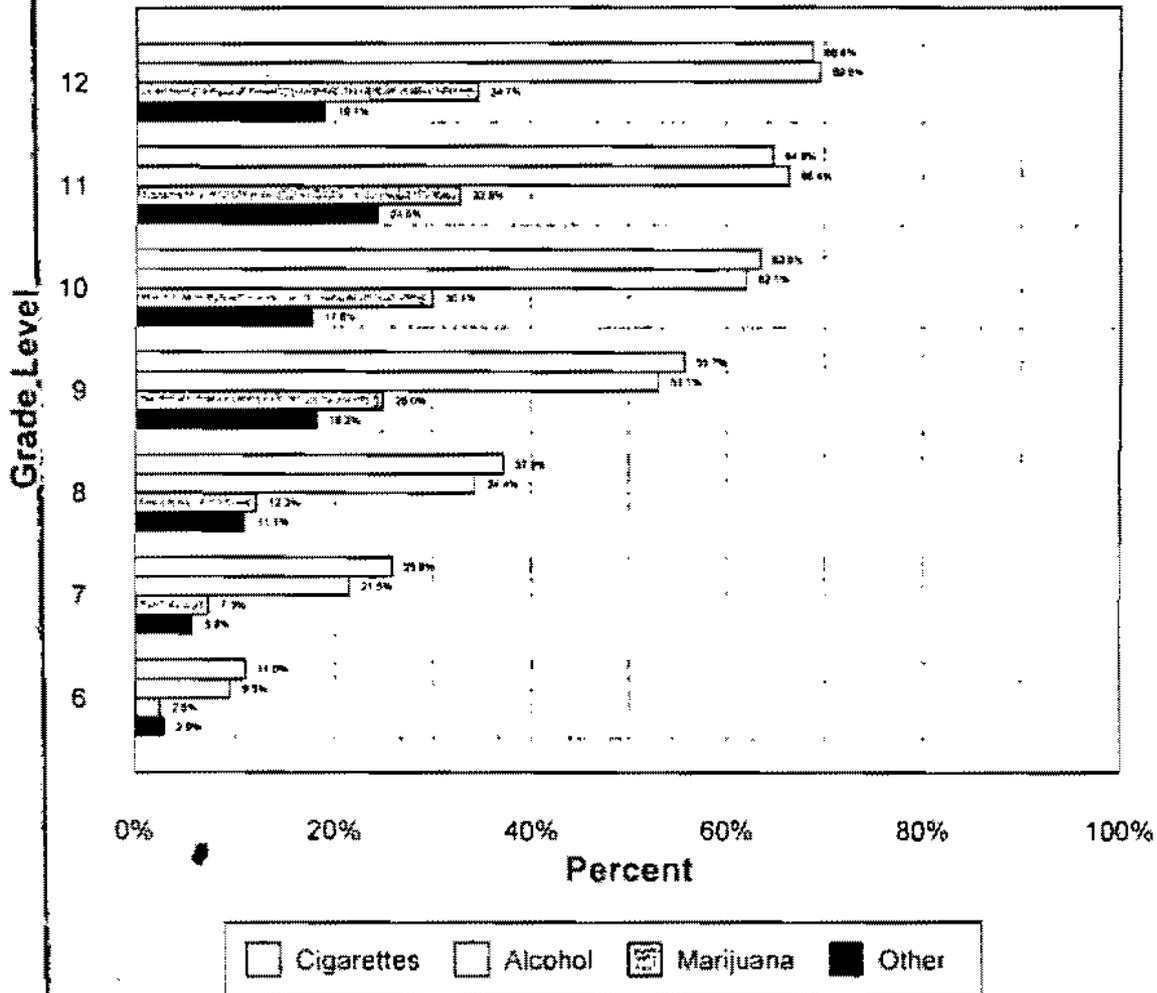
### Exhibit 10

Population Density: Percent of students who responded that friends think it is all right to use substances: 1993



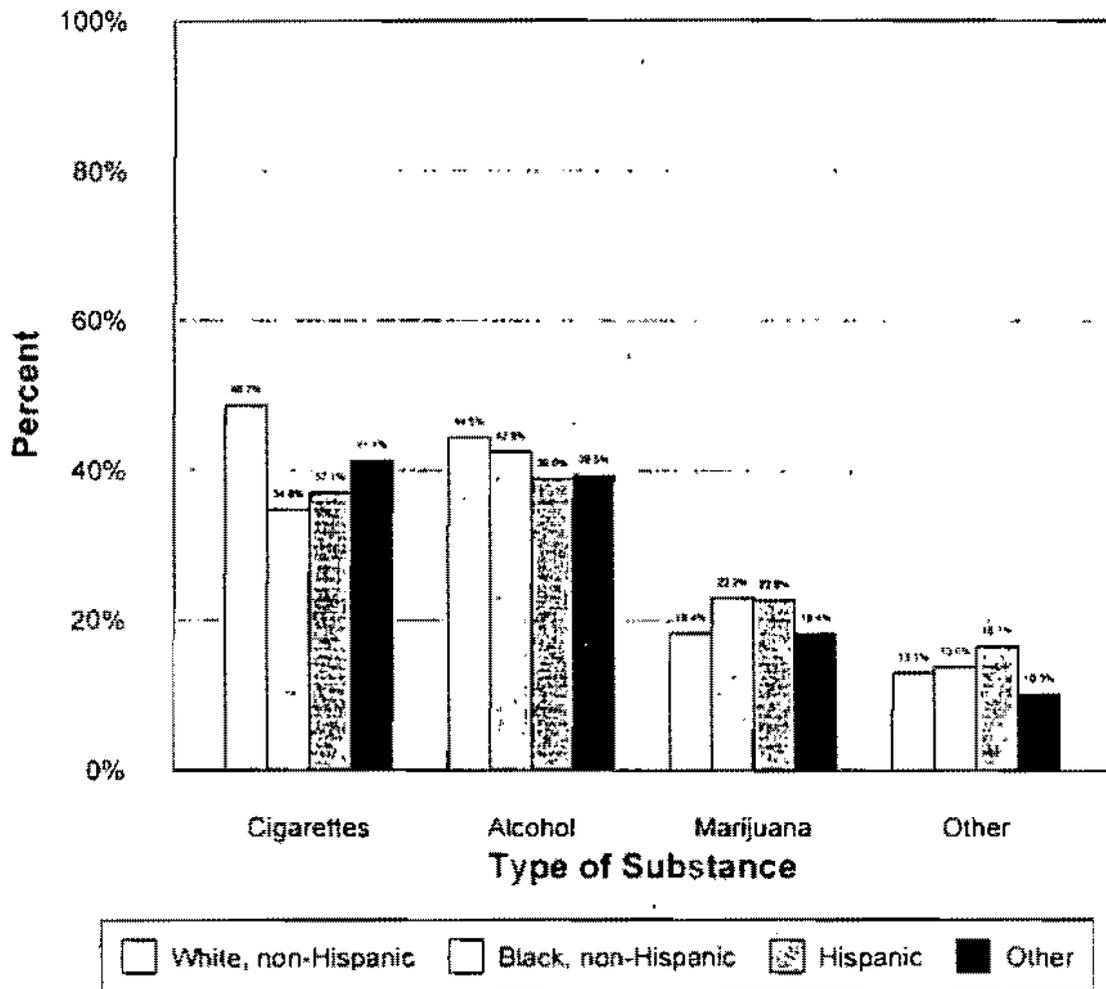
### Exhibit 11

Grade Level: Percent of students who responded that friends think it is all right to use substances: 1993



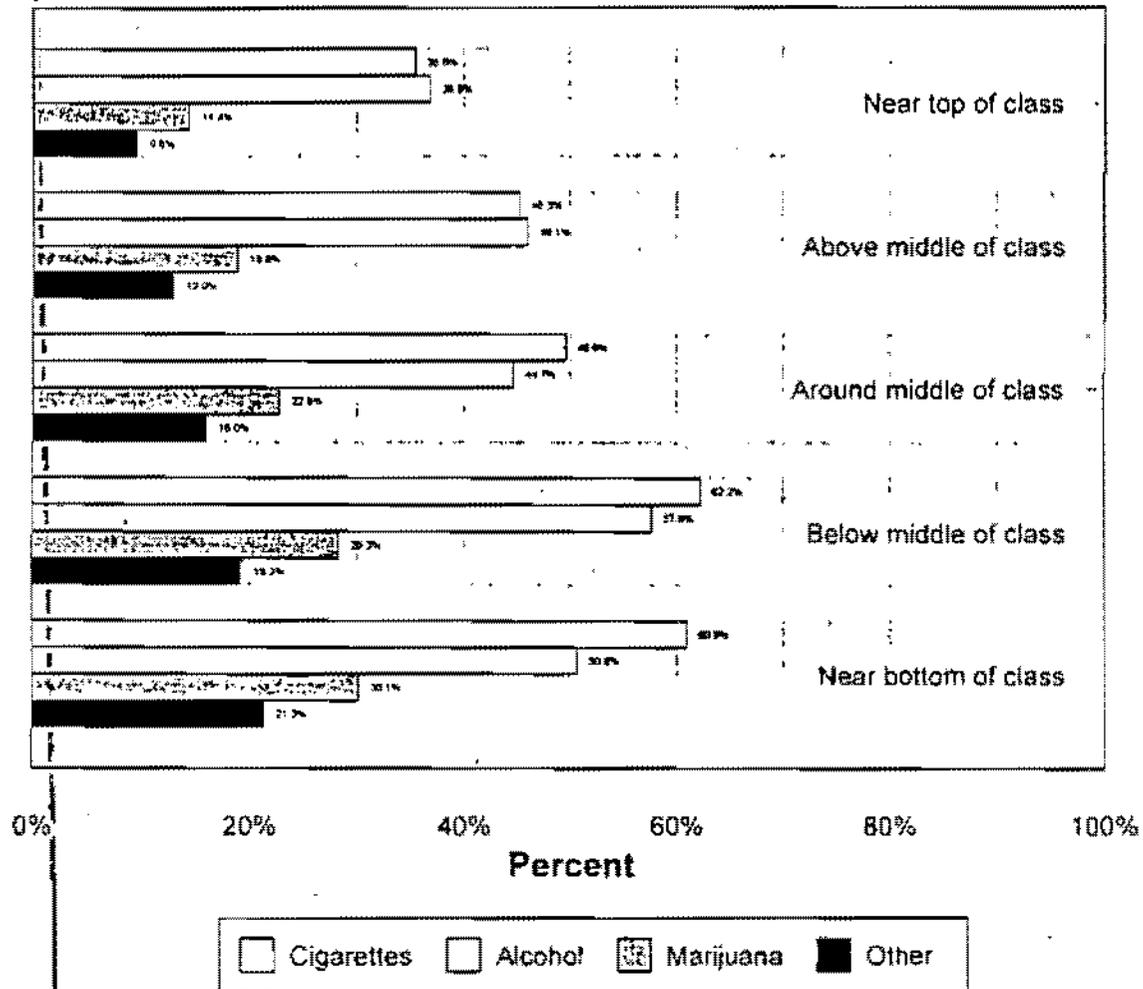
## Exhibit 12

Race/Ethnicity: Percent of students who responded that friends think it is all right to use substances: 1993



### Exhibit 13

Student Academic Record: Percent of students who responded that friends think it is all right to use substances: 1993



NOTE: Academic record was reported by parent.

attitudes toward smoking, but the percentage increases to over 60 percent for the below average students. Approval of consumption of alcoholic beverages exceeds that of smoking cigarettes for the top academic performers.

Exhibit 14 shows the patterns of student (friends') attitudes by parents' highest level of education and displays very few patterns. For example, 40 percent of students whose parents attended graduate school (whether or not they earned a degree) approve of smoking cigarettes, compared to the students with parents having the fewest years of education. Forty-eight percent of parents who were high school graduates and 39 percent of parents with less than a high school diploma approved of smoking.

### 5.1.3 *Intersection of Student and Parent Perceptions and Attitudes Toward Drugs*

A subset of the sample of parents were matched to their child's data to examine the various combinations of parent attitude, youth's perception of parent attitude, and the youth's attitude. Looking at Exhibits 15 and 16, the vast majority of youth (over 95 percent) know that their parents do not approve of the youth's smoking cigarettes or drinking alcoholic beverages; however, youth do not always follow their parents in their attitudes. More than two-fifths of the youth whose parents disapprove of smoking and drinking have friends with positive attitudes toward smoking and drinking.

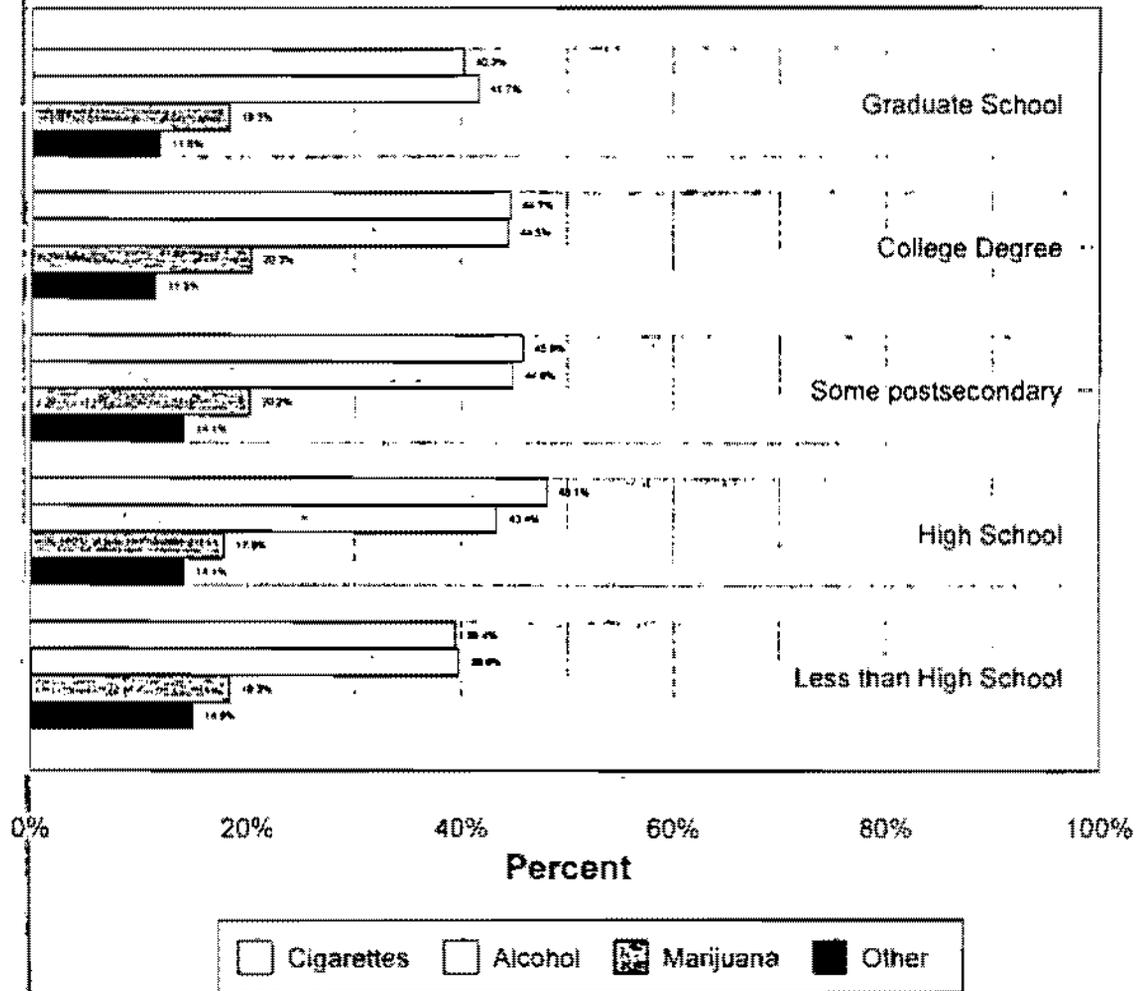
## 5.2 Drug Availability

The SS&D asked questions about the availability of substances on school grounds, and these questions were asked of both parents and students. The questions are worded as follows:

- [To parent:] *If [she/he] wanted to, how difficult would it be for [child] to get the following things at school or on the school grounds? Would you say it is very easy, fairly easy, hard, or nearly impossible to get cigarettes or tobacco, beer or wine, liquor, marijuana, and other drugs? (Each substance elicited a separate response on a four point scale.)*
  
- [To student:] *If you wanted to, how difficult would it be for you to get the following things at school or on the school grounds? Would you say it is very easy, fairly easy, hard, or*

## Exhibit 14

Parent's Education: Percent of students who responded that friends think it is all right to use substances: 1993



NOTE: Highest level of education for the subject's parents or nonparent guardians who reside in the household.

**Exhibit 15**

**Youth perceptions of parental attitudes toward smoking cigarettes  
and drinking alcoholic beverages: 1993**

Parent Attitudes	Youth perceives parent <u>approves</u> of youth...	Youth perceives that parent <u>disapproves</u> of youth...	Total
<b>Smoking cigarettes</b>			
Parent approves of child smoking cigarettes (n)	0.9 (52)	0.7 (55)	1.6 (107)
Parent disapproves of child smoking cigarettes (n)	3.1 (180)	95.3 (6,140)	98.4 (6,320)
Total	4.0	96.0	100.0
<b>Drinking alcoholic beverages</b>			
Parent approves of child drinking alcoholic beverages (n)	0.7 (47)	2.7 (164)	3.4 (211)
Parent disapproves of child drinking alcoholic beverages (n)	4.1 (274)	92.5 (5,942)	96.6 (6,216)
Total	4.8	95.2	100.0

NOTE: Percentages are calculated using weighted data.

SOURCE: National Household Education Survey, 1993

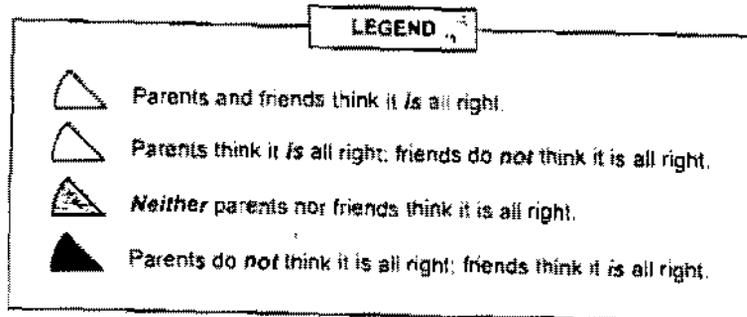
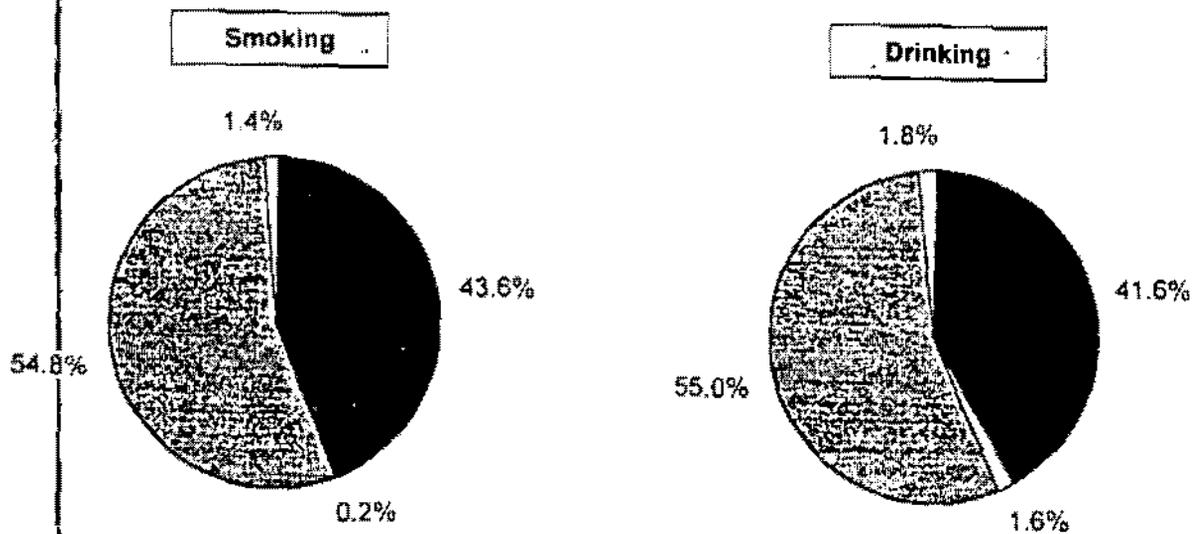
*nearly impossible to get cigarettes or tobacco, beer or wine, liquor, marijuana, and other drugs? (Each substance elicited a separate response on a four point scale.)*

### 5.2.1 Parent's Report

Parents believe that cigarettes are widely available at their child's school, as is, to a lesser degree, marijuana and other drugs, and alcoholic beverages. Two-thirds of all parents report that cigarettes or other tobacco products are "very easy" or "fairly easy" to obtain at their child's school; more than one third of parents believe that marijuana (39.2 percent) and other drugs (33.6 percent) were easy to obtain at school; and less than one-quarter (24.2 percent) reported alcohol as easy to get (see Exhibit 17). Some school characteristics were highly related to the parental perceptions of drug availability, including the child's attendance at a public or a large school, especially high schools (see Exhibits 17, 18, 19 and 20). Parents of black and Hispanic children believe that

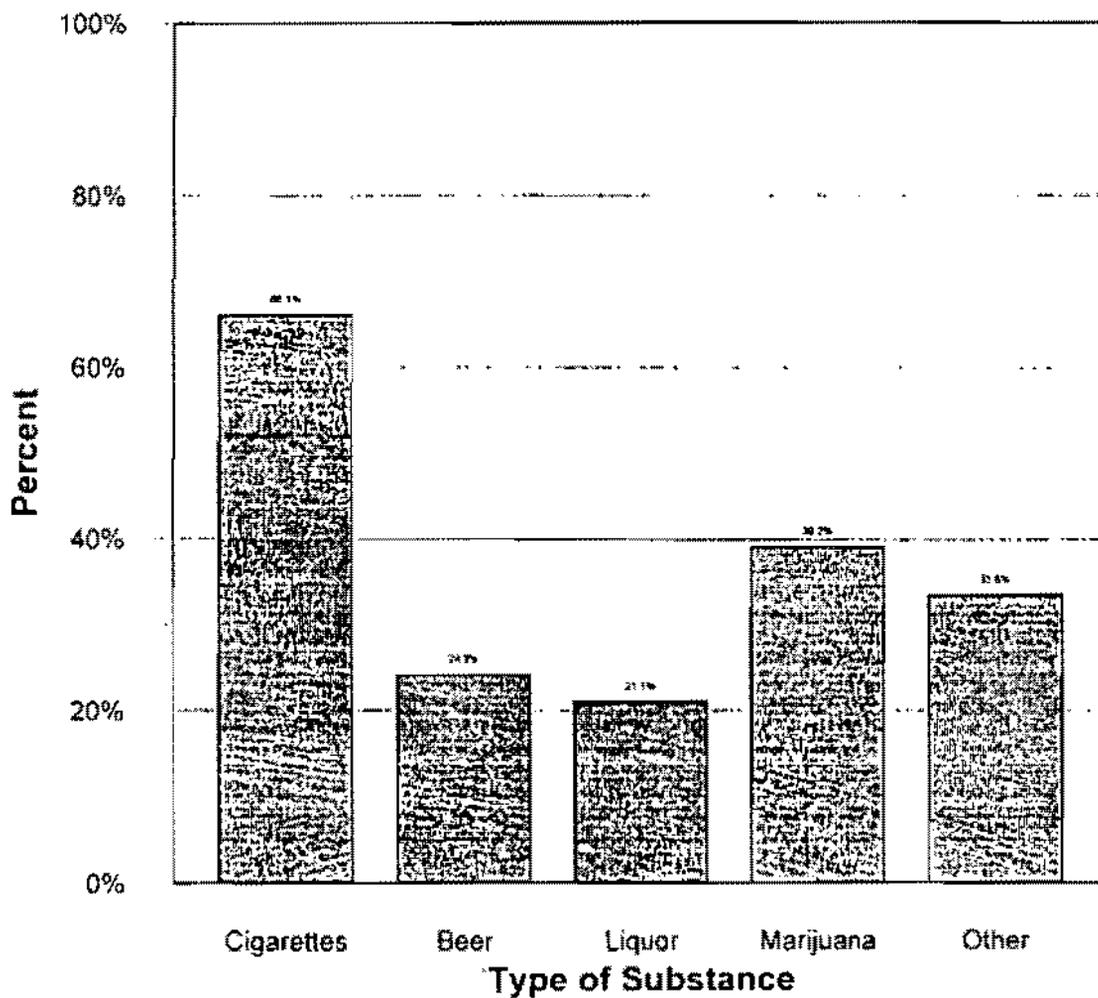
### Exhibit 16

Intersection of parent and youth attitudes towards youth on smoking and drinking



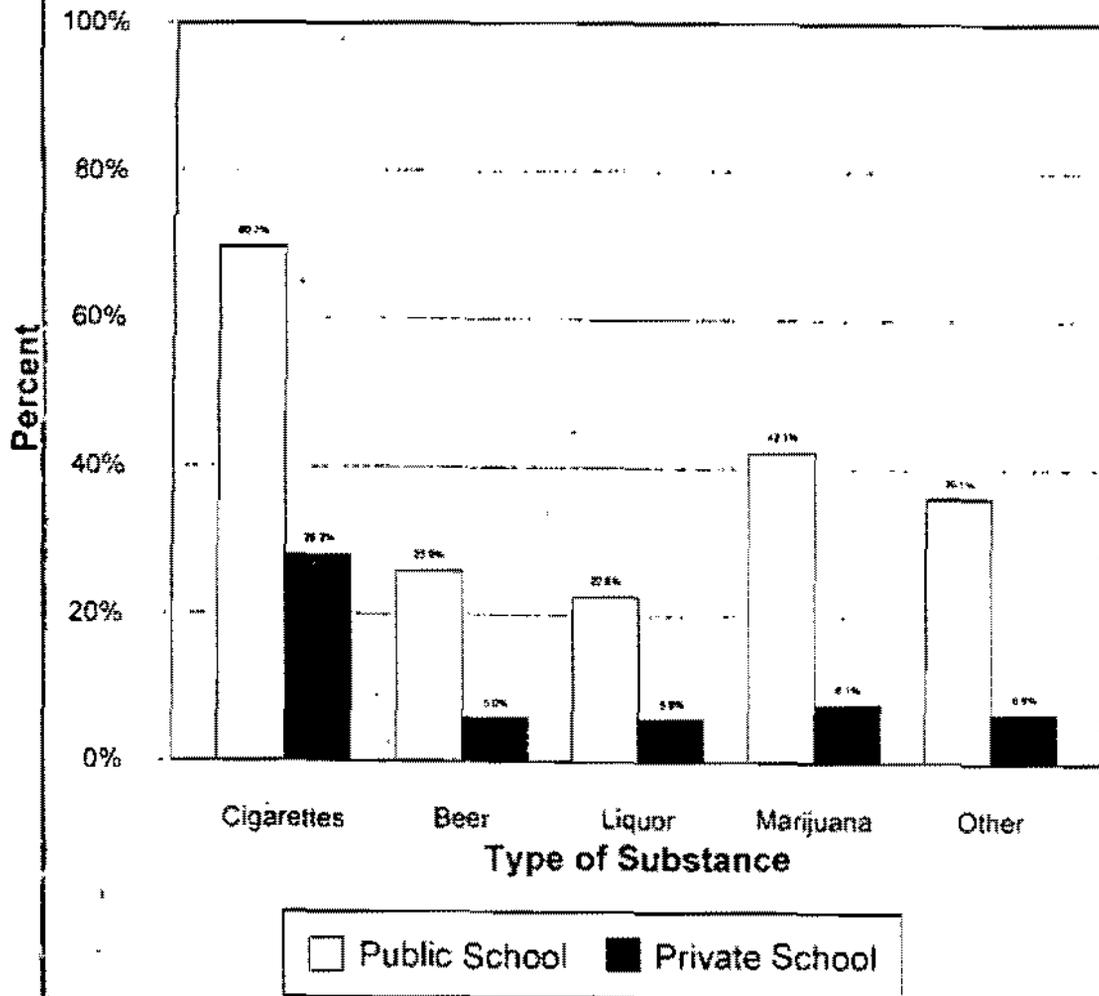
### Exhibit 17

Type of Substance: Percent of parents who responded that substance is "very easy" or "fairly easy" to get at school: 1993



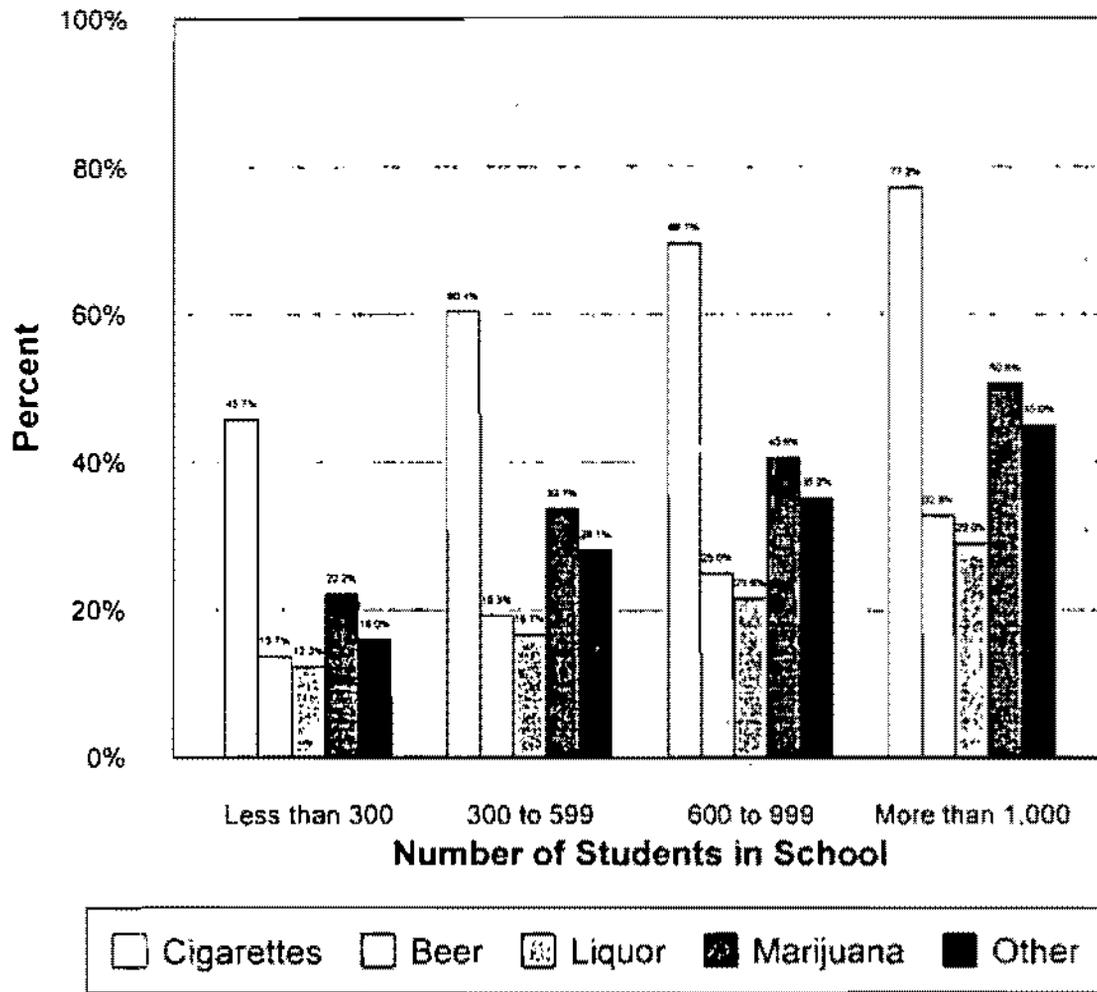
### Exhibit 18

Type of School: Percent of parents who responded that substance is "very easy" or "fairly easy" to get at school: 1993



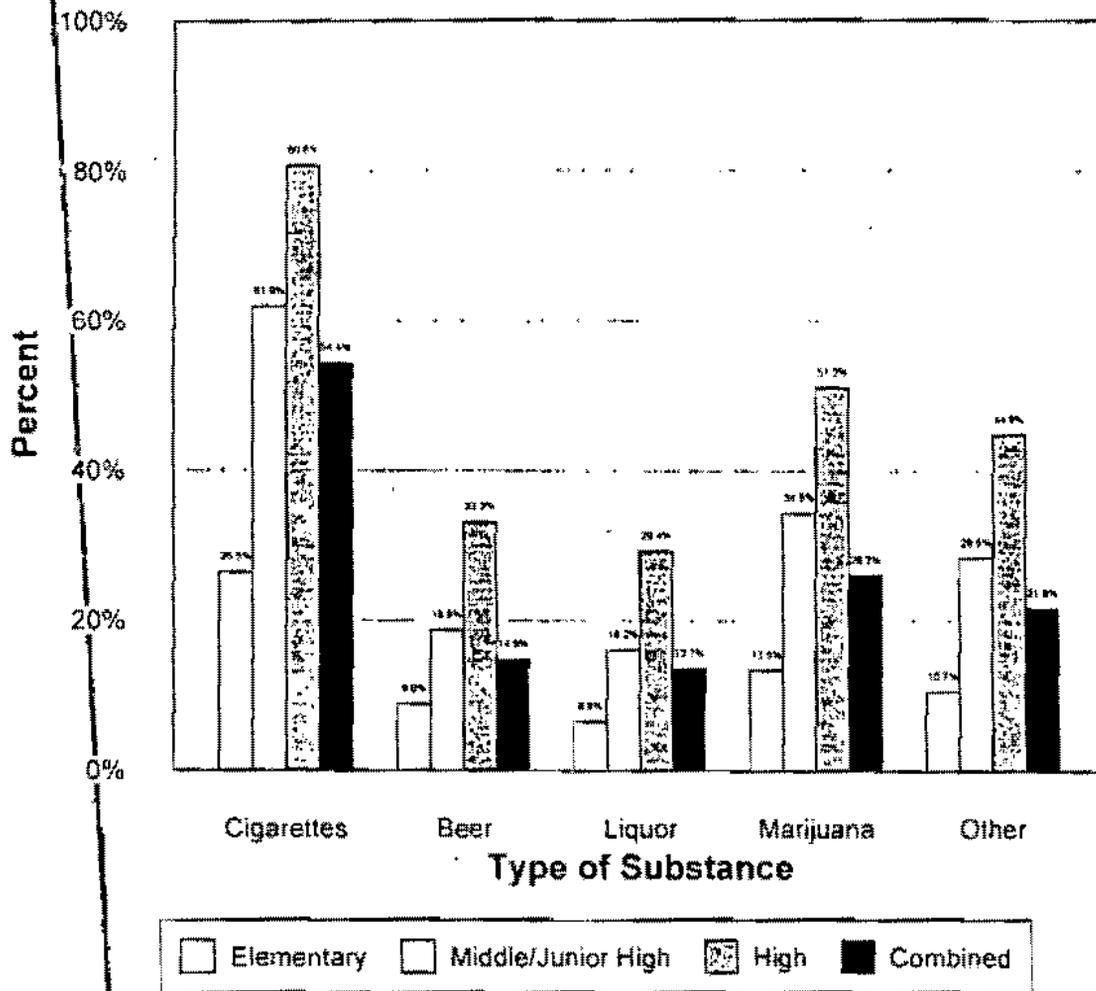
### Exhibit 19

Size of School: Percent of parents who responded that substance is "very easy" or "fairly easy" to get at school: 1993



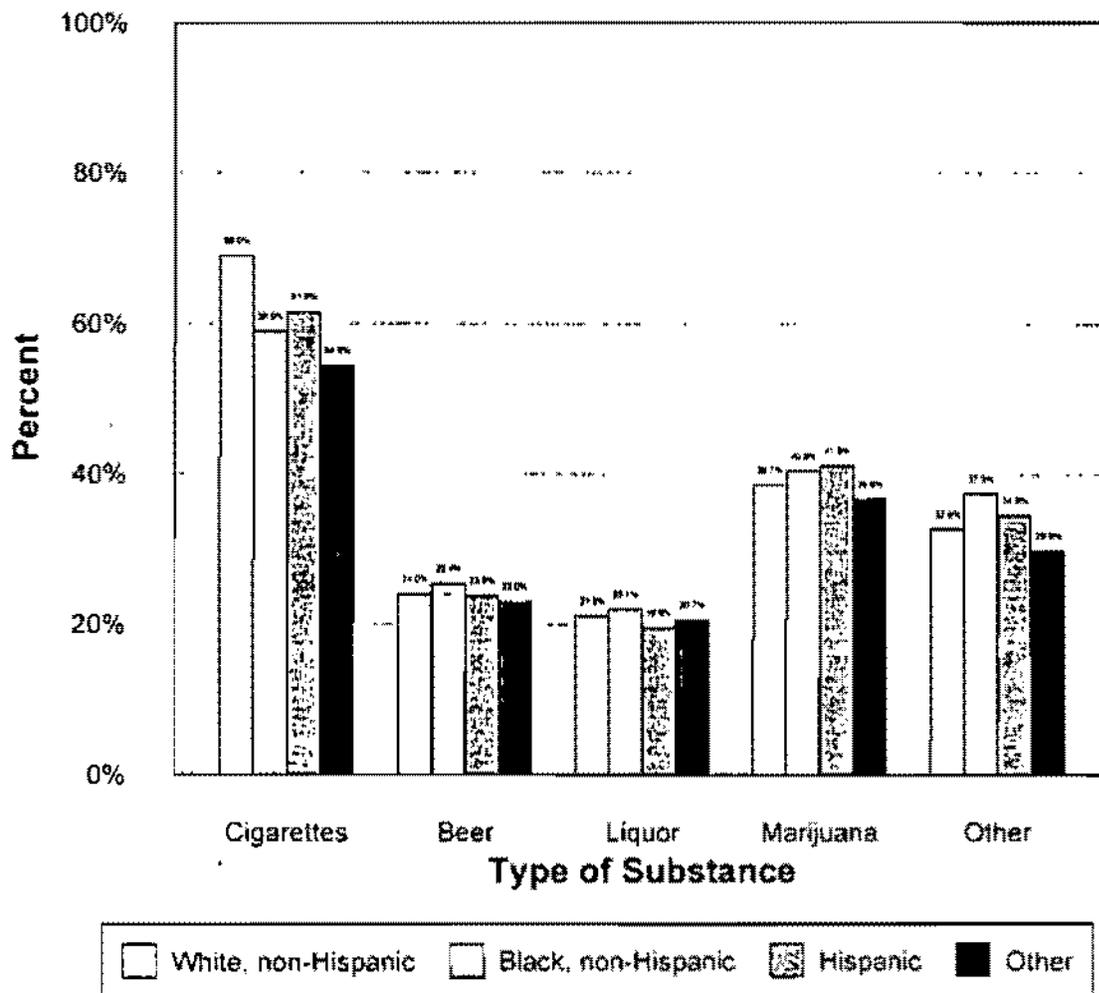
### Exhibit 20

School Organization: Percent of parents who responded that substance is "very easy" or "fairly easy" to get at school: 1993



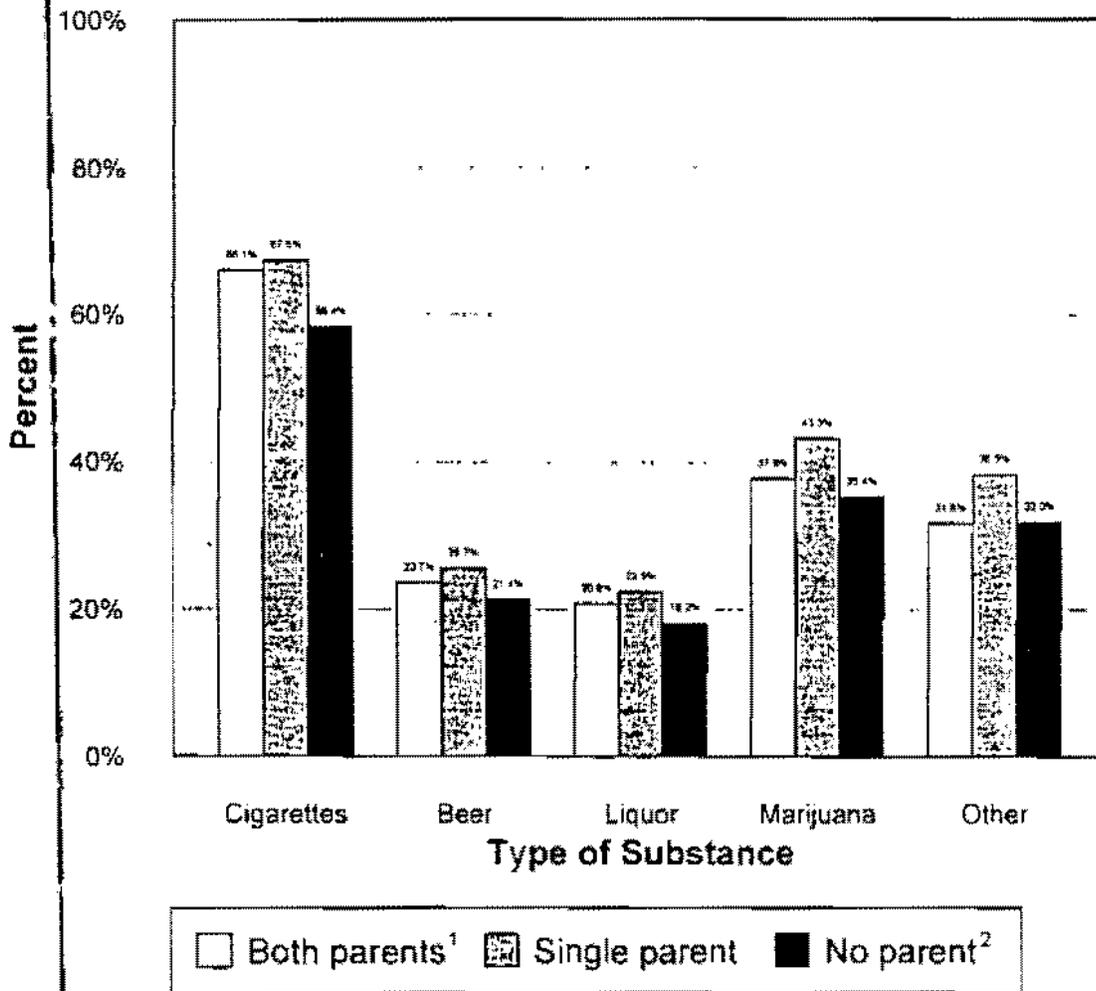
## Exhibit 21

Race/Ethnicity: Percent of parents who responded that substance is "very easy" or "fairly easy" to get at school: 1993



### Exhibit 22

Living Arrangements: Percent of parents who responded that substance is "very easy" or "fairly easy" to get at school: 1993



<sup>1</sup> Includes foster and stepparents.

<sup>2</sup> Includes non-parent guardians.

substances are less available at their child's school than parents of white or other racial group children (see Exhibit 21). Parents (even if there is only one) who reside with their child are more likely to believe that the child has access to drugs of almost any type while at school than nonparent guardians (see Exhibit 22 and Table 1 in Appendix B).

Parents report that most substances are slightly more available at schools without a written policy; however, the differences are generally less than five percent. There appears to be a weak relationship between availability of cigarettes and a written policy. Where schools make sure parents actually have a copy of the policy, this may act as more of a deterrent than those cases where parents merely know that the policy exists. There is a somewhat stronger negative relationship between receiving the policy and the availability of all types of substances. Confounding the issue, however, is the actual coverage of drugs in the written policy. (The lowest incidence of availability of drugs occurred where the policy did not include drugs.) One might assume that school officials did not include drugs in their written policies where they also assumed (and perhaps correctly) that there is less of a drug problem.

### **5.2.2 Youth Report**

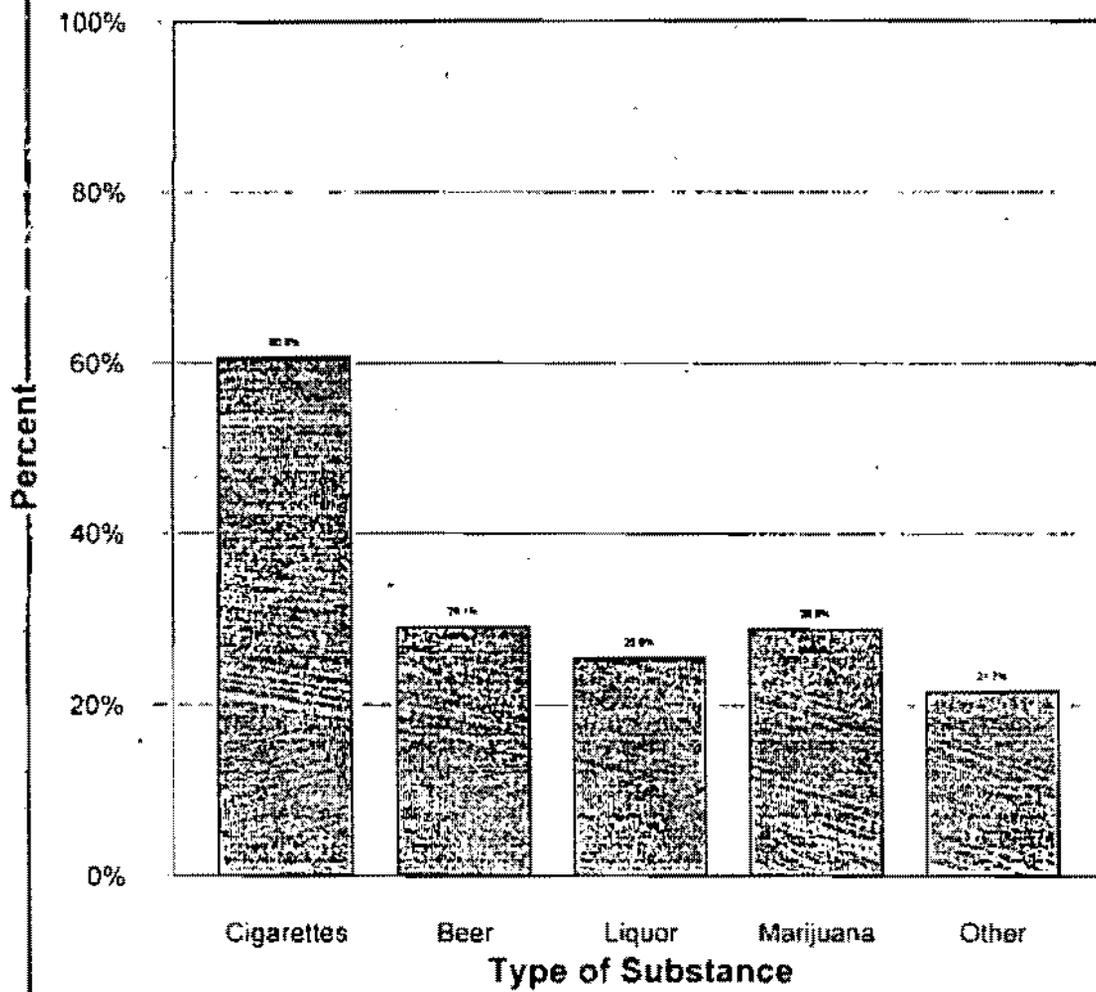
As indicated in Exhibit 23, more than one half (60.6 percent) of the youth reported that cigarettes or tobacco are "very easy" or "fairly easy" to obtain on school grounds. Beer or wine and marijuana are easier to obtain than liquor and other drugs. Over one-quarter of the students responded that both alcohol and marijuana are easy to obtain. (see also Table 2, Appendix B)

It is difficult to compare these results with other national data because of differences in methodology, sampling design and question wording. One comparison is with the Monitoring the Future (MTF) survey, but it comes with a number of caveats. MTF is an in-school survey conducted since 1975 including high school seniors and with 8th and 10th graders since 1991. It utilizes a multi-stage cluster sample that yields data representative of the entire United States.

In contrast, the NHES:1993 data were collected in 1993 only and are designed to represent all school age youth (and/or their parents). It is a household survey conducted by telephone; thus it includes youth in home schooling or other alternatives to traditional education.

### Exhibit 23

Type of Substance: Percent of students who responded that substance is "very easy" or "fairly easy" to get at school: 1993



Response options in the MTF include 5 categories: 1-probably impossible; 2-very difficult; 3-fairly difficult; 4-fairly easy; 5-very easy. Percentages reported include "fairly easy" and "very easy." An additional option of "can't say, drug unfamiliar" was included for 8th and 10th graders only. (Generally less than 20 percent chose this option for any one question.)

Even if the methodological differences between the two surveys were corrected, the wording of questions about the availability of substances differs so substantially that it makes their direct comparison questionable. Monitoring the Future (MTF) asked questions about general availability; the NHES asked questions about availability on school property. If any comparison is to be made, it should be to examine for differences between students reporting on the NHES about substances on school property and students in the MTF reporting about general availability of substances. Exhibit 24 displays such a comparison for 1993 for 8th, 10th and 12 graders. The differences between the two survey results are considerable, but may only reflect the differences in question wording. One might conclude that substances are less available at the nation's schools than in local communities (see also Table 3 in the appendix B for more MTF data).

As indicated in Exhibit 25, each of the five types of substances are believed to be more available at a public school than at a private school and, for the category, "other," drugs were believed to be more than twice as available at public schools, compared to private. When school size is examined (Exhibit 26 and Table 4 in Appendix B), there are differences between public and private school students in how they perceive substances to be available (See table B4 in appendix). Substances are consistently believed to be more available at public schools compared with private. For both public and private students, perceptions of availability of each type of substance increased with the size of the school and with grade level.

Students attending more racially homogeneous schools reported that substances were slightly less available than students at more racially mixed schools; however, for most types of substances, these differences were small but become more pronounced when race or ethnicity is added to the table. Exhibit 27 shows these differences. Greater availability was reported for each racial and ethnic group when they are not in the majority. The highest availability was reported for cigarettes by white students in the minority in their schools (70.9 percent).

**Exhibit 24**

Percent of youth who responded that substances were "fairly easy" or "very easy" to get at school: 1993

Grade	Cigarettes		Alcohol		Marijuana	
	MTF	NHES (at school)	MTF	NHES (at school)	MTF	NHES (at school)
8th grade	75.5	53.5	73.9	20 <sup>1</sup>	43.8	18.4
10th grade	89.4	79.1	88.9	43 <sup>2</sup>	68.4	48.2
12th grade	NA	85.2	NA	40 <sup>3</sup>	83.0	45.3

<sup>1</sup> This percent is an approximation. Actually, 21.9 percent of eighth graders in the NHES report that beer or wine is "very easy" or "fairly easy" to get and 19.3 percent report that liquor is very or fairly easy to get.

<sup>2</sup> Approximation; between 44.7 and 41.3 percent.

<sup>3</sup> Approximation; between 42.0 and 38.2 percent.

NOTE: MTF used 5 categories (in reverse order from NHES) They are: 1-probably impossible; 2-very difficult; 3-fairly difficult; 4-fairly easy; 5-very easy. Percentages reported include "fairly easy" and "very easy." An additional option of "can't say, drug unfamiliar" was included for 8th and 10th graders only. According to note (p. 244) generally less than 20% chose this option for any one question.

NHES used 4 categories: 1-"very easy", 2-"fairly easy", 3-"hard", and 4-"nearly impossible". The question was worded, "If you wanted to, how difficult would it be for you to get the following things at school or on the school grounds?"

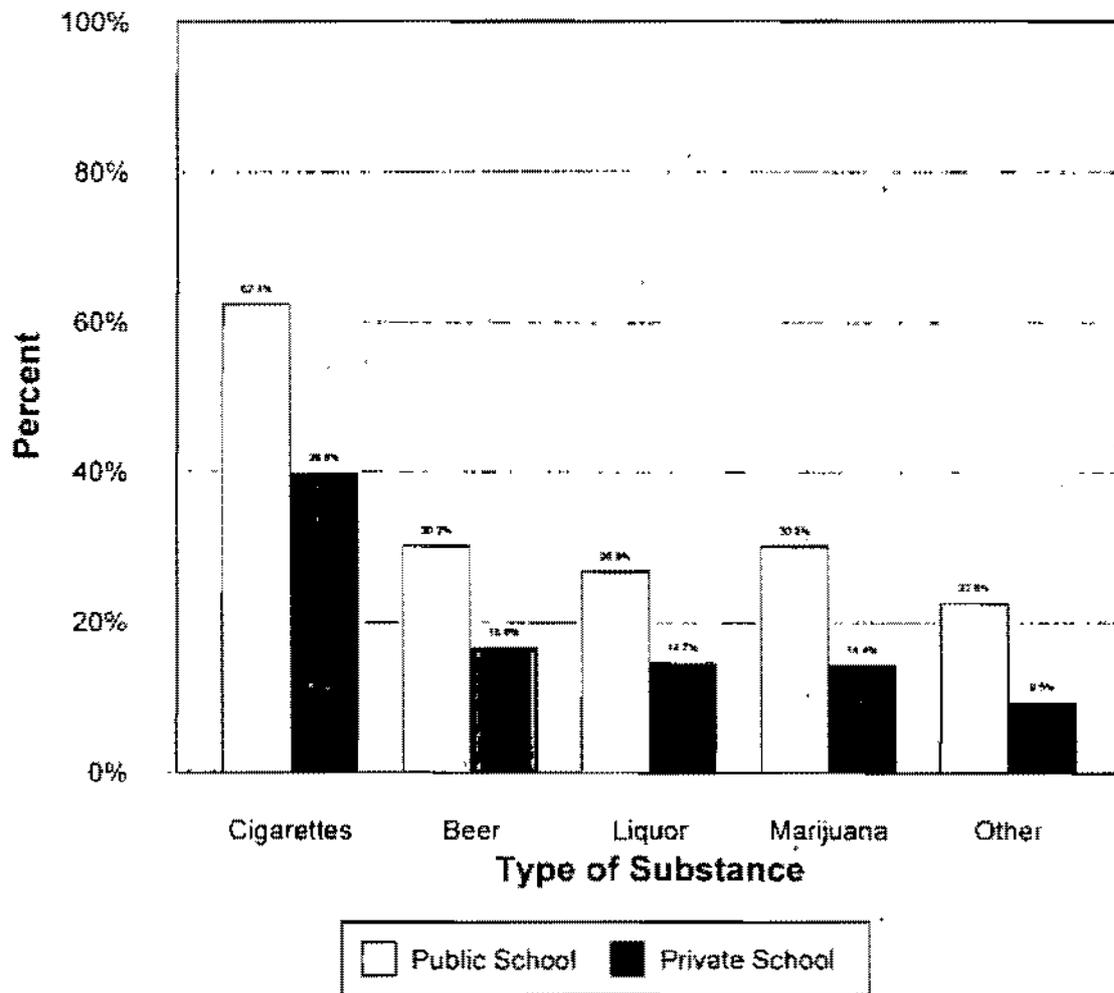
SOURCE: Inter-University Consortium for Political and Social Research, The University of Michigan, Institute for Social Research, Ann Arbor, MI, "Monitoring the Future: 1996 Data and Tables",  
WWW: <http://www.isr.umich.edu.com>, 1996.

As noted above, perceived drug availability increases with student grade level. Exhibit 28 shows substance availability by grade for the five different types of drugs. For each substance, the difference for reported availability in the sixth and twelfth grades is substantial, at least three times higher for twelfth graders. It follows then, that drugs are viewed as more available in high school than in elementary, middle or junior high schools (see Exhibit 29).

As is shown in Exhibit 30, students who come from households with higher incomes report more access to most substances while at school than students with lower incomes. White students perceive that they have more access to some cigarettes while at school compared to other racial/ethnic groups as displayed in Exhibit 31. Hispanics indicated that cigarettes and marijuana

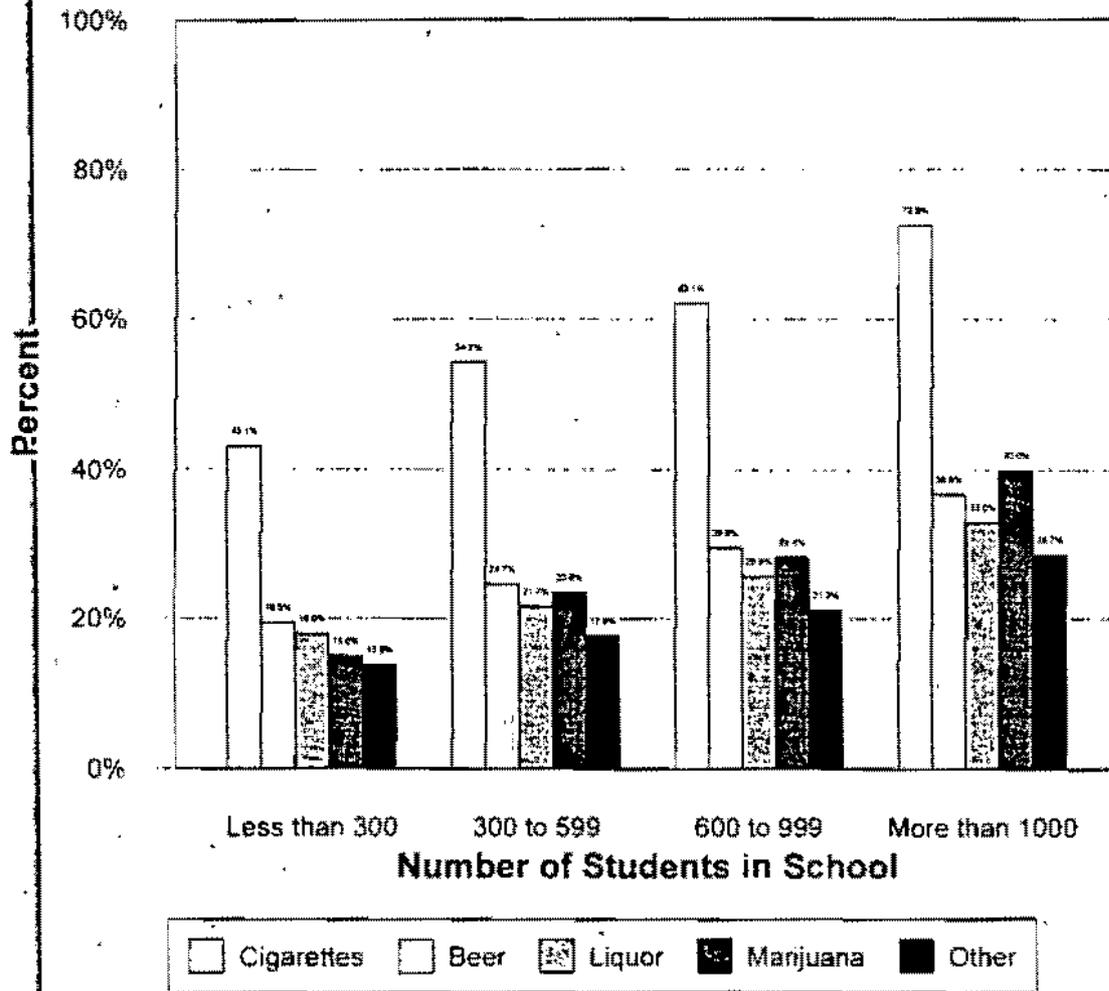
### Exhibit 25

Type of School: Percent of students who responded that substance is "very easy" or "fairly easy" to get at school: 1993



### Exhibit 26

Size of School: Percent of students who responded that substance is "very easy" or "fairly easy" to get at school: 1993



**A Descriptive Study of Drugs and Violence in the Nation's Schools:  
Secondary Data Analysis Using the National Household Education Survey: 1993**

**Exhibit 27**

**Percent of students, 6th through 12th grades, who responded that substance is "very easy" or "fairly easy" to get at school or on school grounds by student's and school's race/ethnicity: 1993**

	(n)	Cigarettes	Beer or Wine	Liquor	Marijuana	Other drugs
<b>Percent of students of child's race at school</b>						
More than 75%	(2,874)	60.1	28.3	24.8	24.3	18.0
25 to 75%	(2,787)	61.1	29.6	26.4	33.4	25.0
Less than 25%	(766)	61.3	30.6	28.1	33.0	24.7
<b>Race/ethnicity of respondent and race/ethnic composition of school</b>						
<b>White respondent</b>	(4,368)	63.6	29.5	25.8	27.0	20.6
School more than 75% white	(2,314)	62.0	28.7	22.8	25.0	17.1
School 25% to 75% white	(1,815)	65.2	30.0	32.6	26.2	25.4
School less than 25% white	(239)	70.9	34.6	32.6	31.9	23.4
<b>Black respondent</b>	(933)	53.3	30.0	26.6	36.7	25.1
School more than 75% black	(265)	49.3	26.7	36.3	23.7	23.8
School 25% to 75% black	(471)	53.2	31.5	37.4	28.3	25.5
School less than 25% black	(197)	59.0	30.8	35.6	26.2	26.0
<b>Hispanic respondent</b>	(921)	53.9	26.5	24.7	30.9	23.9
School more than 75% Hispanic	(263)	49.9	26.1	27.2	22.8	21.0
School less than 75% Hispanic	(658)	55.6	26.7	32.4	25.5	25.1
<b>Other</b>	(205)	54.1	25.7	26.5	26.1	18.7

NOTE: Data are weighted.

SOURCE: National Household Education Survey, 1993.

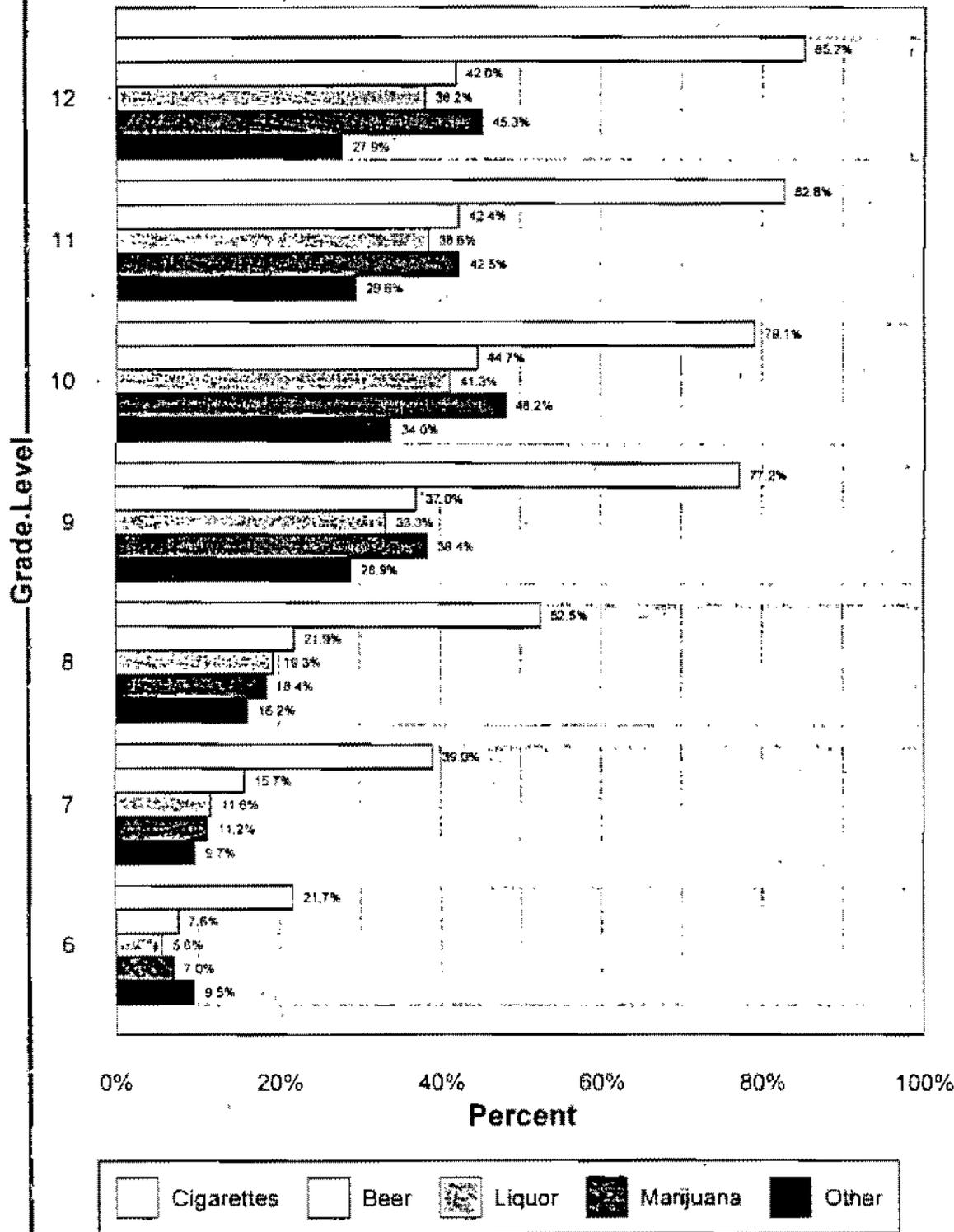
are more accessible than other substances, and Hispanics reported lower availability of beer/wine, liquor and other drugs.

### **5.2.3 Intersection of Youth and Their Parents on the Topic of Drug Availability**

There is widespread agreement between parents and their children about the availability of substances at school. In fact, about two-thirds of parents and students agree about the availability of all five types of substances. Exhibit 32 shows the overlaps, as well as the dissimilarity between youth and their parents on this topic. (White sections represent the percentage of parents and youth

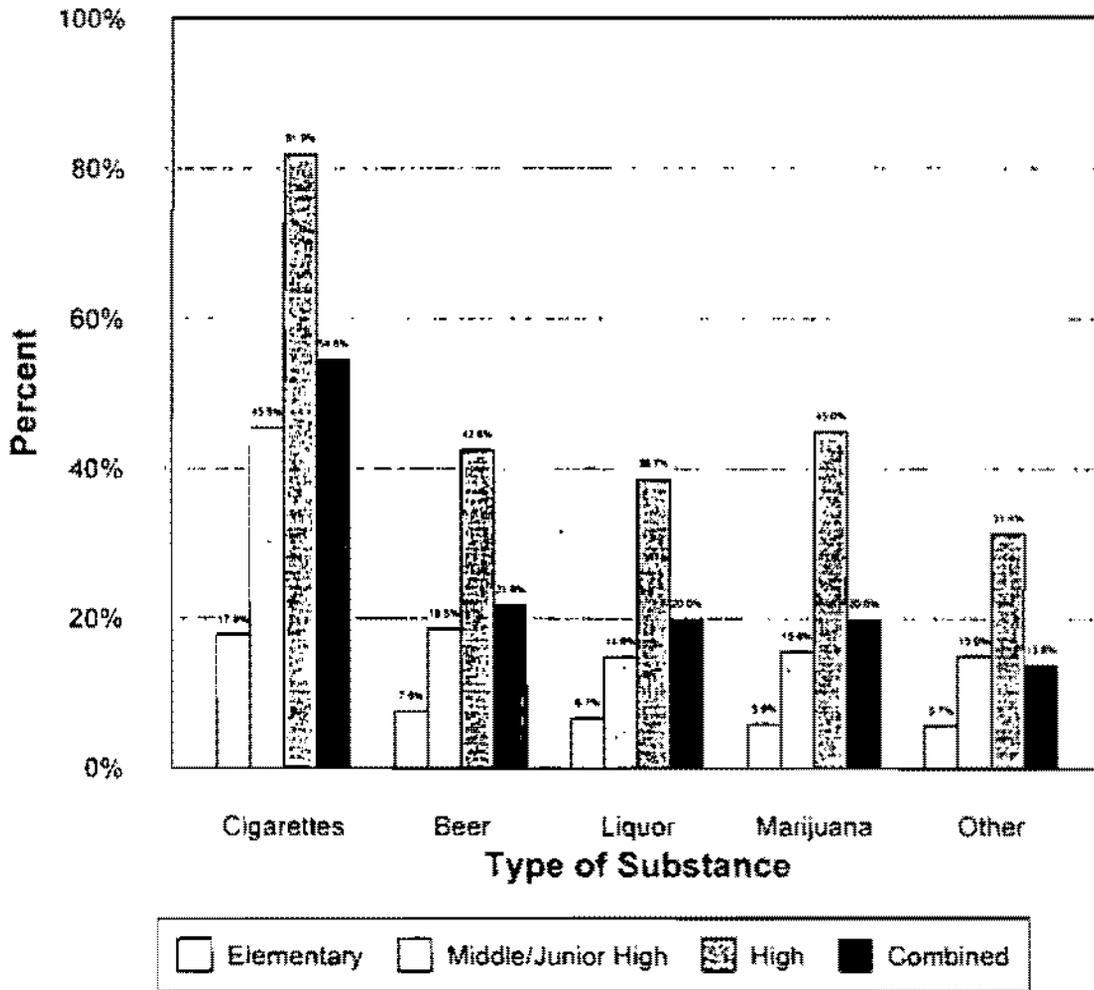
### Exhibit 28

Grade Level: Percent of students who responded that substance is "very easy" or "fairly easy" to get at school: 1993



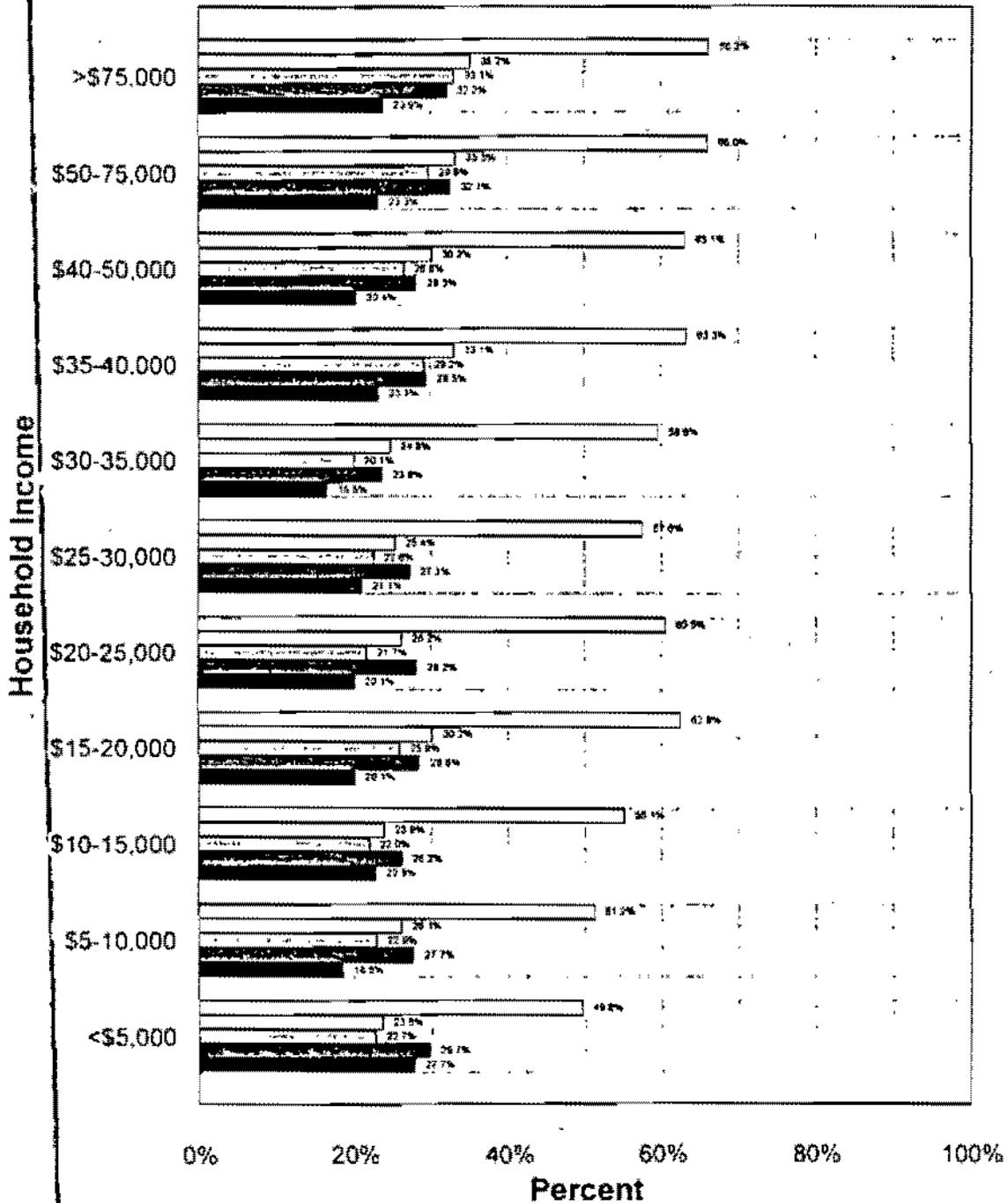
### Exhibit 29

School Organization: Percent of students who responded that substance is "very easy" or "fairly easy" to get at school: 1993



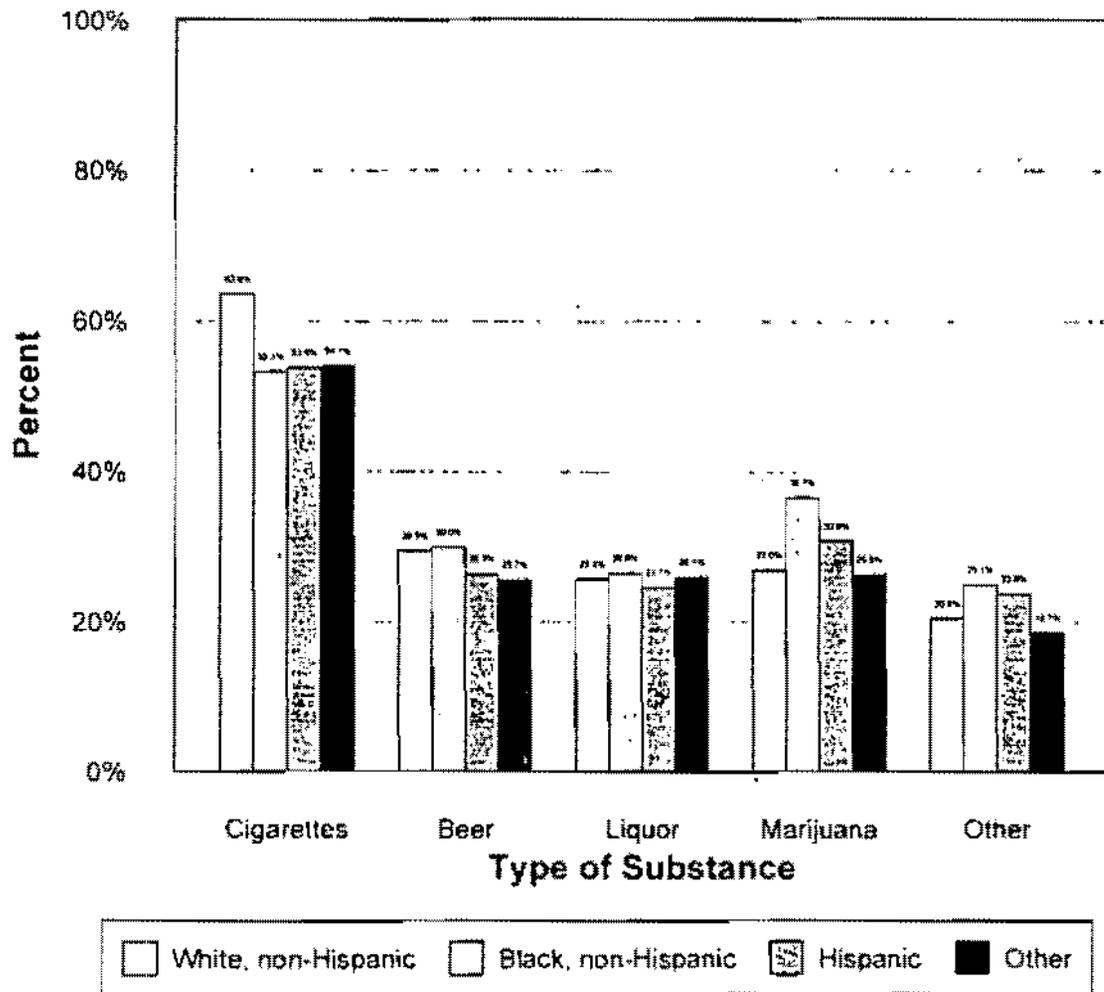
### Exhibit 30

Household Income: Percent of students who responded that substance is "very easy" or "fairly easy" to get at school: 1993



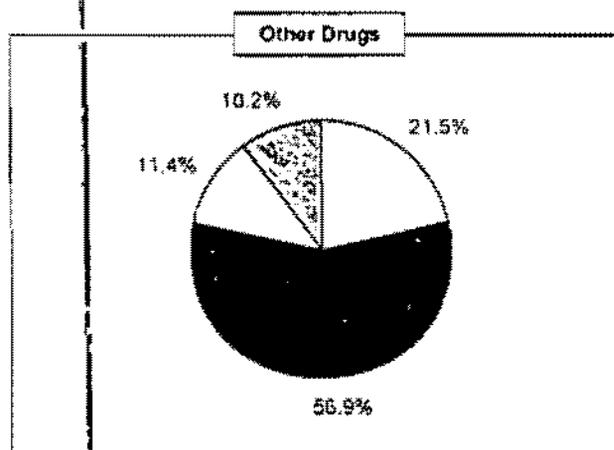
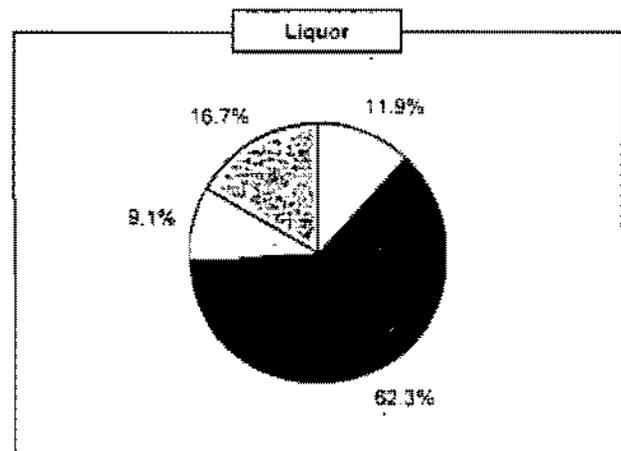
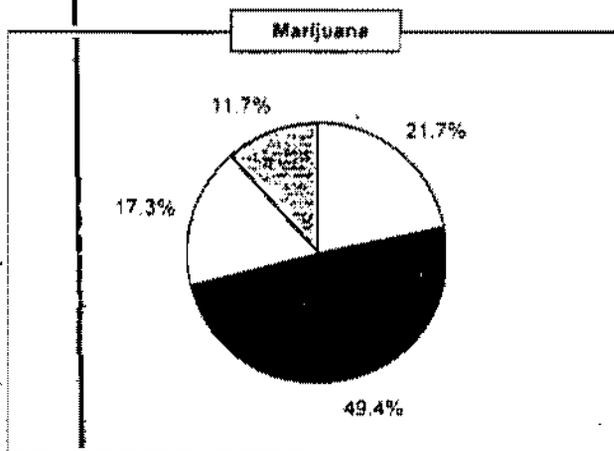
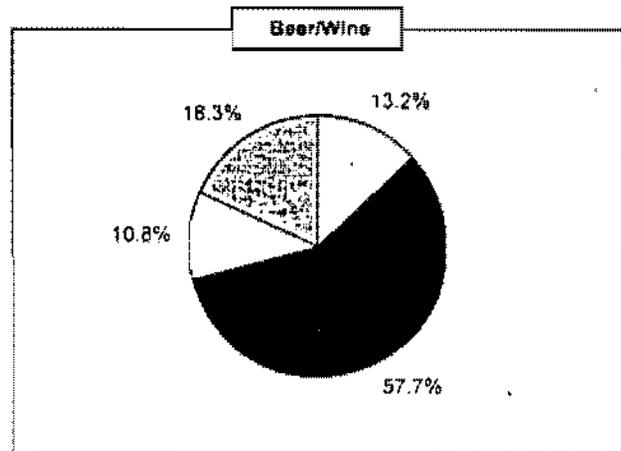
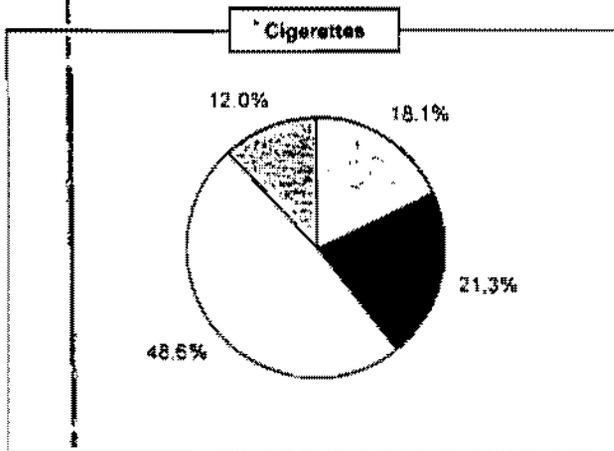
### Exhibit 31

Race/Ethnicity: Percent of students who responded that substance is "very easy" or "fairly easy" to get at school: 1993



### Exhibit 32

#### Perceptions of youth and parents of availability of drugs



**LEGEND**



Parents find it "Very easy" or "Fairly easy" to get.  
Youth find it "Very easy" or "Fairly easy" to get.



Parents find it "Very easy" or "Fairly easy" to get.  
Youth find it "Hard" or "Nearly impossible" to get.



Parents find it "Hard" or "Nearly impossible" to get.  
Youth find it "Very easy" or "Fairly easy" to get.



Parents find it "Hard" or "Nearly impossible" to get.  
Youth find it "Hard" or "Nearly impossible" to get.

who agree that the substance is easy to obtain at school; black sections indicate where youth and their parents agree that the substance is very hard to obtain at school.) With the exception of cigarettes, at least one-half of youth and their parents agree that drugs are difficult to obtain at school. Parents and students have the highest degree of agreement about access to cigarettes. Almost one half of the parents and children agree that cigarettes are easy to obtain. One fifth of parents believe that marijuana and other drugs are available at school when their children do not report availability. Moreover, substantial numbers of parents are not aware that alcoholic beverages are available at school. For beer and wine, 18 percent, and for liquor, 17 percent, of parents do not believe that their children probably have access at school.

### **5.3 School Drug Education and Prevention Efforts**

The SS&D asked both students and parents about the types of drug education experiences at school. Possibilities of types of experiences included the following: (1) part of another course like science, health or physical education, (2) a special course about alcohol or other drugs, (3) assemblies or demonstrations outside of class, and (4) other school activities or clubs.

#### **5.3.1 Parents Report**

As shown in Exhibit 33, the majority of parents (64.7 percent) report that their child had at least one type of drug education in the current school year. Few (7.8 percent) reported as four types of education.

#### **5.3.2 Students' Report**

As indicated in Exhibit 34, the large majority of students (more than 80 percent) had some kind of drug prevention education in the current school year (1992-93). About one fifth reported having no drug education in the current school year. Comparing students' reports to that of parents,<sup>5</sup> the students report more experiences in drug education. It is possible that many of these experiences were brief, such as school-wide assemblies and went unreported to their parents. In any

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<sup>5</sup> Unlike other descriptions in this study concerning youth and their parents, this analysis did *not* use matched data; instead, the parents and youth data files were run independently.

**Exhibit 33**

**Percent of parents of youth, grades 6 to 12, reporting the number of types of drug education experiences their child had in the current school year: 1993**

<b>Types of drug education experiences</b>	<b>Percent</b>
None	35.3
One	14.8
Two	23.7
Three	18.4
Four	7.8
Total	100.0

Percentages used weighted data. N=10,117

case, the parents are somewhat unaware of their child's exposure to drug abuse prevention efforts being conducted in the schools.

Differences may also be observed in the kind of drug education offered by the school.

Exhibit 35 shows that the majority (55.2 percent) of students were exposed to the most brief, least intensive, and probably least effective, type of experience. Typically, an assembly or demonstration consists of the whole school gathering in the auditorium for a film or a speaker. Mass gatherings of

**Exhibit 34**

**Percent of youth, grades 6 to 12, reporting some kind of drug education in the current school year: 1993**

<b>Number of drug education experiences</b>	<b>Percent</b>
None	19.3
One	25.2
Two	27.4
Three	18.9
Four	9.2
Total	100.0

Used weighted data. N=6,504

**Exhibit 35**

**Substance abuse prevention programs offered at school: 1992-1993**

Format of drug education program at school in the current school year	Percent receiving alcohol or other drug education program
Assemblies or demonstrations outside of class	55.2
Part of one of the regular courses, like science, health or PE	49.8
Other school activities or clubs	35.5
Special course about alcohol or other drugs	32.8

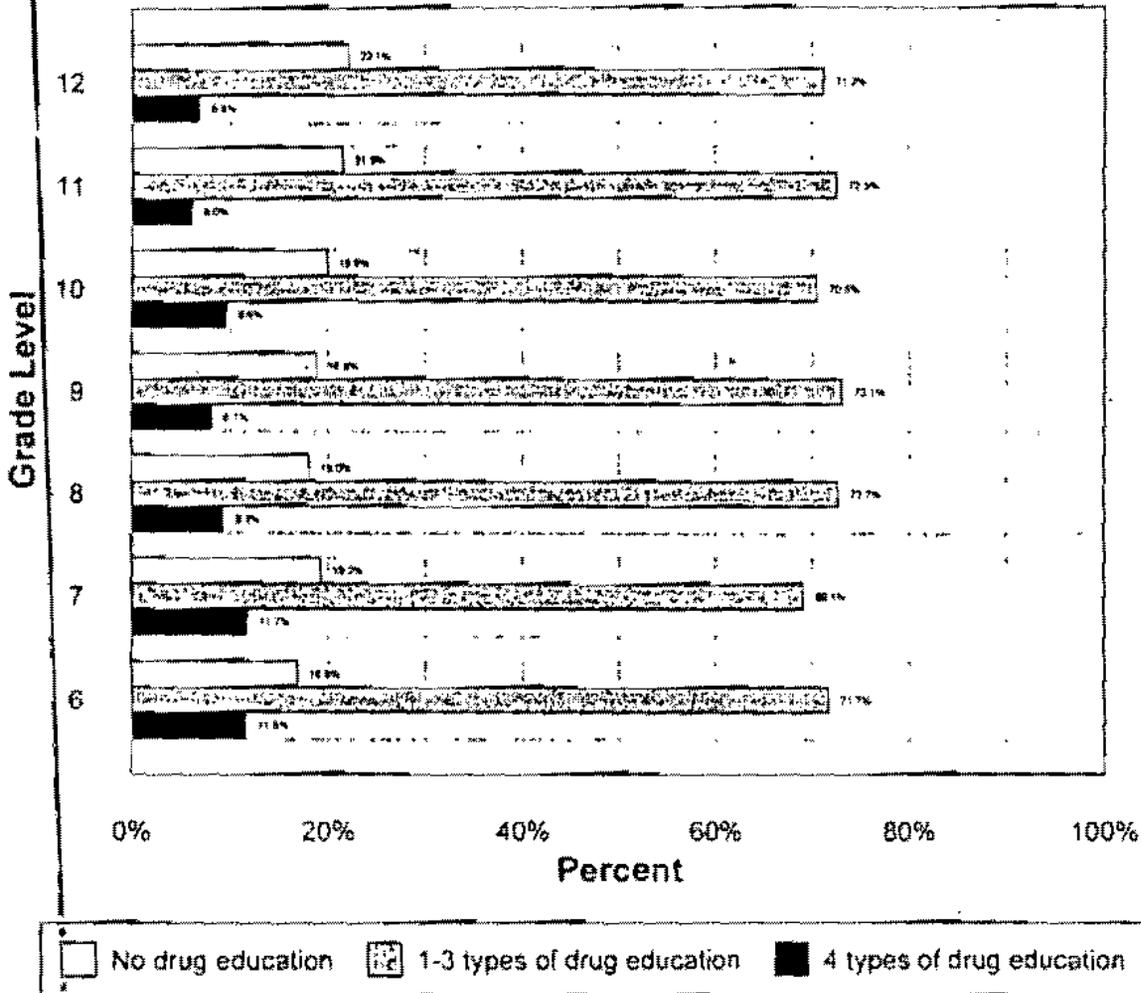
a one-time nature are very unlikely to have lasting effects in attitudes or behavior. Most effective are the experiences that are more intensive, in-depth and take place over a longer span of time. Only one third (32.8 percent) of students participated in the most intensive type of program.

School systems do appear to be offering prevention programs within the elementary schools (See Exhibit 36). About 17 percent of sixth graders reported that they had no kind of drug education in the current school year, compared to 22 percent of twelfth graders. Further, sixth and seventh graders were about twice (11.5 and 11.7 percent) as likely to have participated in 4 kinds of programs than eleventh and twelfth graders (6.0 and 6.8 percent). This is probably a good strategy for reaching youth at an earlier age, before they have more opportunity to experiment when drugs become more available. While ATOD use is rarely initiated before junior high school, attitudes toward ATOD use are generally formed earlier. Therefore, if prevention efforts target attitude formation, they must be implemented early to be effective—before the eighth grade (see Grube and Wallack, 1994; McGee and Stanton, 1993; Pfeffer, 1993; Towberman and McDonald, 1993; Whittaker, 1993).

When examining differences in exposure to drug education prevention by school, community, and student characteristics, there is very little that distinguishes students who receive drug prevention education from those who do not (see Table 1 in Appendix C). As indicated in Exhibit 37, the exception to this generalization is the large percentage of students whose academic record is the lowest and who did not have any drug prevention education in the current school year. Considering

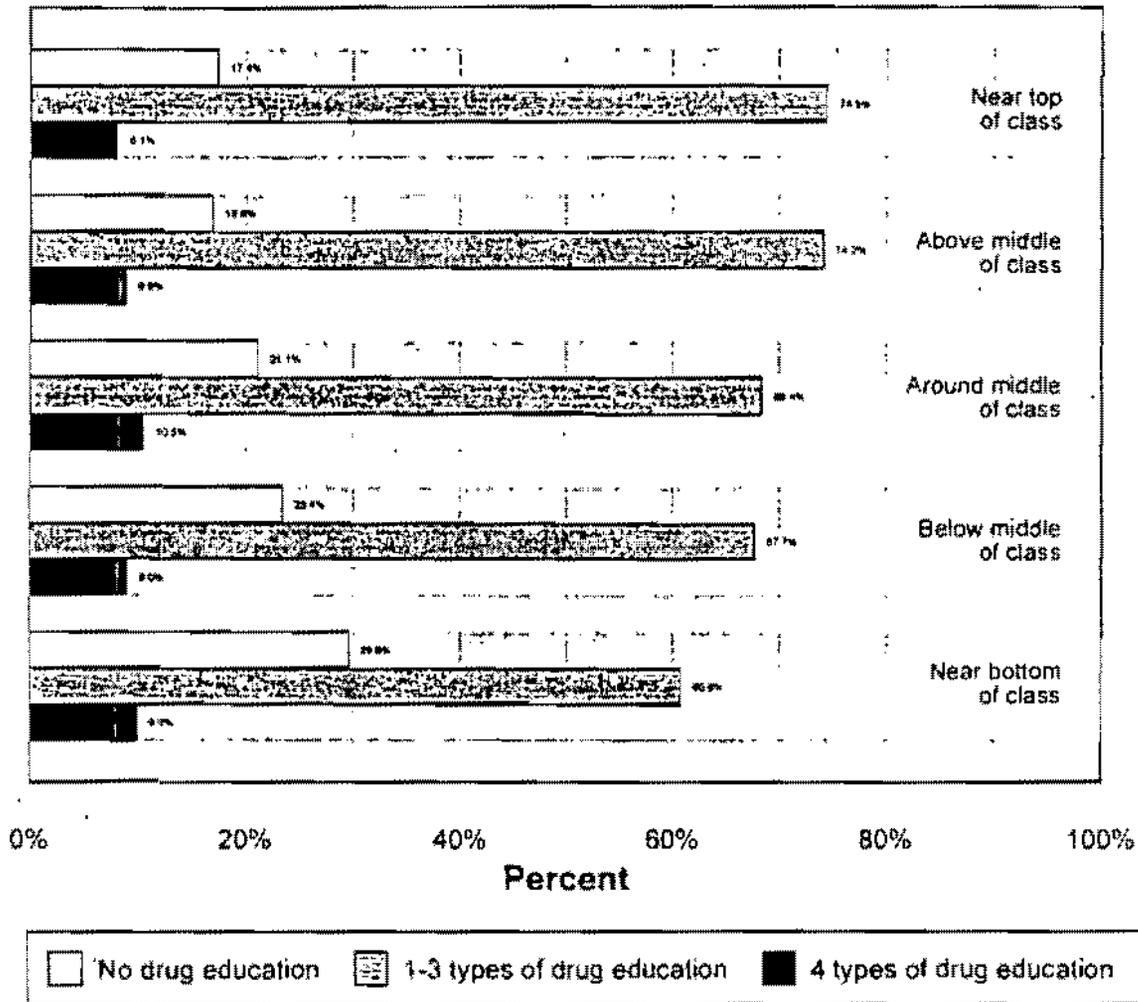
### Exhibit 36

Grade Level: Percent of students, 6th through 12th grades, by the number of types of drug education prevention experiences in their current school: 1993



**Exhibit 37**

Student Academic Record: Percent of students by how many types of drug abuse prevention education experiences they had in the current school year: 1993



that students with low academic achievement are also more likely to be subject to the influence of peers who hold favorable attitudes toward drug use (see previous section on student attitudes), this at-risk portion of the population might be well worth targeting for increased concentration of drug prevention programs.

### **5.3.3 *Drug Education and its Relationship to Drug Availability of Substances and Attitudes Toward Use***

Students who report the most types of drug education experiences (four) also report that drugs are less available at their schools than students who report fewer types of drug education (see Exhibit 38 and Table 2 in Appendix C). Higher percentages of drug availability appear to be associated with the absence of drug prevention programs, although the differences are not very large.

Drug education also appears to bear some relationship with attitudes toward drug use as indicated in Exhibit 39. Positive peer attitudes toward drug use generally decline with more drug abuse prevention education programs. Students with the most favorable attitudes toward drug use are those who did not have any drug education in the current school year.

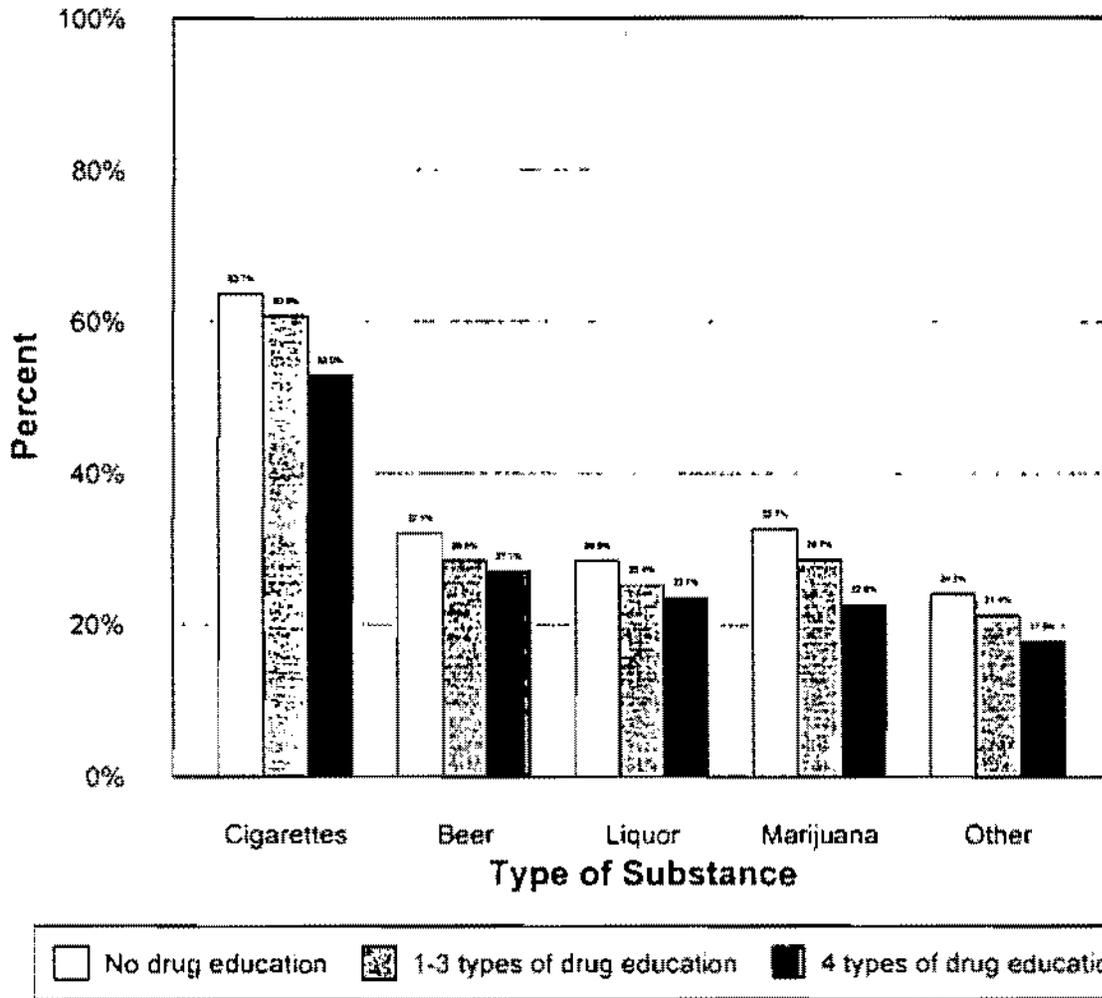
The majority of students understand that their school's main message about drinking alcoholic beverages is to refrain from drinking and driving (see Exhibit 40 and Table C3). The message to abstain from all consumption increases with the number of types of drug prevention education they receive, from 21 percent for no education to 31 percent with four types.

As noted above, it was predicted that the type of educational experience also has a relationship with attitudes and availability of substances. In Exhibit 41, students who participated in a special course about alcohol or other drugs also had peers with the least tolerant attitudes and reported the lowest percent of availability compared to students who participated in other kinds of educational experiences.

This concludes the section examining drugs—attitudes, availability and drug education in the Nation's schools as viewed by students and parents. The next section describes the perception of parents and students regarding crime and violence.

### Exhibit 38

Number of Types of Drug Education\*: Percent of students who responded that substance is "very easy" or "fairly easy" to get at school: 1993



\* Received in the current school year.

**Exhibit 39**

**Number of types of drug education youth received in 1992-93 school year  
by friends' attitudes toward drug use**

Drug Education (n)	Friends think it is "all right" to...			
	Smoke cigarettes	Drink alcoholic beverages	Use marijuana	Use other drugs
All (6,427)	45.0	43.4	19.7	13.5
No drug education (1,234)	50.2	47.7	23.6	17.0
One to three types of drug education (4,590)	44.1	42.9	18.9	12.6
Four types of drug education programs (603)	41.1	38.4	17.4	13.5

NOTE: Percentages are calculated using weighted data.

SOURCE: National Household Education Survey, 1993.

## 5.4 Violence and Crime

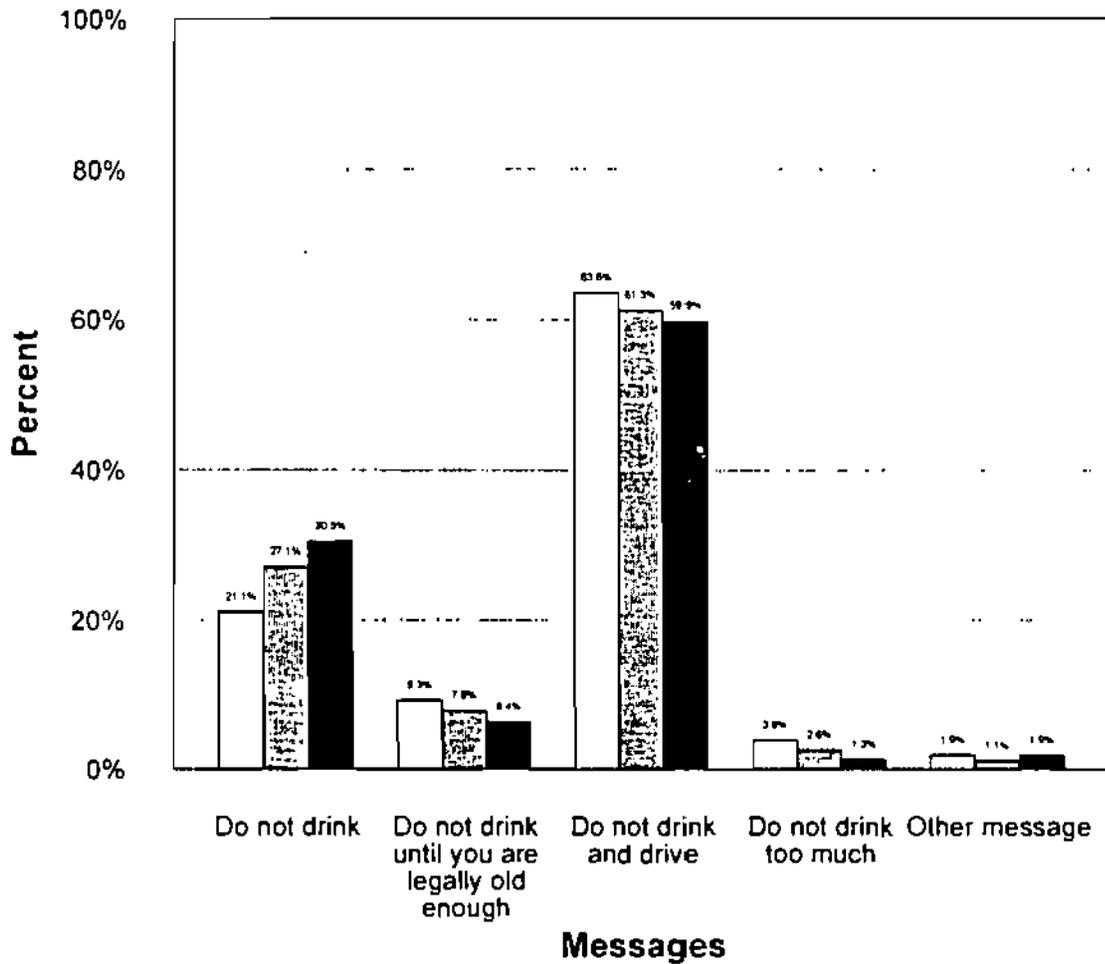
Analysis of the NHES:1993 provides a unique opportunity to explore the experience of crime occurring in the Nation's schools (some of which may go unreported in crime statistics), as well as the experience of "secondary violence." Secondary violence is the exposure to and threat of violence and crime which results in behavioral change (avoidance activity) and an environment of fear. Students and parents were asked about knowing, witnessing, and fearing criminal activity and violence, as well as actually being a victim.

### 5.4.1 Parent Reports

The survey asked parents about crime and violence at their child's school. Parents reported that their child knew about, had fear of, or witnessed a crime as a frequent occurrence. Over one-half of the parents reported that the children knew about at least one incident of crime including theft, robbery, bullying and assault. One third reported that their children were afraid of crime and had witnessed a crime. Over one fifth (28.3 percent) reported that their child had been a victim of one or more incidents of crime (see Exhibits 42 and 43, and Table 1 in Appendix D).

### Exhibit 40

Youth report of main message about drinking alcoholic beverages that they hear in school education programs about alcohol: 1993



No drug education    
  1-3 types of drug education    
  4 types of drug education

**A Descriptive Study of Drugs and Violence in the Nation's Schools:  
Secondary Data Analysis Using the National Household Education Survey: 1993**

**Exhibit 41**

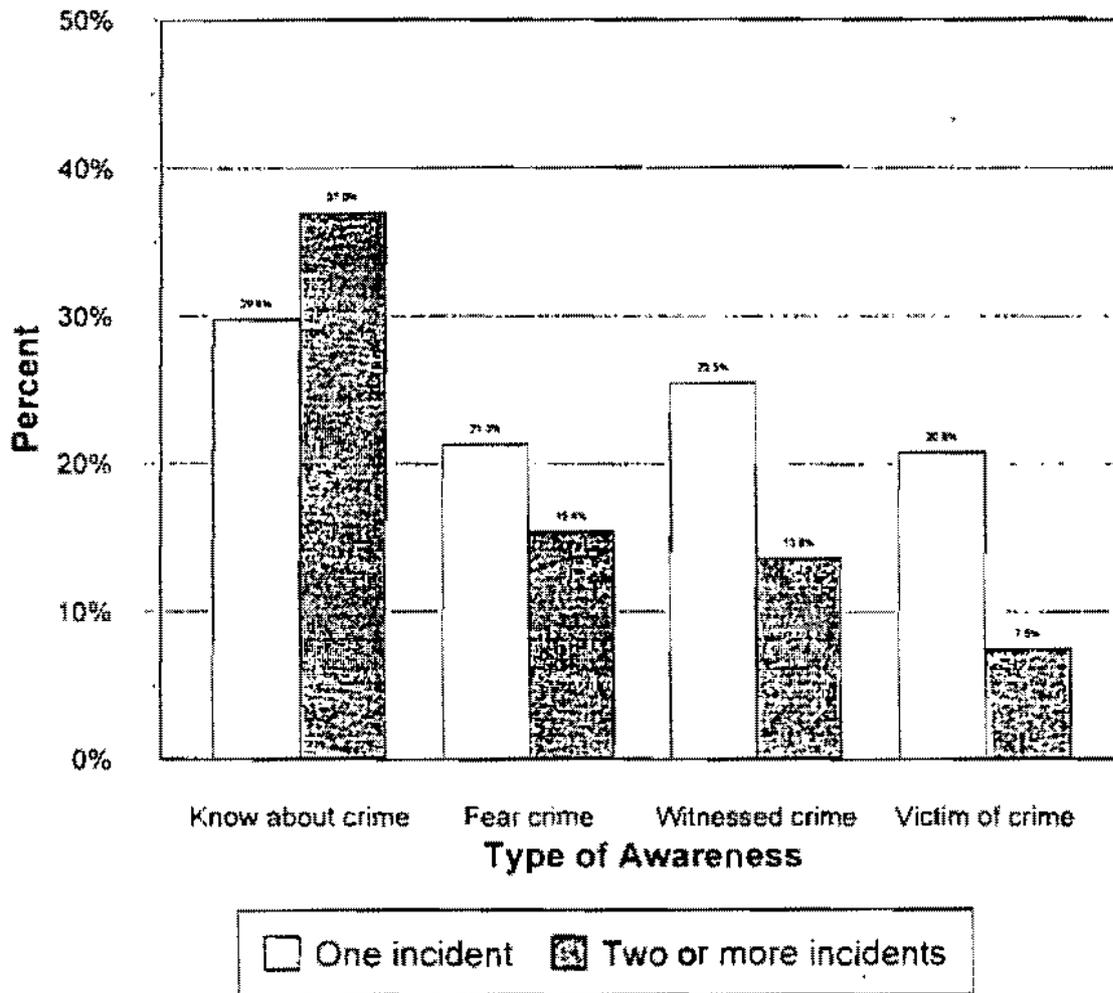
**Substance abuse prevention programs offered at school: 1992-93**

<b>Attitude: My friends think it is all right to...</b>						
		<b>Smoke cigarettes</b>	<b>Drink alcoholic beverages</b>	<b>Use marijuana</b>	<b>Use other drugs</b>	
<b>All</b>		45.0	43.4	19.7	13.5	
<b>Format of drug education program at school in the current school year</b>						
<b>Assemblies or demonstrations outside of class</b>	Yes	44.9	44.1	19.2	13.1	
	No	45.1	42.6	20.3	14.1	
<b>Part of one of the regular courses, like science, health or PE</b>	Yes	41.1	39.0	17.3	12.2	
	No	48.8	47.8	22.0	14.9	
<b>Other school activities or clubs</b>	Yes	45.8	45.8	20.4	13.7	
	No	44.6	42.1	19.2	13.5	
<b>Special course about alcohol or other drugs</b>	Yes	36.2	34.5	14.7	10.4	
	No	49.3	47.8	22.1	15.1	
<b>Availability: Substance is "very easy" or "fairly easy" to get...</b>						
		<b>Cigarettes</b>	<b>Beer/wine</b>	<b>Liquor</b>	<b>Marijuana</b>	<b>Other drugs</b>
<b>All</b>		60.6	29.1	25.8	28.9	21.6
<b>Format of drug education program at school in the current school year</b>						
<b>Assemblies or demonstrations outside of class</b>	yes	61.5	28.9	25.8	28.1	21.1
	no	59.6	29.4	25.8	30.0	22.3
<b>Part of one of the regular courses, like science, health or PE</b>	yes	56.2	26.7	23.0	25.7	18.9
	no	65.1	31.5	28.6	32.1	24.3
<b>Other school activities or clubs</b>	yes	62.7	31.0	27.7	30.0	22.6
	no	59.5	28.1	24.8	28.4	21.1
<b>Special course about alcohol or other drugs</b>	yes	51.0	23.2	20.6	21.6	17.4
	no	65.4	32.0	28.4	32.5	23.7

Although the survey asked parents to comprehensively report about their child's exposure to or fear of crime and violence while at school, this analysis will focus on parental reports of instances where the child had been a victim while on school property or on their way to or from school. Percentage differences in parental reports varied by school, community and parental characteristics.

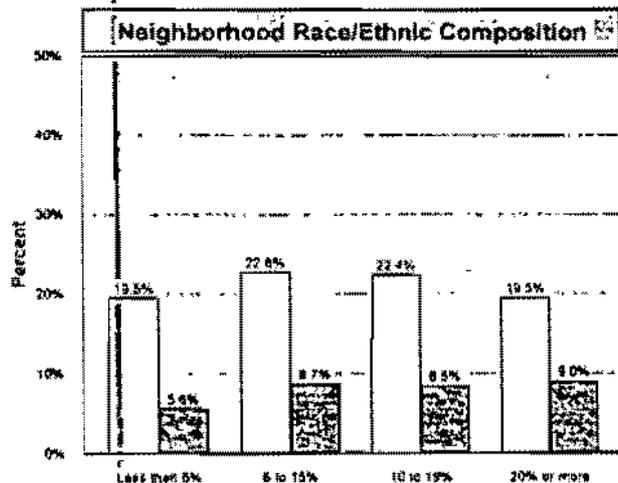
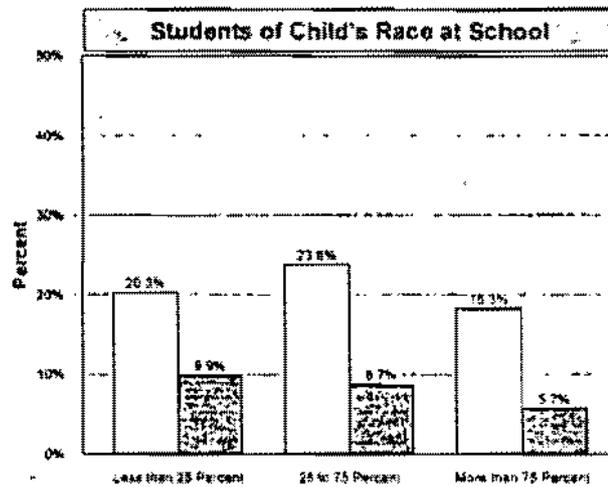
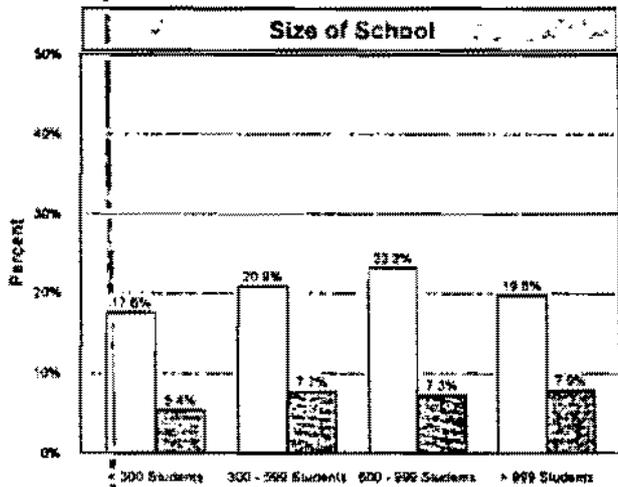
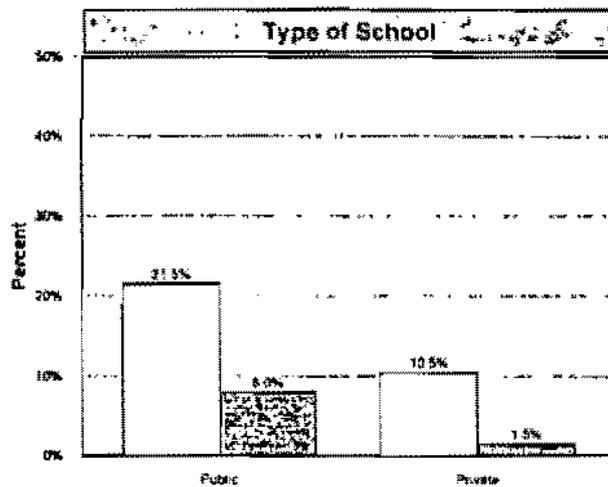
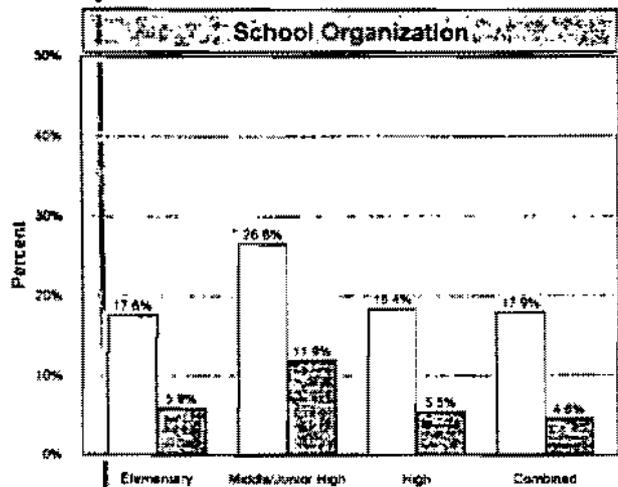
### Exhibit 42

Awareness: Percent of parents reporting awareness and response to one or more incidents of crime at school: 1993



### Exhibit 43

Percent of parents reporting knowledge of youth being a victim of one or more incidents of crime at school, by school and community characteristics: 1993



**LEGEND**

-  One crime incident
-  Two or more incidents

Crimes against children (one or more times) occur less frequently at private, small and elementary schools than at public, large middle/junior high schools. Parents reported that children who attended schools where they are in a racial minority experience more victimization than parents of students who attend schools that are more racially mixed or where their child is a member of the racial majority. Neighborhood racial/ethnic composition also appears to have an effect on incidence of crime. Parents in neighborhoods with high concentrations of racial and ethnic minorities report higher rates of their children's victimization than parents of children in other areas (see Exhibit 43).

#### **5.4.2 Student Reports**

As shown in Exhibit 44, crime while at school is a frequent occurrence in the lives of many of the nation's students. In only one school year (1992-1993), four-fifths (83.1 percent) of all sixth to twelfth graders reported that they knew about some kind of crime. More than one fifth (22.5) reported that they have been a victim of crime (theft, robbery, bullying or assault). Students reported that they had been the victims of theft<sup>6</sup> more frequently than of other types of crime. Less than four percent reported being a victim of physical attack, one percent were victims of robbery, 14 percent were victims of theft and 8 percent were victims of bullying. Students were more likely to witness bullying than other kinds of crimes.

Fear of theft (28.7 percent) and bullying (18.0 percent) were more pronounced than fear of robbery, bullying or physical attack. Although many reported witnessing criminal acts, the frequency of being afraid of it occurring to them is small by comparison. For example, two fifths (41.6 percent) reported being a witness to bullying, but only 18 percent stated that they were worried about being bullied. (See Exhibit 45.)

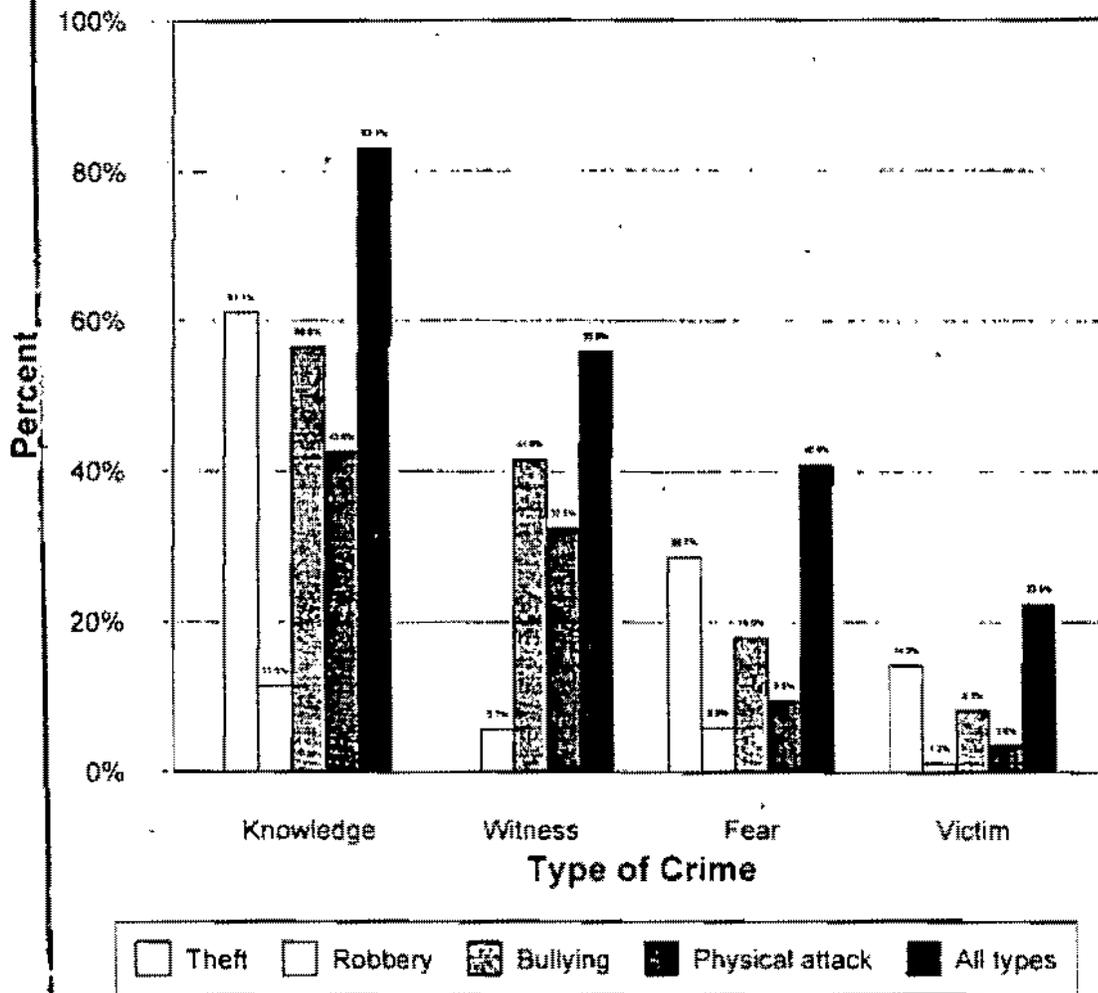
As shown on Exhibits 45 and 46, where crimes did occur, more than half of each kind of crime measured in the survey (excluding theft) was more likely to occur somewhere else on school property other than in the classrooms or on the way to or from school. Over sixty percent of robberies, bullying, and attacks occurred somewhere on the school grounds, but not in the classroom.

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<sup>6</sup> Thefts are personal property crimes where there is no force or threat of force; robberies are personal property crimes where there is force or a threat of force. In this analysis, thefts are assumed to be non-witnessed crimes including property taken from lockers, desks, etc.

### Exhibit 44

Type of Crime: Percent of students, 6th through 12th grades, reporting crime at school, school activity, or on the way to school: 1992-93 academic year



NOTE: Percentage of students who witnessed a theft is not available.

**Exhibit 45**

**Percent of students, 6th through 12th grades, reporting crime at school, school activity, or on the way to school for the 1992-93 education year**

Type of crime	Percent of students			
	Knew about crime	Fear of crime	Witnessed crime	Was a victim of crime
All types	83.1	40.9	55.9	22.5
Theft	61.1	28.7	NA	14.3
Robbery	11.5	5.9	5.6	1.2
Bullying	56.5	18.0	41.6	8.3
Physical attack	42.6	9.6	32.5	3.8

Type of crime	(n)	Location of crime			
		Classroom	Elsewhere at school	To or from school	Total
Robbery	(81)	24.2	65.6	10.2	100.0
Bullying	(530)	24.5	60.8	14.7	100.0
Attack	(220)	12.7	71.5	15.9	100.0

NA=Not Available; question not asked in NHES.

NOTE: Thefts are personal property crimes where there is no force or threat of force; robberies are personal property crimes where there is force or threat of force.

Percentages are calculated using weighted data. N=6,427

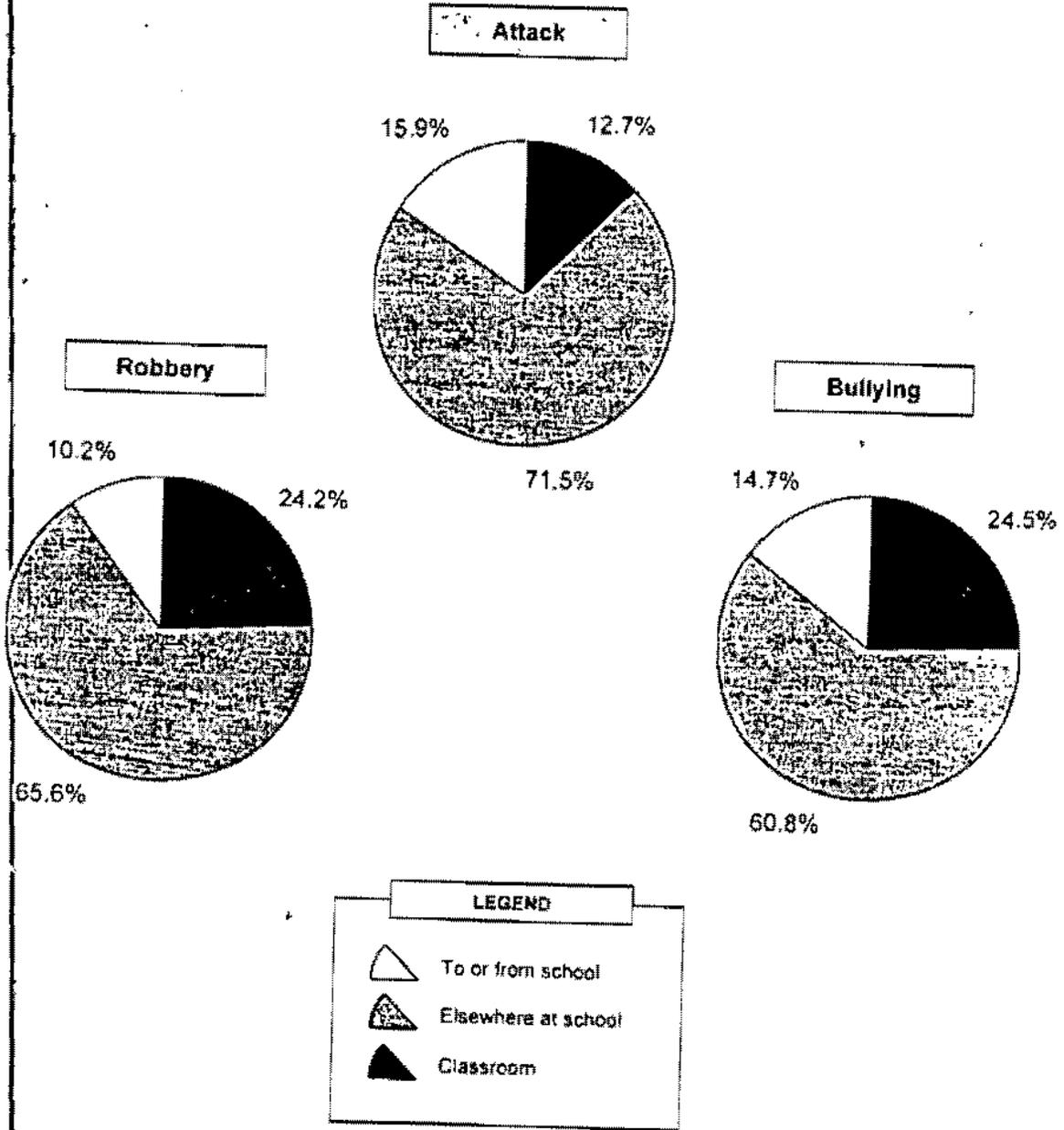
A substantial proportion of crimes did occur in the classrooms—one-quarter of the robberies and bullying (24.2 and 24.5 percent, respectively) and 13 percent of the attacks.

### **5.4.3 Crime and Violence and Drug Availability at School**

To explore the interaction between criminal activity and drug availability at school, Exhibit 47 shows that students who have been victimized two or more times also report that substances are more available at their schools than the average for all students. (Note that other tables in this study reporting on drug availability used the combined categories of "very easy" or "fairly easy" to get. This table shows the percentages only for students who said it was "very easy" in order to examine the more extremes of both categories.)

# Exhibit 46

## Location of school-related crimes as reported by student victims



**Exhibit 47**

**Percent of students, 6th through 12th grades, reporting that they had been a victim of crime at school or on school grounds, by the availability of drugs at school: 1993**

		Substance was "very easy" to get				
		Cigarettes	Beer or Wine	Liquor	Marijuana	Other drugs
All students	(6,427)	34.7	12.2	10.9	12.1	7.4
Student has been a victim of crime two or more times	(271)	39.8	15.9	17.0	19.0	12.9

#### **5.4.4 Gang Activity Reported by Students**

One third (35 percent) of all students reported that there was at least one gang at their school; for 28 percent, there were at least two.<sup>7</sup> Only one percent of all the students report that they were in a gang and 18 percent reported that there were gang related incidents at their school. School characteristics associated with more gang activity included large, public schools located in urban neighborhoods with high levels of poverty and high concentrations of racial and ethnic minorities (see Table 2 in Appendix D). As was noted previously, middle schools have serious problems with crime. This is evidenced by the fact that the percentages of youth reporting victimization and gang activity peaks in the ninth and tenth grades (end of middle school, beginning of most high schools). Blacks and Hispanics report the most gang activity at their schools and males are more likely to be gang members than females. Students most susceptible to gang activity are those whose parents have less than a high school education (25.3 percent) and whose academic record is the lowest (34.6 percent) compared with their peers (See Table 3 in Appendix D).

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<sup>7</sup> The adjective used to describe the type of gang activity was of a more serious nature than simple cliques or groups of students that dress similarly. The survey referred to "fighting gangs."

#### 5.4.5 *Violence Avoidance*

The survey asked specific questions about what parents recommended and students actually did to avoid crime and violence at school or school activities or on the way to and from school.

Questions of parents were the following:

- *Have you done any of the following things to help [child] avoid trouble: (a) Told (him/her) not to travel a certain route to school? (b) Had (him/her) take a different kind of transportation? (c) Told (him/her) not to wear certain clothing or jewelry? (d) Set limits on the amount of money (he/she) may take to school? (e) Talked about how to avoid trouble? [Responses were "yes" or "no."]*

Questions of youth were the following:

- *Did you do any of the following things because you were worried that someone might hurt or bother you? (a) Take a special route to get to school? (b) Stay away from certain places in the school? (c) Stay away from the school parking lots or other places on school grounds? (d) Stay away from school-related events like dances or sports events? (e) Try to stay in a group? (f) Stay home from school sometimes? [Responses were "yes" or "no."]*

#### 5.4.5.1 *Parent's Recommended Changes in Student Behavior Due to Violence*

From the data reported in this survey, parents are very concerned about their children's safety at school. They frequently recommend that their children limit the amount of money that they take to school, admonished them not to wear certain clothing,<sup>5</sup> recommended that they change the way that they travel to school or actually changed the form of transportation that the child uses. Almost 90 percent of parents reported that they used at least one of these interventions to prevent their child from harm. About two-thirds recommended two or more changes. Exhibit 48 lists the types and frequencies of interventions parents reported.

<sup>5</sup> There was no definition in the survey of what kind of clothing is implied. It is assumed that parents would understand that certain clothing identifies specific gang membership.

**Exhibit 48**

**Parent's reported interventions to avoid violence or threat of violence: 1993**

Number and type of parent interventions	Percent
<b>Number of intervention</b>	
2 or more changes	65.2
1 or more change	24.3
No changes	10.5
Total	100.0
<b>Type of Intervention</b>	
Talked about how to avoid trouble	86.2
Set limits on amount of money	56.8
Told child not to wear certain clothes	32.2
Told child not to go a certain way	28.8
Had child use different transportation	15.3

NOTE: Data are weighted.

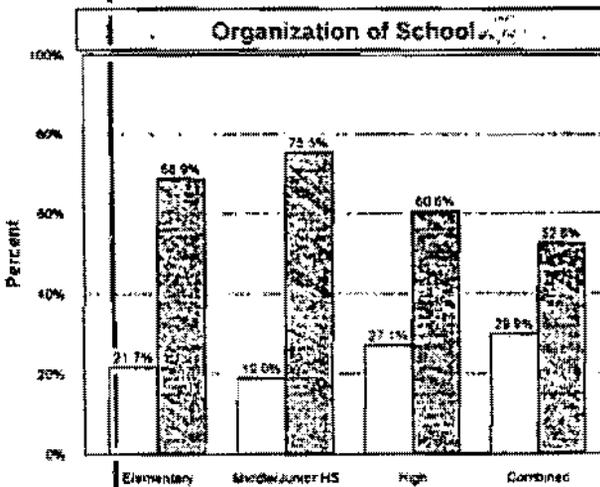
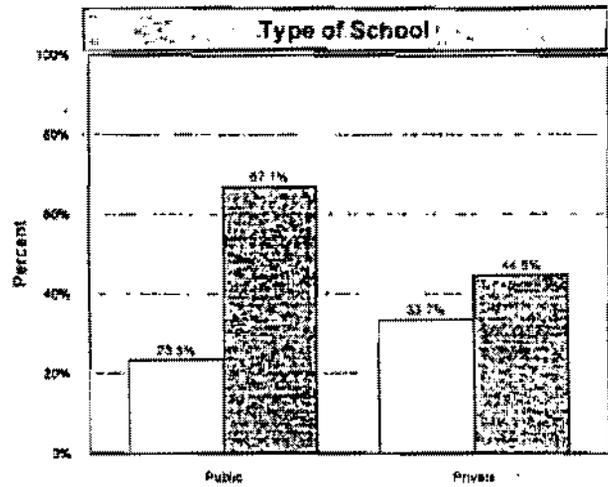
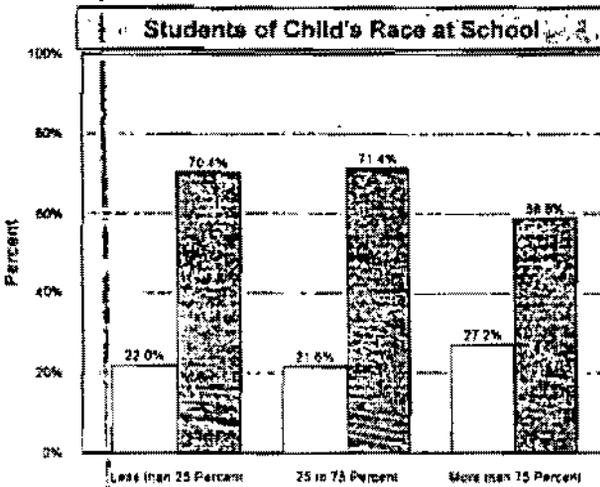
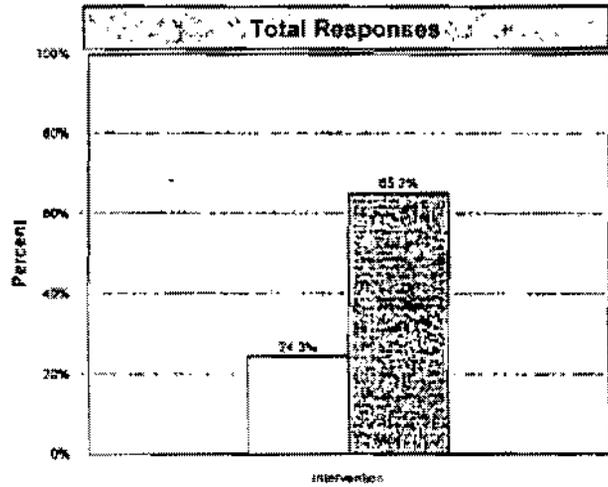
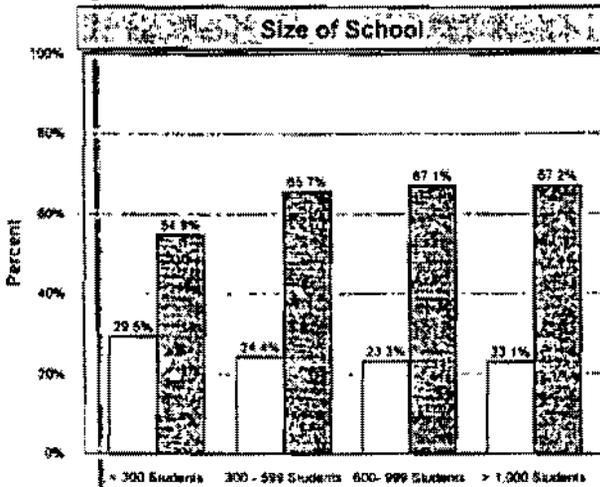
SOURCE: National Household Education Survey, 1993.

Parents of children attending public schools reported suggesting that their child make changes more frequently than parents of children attending private schools (91.6 percent vs. 78.5 percent). Parents of children who are in a racial minority at school recommend more changes to their children than parents of children who are in the majority. Two or more changes were recommended by parents of minority children 70 percent of the time while 55 percent of parents of majority children recommended two or more changes (see Exhibits 49 and 50, and Table 4 in Appendix D).

The size of the child's school also had an effect on the extent of parents' concerns. Over one-half (54.9 percent) of parents of students attending smaller schools recommended two or more interventions compared to two-thirds (67.2 percent) of parents of the largest schools.

### Exhibit 49

Percent of parents who reported intervention to avoid violence or threat of violence, by school characteristics: 1993

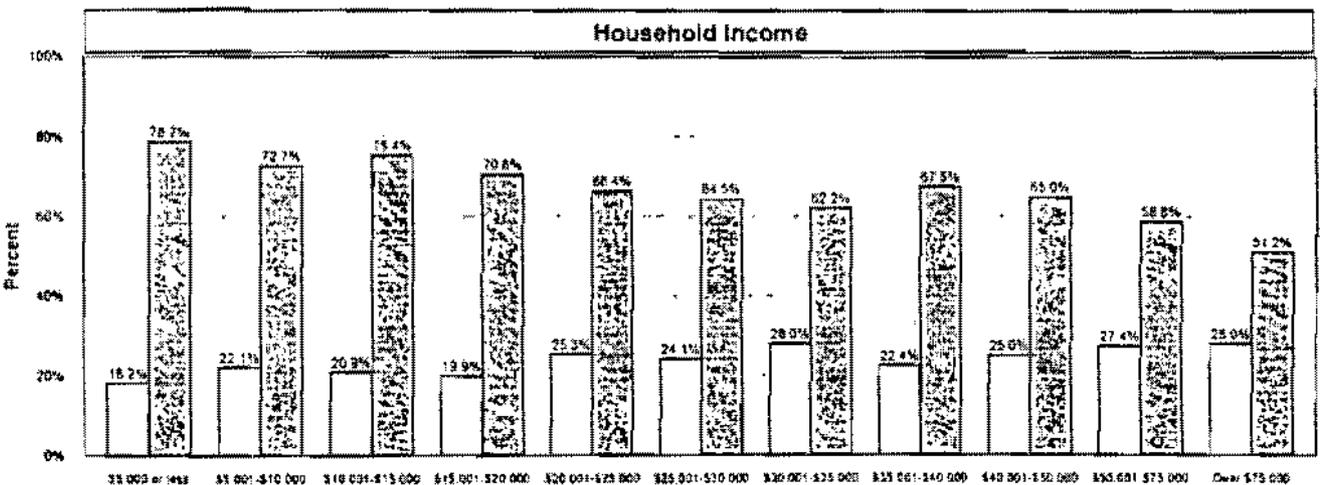
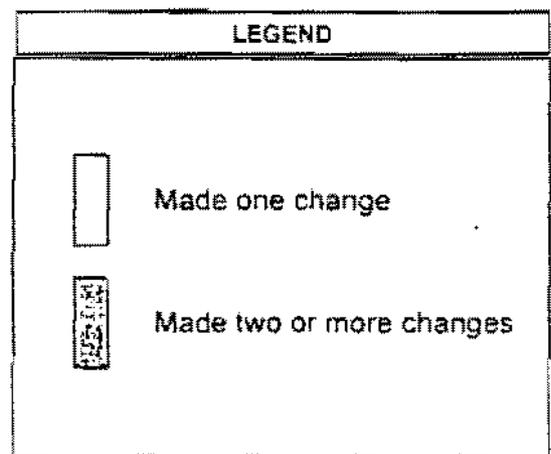
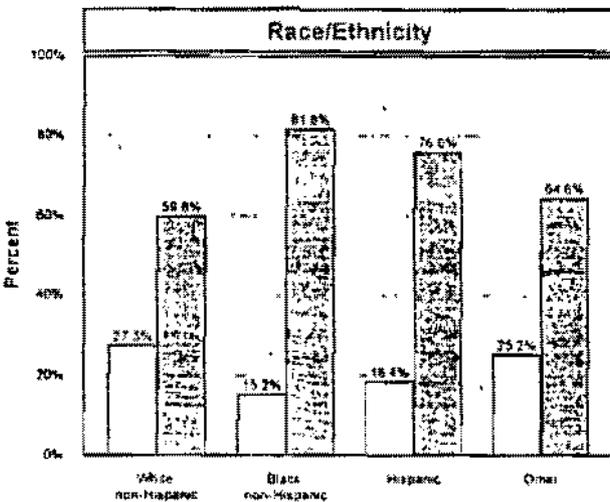
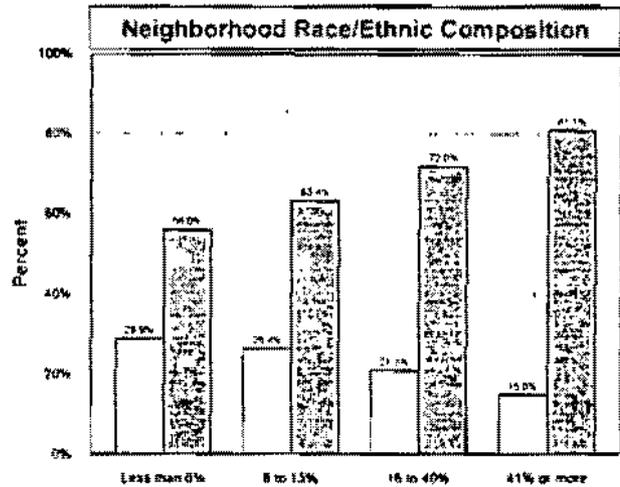
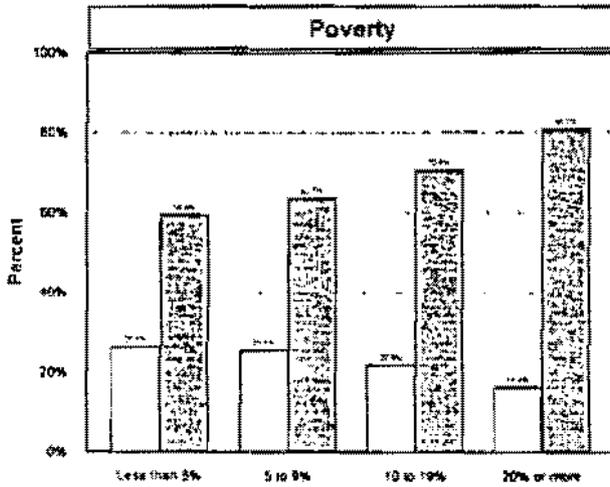


**LEGEND**

- Made one change
- Made two or more changes

### Exhibit 50

Percent of parents who reported intervention to avoid violence or threat of violence, by community characteristics: 1993



School grade and organization of the child's school appears to be related to parent's concerns for their child's safety. Parents of children attending elementary and middle/junior high schools were the most likely to give their children recommendations compared to parents of children who attended either high school or a school with some other grade organization ("combined"). The percentage reporting making two or more types of interventions is highest for parents with children in middle/junior schools (75.5 percent) followed by elementary schools (68.9 percent) and lowest for parents with children in combined schools (52.6 percent). Clearly, parents are in touch with the level of the problem as it is also perceived by students who report the most frequent incidence of victimization at elementary and middle/junior high schools.

Families living in areas with high poverty levels also report more parental interventions than communities with lower concentrations of poverty. The percentage of parents who reported making no intervention or only one type of intervention increases as the degree of their neighborhood's poverty decreases. More than 80 percent of parents in the most impoverished neighborhoods recommended two or more behavioral changes.

Parents living in areas where there are high concentrations of racial and ethnic minorities also were more likely to report making two or more interventions compared to parents who live in other areas. The percentage of parents who reported making no intervention or only one type of intervention to avoid violence or the threat of violence increased as the percentage of their neighborhood's Hispanic or black population decreased.

Since crime rates are generally higher for urban areas, compared with suburban and rural locations, it is not surprising that parents of students living in urban areas also exhibit more concern about their child's welfare. Two-thirds (69.4 percent) of urban parents made two or more recommendations to their children while about half (58.3 percent) of rural area parents did so. (See table 4 in Appendix D).

Compared to black and Hispanic parents, white parents did not report making as many as two recommendations for their children's safety. Almost all black and Hispanic parents made at least one intervention (97 and 94.4 percent, respectively) with their child; two or more interventions

were recommended by black and Hispanic parents 82 percent and 76 percent of the time, respectively.

Threats of violence were more evident for parents of low-income households, compared with high income households. In fact, the number of changes recommended by parents decreased as household income increased.

#### **5.4.5.2 *Student Changes in Behavior Due to Violence***

Students report making far fewer changes than are recommended by their parents. One half of all students reported making no changes, compared to only 11 percent of parents who reported making no recommendations. Two-thirds of parents (65.2 percent) reported recommending two or more changes, but only one quarter of students (25.3 percent) report actually making two or more changes. Exhibits 51 and 52 show categories of students by the percentages of changes they reported. (See also Table 5 in Appendix D). As shown Exhibit 53, student behavior changes include taking a special route to school, avoiding certain places at school, staying away from school-related events, trying to stay in a group, and being absent.

Students who attend public schools have made more behavioral changes to avoid crime or violence than private school students. Other characteristics that are related to changes in behavior include being in the racial minority at school, living in a community with a high degree of poverty and with a high percentage of racial or ethnic minorities.

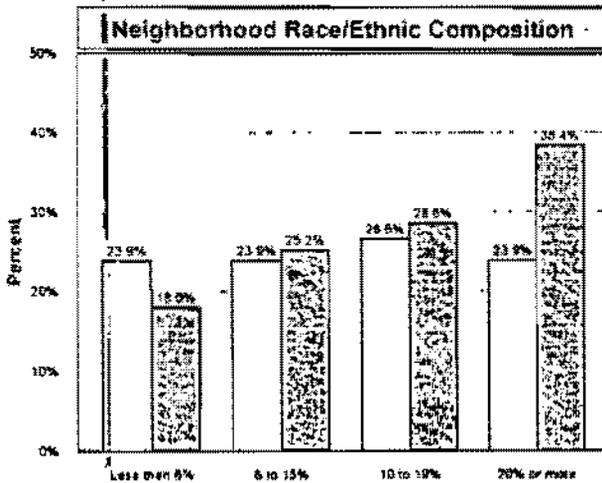
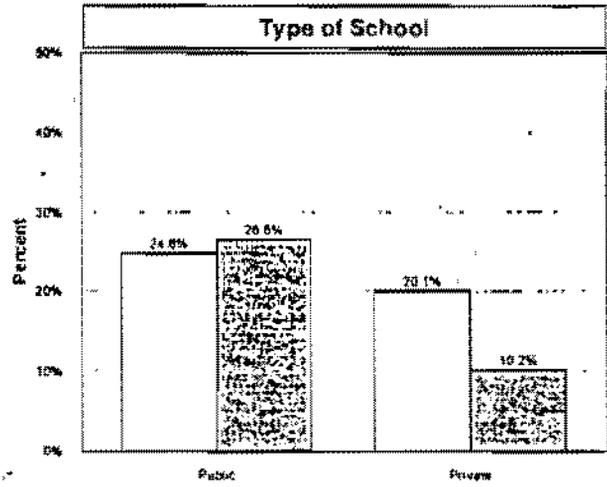
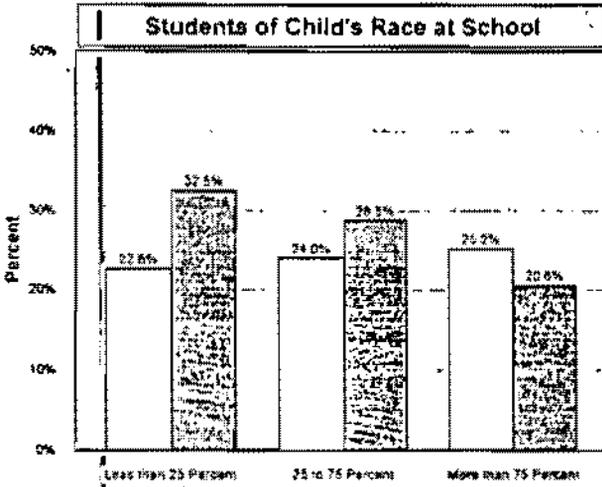
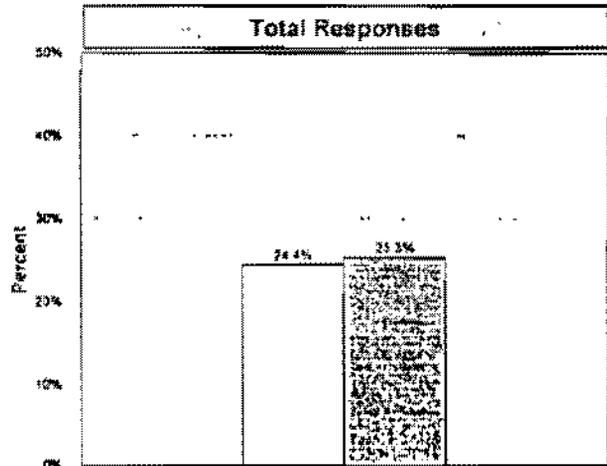
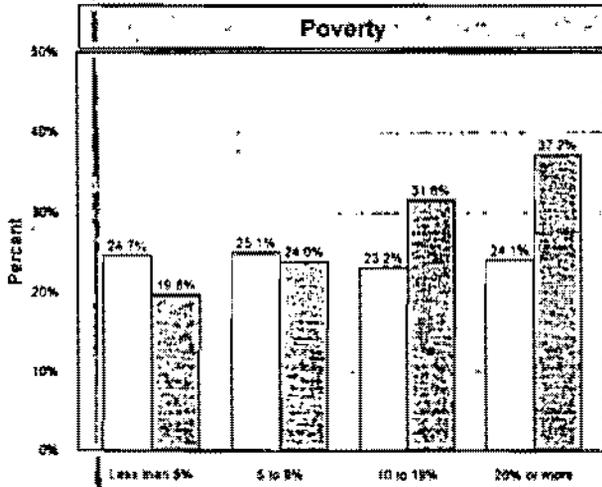
There are inconsistencies between parent and student reports about crime and violence. Youth reported higher likelihood of knowing more about crime and violence, but having about the same degree of fear as parents. Youth witnessed crime and violence more than parents indicated, but youth report lower frequency of actually being victimized than parents.

### **5.5 Measures Taken by Schools To Prevent Violence**

According to parents, almost all schools have made at least some effort to ensure the safety of their students. Exhibit 53 shows the types of measures parents were asked about their child's school.

**Exhibit 51**

Percent of youth, grade 6-12, reporting changes they have made to avoid crime or violence, by school and community characteristics: 1993



**LEGEND**



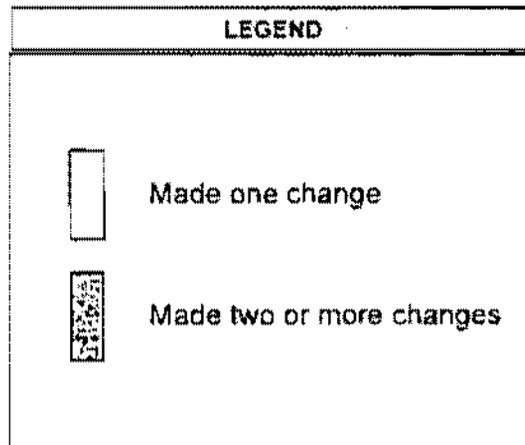
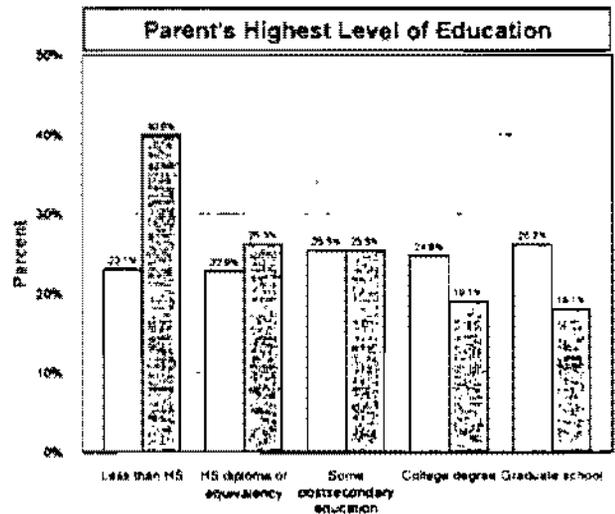
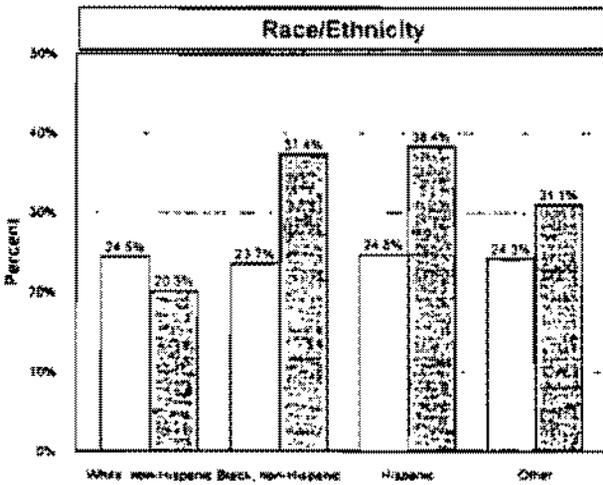
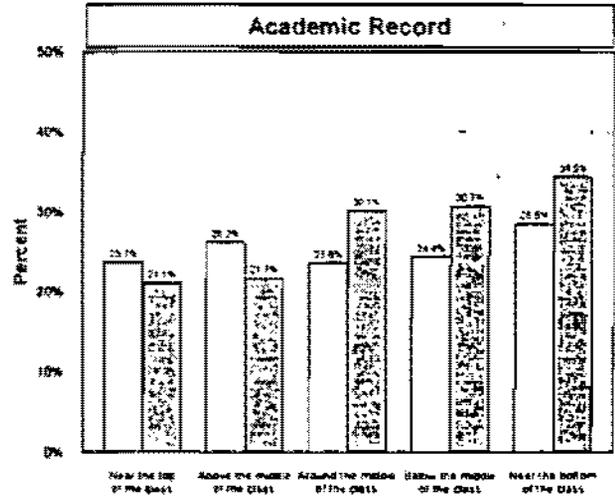
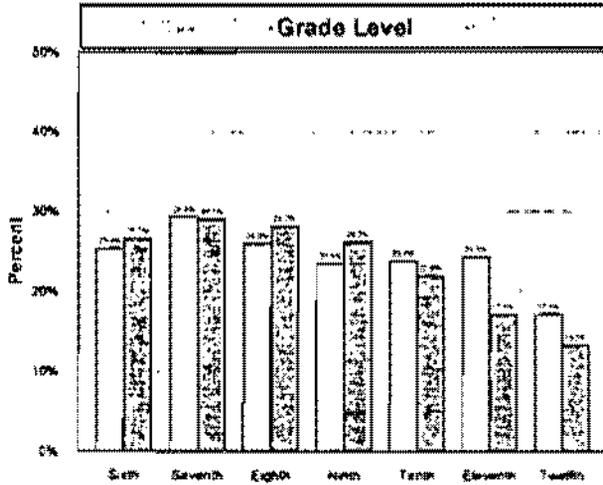
Made one change



Made two or more changes

**Exhibit 52**

Percent of youth, grade 6-12, reporting changes they have made to avoid crime or violence, by student and family characteristics: 1993



**Exhibit 53**

**Percent of parents reporting measures schools took to ensure safety of students: 1993**

Type of measure	Percent
Hall pass required to leave class	89.0
School requires visitors sign in	78.8
Teacher supervision in hallways	70.2
Limit on restroom access	48.2
School has regular lockers checks	39.1
School has security guards	32.4
School has locked doors during the day	23.4
School has metal detectors	5.6

SOURCE: National Household Education Survey, 1993.

The most common measures required students to have hall passes (89 percent), required visitors to sign-in (78.8 percent) and assigned teachers to supervise the hallways (70.2 percent). Additionally, almost one-half of the schools have regular locker checks, about one-third have security guards as existing security measures, and nearly one-quarter reported schools had locked doors during the day. The use of metal detectors was reported as the least frequent measure taken by schools (5.6 percent).

Table 6 in Appendix D shows greater detail about measures taken by schools. Larger schools (1,000 students or more) are most likely to have five to eight safety measures in place. The percentage of parents reporting that their children attended schools that have from five to eight safety measures in place increases as the number of students in the school increases—from 20.2 percent of schools with under 300 students to 44.8 percent of schools with more than 1,000 students. Elementary and combined grade schools were reported as taking fewer safety measures than middle/junior and high schools (23.3 and 21.2 percent for elementary and combined; 37.7 and 39.5 percent of middle/junior high and high schools).

Parents living in neighborhoods with the highest concentrations of poverty and racial/ethnic minorities reported higher numbers of actions taken by their children's schools (62.9 percent and 61.9 percent) than higher income neighborhoods with fewer minorities (31.3 percent and 22.4 percent). Parents in rural areas reported fewer measures taken by their child's school than parents in urban areas (23.1 percent vs. 42.9 percent).

## **6. DISCUSSION AND SUMMARY OF IMPORTANT FINDINGS**

A great deal of research exists about risk and protective factors related to the onset of adolescent substance abuse. The concept of risk factors derives from medical epidemiology, defined as "factors in the environment, or chemical, psychological, physiological, or genetic elements, that predispose an individual to the development of a disease" (Thomas, 1985, p. 150). Adolescent substance abuse prevention research has been informed by the findings of earlier research on the risk factor antecedents of mental disorders in general. Kumpfer (1989) made two important points that have shaped current intervention efforts. First, she stated that youth drug and alcohol problems are not isolated phenomena; rather, they tend to occur in conjunction with other difficulties. In addition, Lorion, Price, and Eaton (1989) posit that risk for disorder arises from a combination of the following: (1) individual characteristics that are causally linked to disorder or predispose their possessors to disorder, (2) environmental characteristics impinging on the individual, and (3) particular interactions of individual with environmental characteristics. These characteristics are seen as the determinants of "sequences of events that precede and evolve into functional or dysfunctional behavior" (p. 57). Such sequences constitute the "etiological chains" of the disorders that are the focus of prevention efforts. The underlying premise is that phenomena that antedate adolescent problem behavior and that have been causally linked to such behavior are the proper target of prevention efforts. In particular, Dryfoos' (1990) exhaustive review of the adolescent epidemiological literature suggests that because common predictors of multiple problem behaviors have been clearly and consistently identified, interventions should attempt to change the predictors (risk and protective factors) of substance abuse and other problem behaviors, rather than trying to modify the behaviors directly.

Kumpfer's second point was that youth drug and alcohol problems appear to be determined by a variety of factors. Much has been learned over the years about the complex nature of risk and protective factors. For instance, substance abuse is associated with many different risk factors. Some risk factors are predictors of problem behavior only at certain developmental stages, whereas

others are predictors at all developmental stages. Interactions between many risk factors appear to greatly increase the level of risk, and different problems such as substance abuse and delinquency have common risk factors (Coie et al., 1993).

A great deal of what is reported was confirmed in the last year by the National Center on Addition and Substance Abuse (CASA) in their report "1996 Survey of Teens and Their Parents" (CASA, 1996). First, the large majority of parents do not approve of their children using alcohol and tobacco, but students' peers are extremely divided in their attitudes about using substances. Second, students generally know what their parents think about youth substance use, and, for some it makes a difference in their own attitudes.

Third, according to students, substances are widely available at school; yet parents view their availability differently. Parents and students agree that cigarettes are highly available; youth believe that alcohol is more available than parents perceive and parents believe that marijuana and other drugs are more available than students perceive.

Fourth, there appears to be a positive relationship between school-based drug education programs (especially the more intensive curriculums), and lower risk for substance abuse. Students with characteristics that put them at higher risk of drug abuse do not always participate in these educational programs. For example, students who report the worst academic performance are also the least likely to have been in drug education programs. To the schools' credit, however, more intensive efforts have been directed toward educating younger students about the harmful effects of substance abuse.

Fifth, both parents and students view crime and violence at school as a serious issue, but their perceptions are different. Both parents' and students' fear of crime and violence far exceed the student's actual experience of it at school. School and parent efforts to ensure the safety of students vary widely and are largely related to the community characteristics where the schools are located.

## 7. RECOMMENDATIONS

This report presents attitude and perception data from the only nationally representative sample of youth and adults in existence. While the CASA report (1996) presents similar information

regarding youth and parent attitudes and perceptions about substance use, as well as reporting student use of substances, it is not a statistically representative sample of youth and parents in the United States. The Monitoring the Future Study (NIDA, 1996) presents nationally representative data regarding drug use among middle- and high school students, yet lacks data from parents. The PRIDE study presents attitude, perception and use data from students and parents, yet the data are not collected from a statistically representative sample of youth and parents in the United States. The NHES:93 also has limitations regarding its usefulness for completely modelling substance abuse attitude and behavior among our nation's youth—it does not collect use information from youth or parents. However, the data collected by the NHES:93 may be viewed as a first step in developing a more comprehensive picture about substance abuse among youth. The NHES:93 makes another important contribution to substance abuse prevention research; it contains useful information that may be used to target specific prevention efforts and to assess the progress of current programs. What is most important and unique about the SS&D is that it is the only national survey that can be used to examine relationships between parents and students in their attitudes, experiences with crime and violence, and perceptions of substance availability at school. The school environment is a critical link in early intervention efforts. Further analysis of the SS&D could be used to identify and target the subpopulations in most critical need of intervention.

Recommendations for further data analysis of NHES:93 include the following:

- Closer examination of what students do to protect themselves, such as carrying weapons to school.
- Multivariate analyses that simultaneously examine risk and protective factors in order to build and test analytical models.
- Analysis of factors explaining shared youth and parent views regarding substance abuse and factors related to divergent youth and parent views.
- Repeat the SS&D. The NHES is an ongoing survey of NCES, but the SS&D component conducted in 1993 is not currently scheduled to be repeated. If the survey were repeated over time, a great deal more could be learned about the progress schools and communities

are making in their fight against substance abuse, violence/crime, and delinquency in the Nation's schools. Without such data, the Department of Education will not be able to adequately assess progress on its goal: "By the year 2000, every school in America will be free of drugs and violence and will offer a safe, disciplined environment conducive to learning" (Goal 6 of the National Education Goals), as well as ONDCP will lose valuable information that could be used to assess progress toward Goals 1 and 2 of the 1996 National Drug Control Strategy: Motivate America's youth to reject illegal drugs and substance abuse and increase the safety of America's citizens by substantially reducing drug-related crime and violence. In addition, there should be broad-based interagency discussions about expanding the questions to ask use information (if permission issues may be dealt with), detailed questions about prevention education, in-depth questions about parent-child interaction on the issue of substance abuse.

- Explore the methodological potential of merging MTF (1993) and NHES:93 data for the purposes of creating a database that contains substance use attitude and perception data for students and their parents, information regarding what the Nation's schools are doing to prevent substance use among its students, and past-month, past-year substance use data. This effort would require collaboration among the U.S. Departments of Education, Health and Human Services, and the Office of National Drug Control Policy.

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## **APPENDIXES**

# **APPENDIX A**

## **ATTITUDE**

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## LIST OF TABLES

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No.	Title
A-1	Percentage of parents responding "yes" to "it is all right" for child to smoke cigarettes, use tobacco, or drink alcoholic beverages, by school, community, and family characteristics: 1993
A-2	Percent of students, 6th through 12th grades, who reported that friends at school think it is "all right" to use substances, by school, community, and student characteristics: 1993
A-3	Parent's and youth's attitudes toward smoking cigarettes and drinking alcoholic beverages: 1993

APPENDIX A / TABLE 1

Percentage of parents responding "yes" to "It is all right" for child to smoke cigarettes, use tobacco, or drink alcoholic beverages, by school, community, and family characteristics: 1993

Characteristics	(n)	Substances	
		Cigarettes or tobacco	Alcoholic beverages
<b>Total</b>	(10,117)	1.6	3.6
<b>School Characteristics</b>			
<b>Type of School</b>			
Public	(9,126)	1.7	3.5
Private	(991)	1.2	4.0
<b>Percent of Students of Child's Race at School</b>			
Less than 25 percent	(1,270)	0.8	4.6
25 to 75 percent	(4,336)	1.8	3.1
More than 75 percent	(4,511)	1.7	3.7
<b>Size of School</b>			
Under 300 students	(1,117)	1.7	4.2
300 - 599 students	(3,290)	1.5	2.5
600 - 999 students	(2,544)	1.5	3.3
1,000 or more students	(3,166)	1.8	4.7
<b>School Location</b>			
In neighborhood	(6,429)	1.5	3.5
Not in neighborhood	(3,688)	1.8	3.7
<b>Parental Participation in School Activities</b>			
0 activities	(1,472)	2.6	3.6
1 activity	(2,644)	2.1	3.6
2 activities	(3,363)	1.3	2.6
3 activities	(2,638)	0.8	4.7

Characteristics	(n)	Substances	
		Cigarettes or tobacco	Alcoholic beverages
<b>Grade</b>			
Sixth	(1,645)	0.1	2.4
Seventh	(1,643)	0.3	1.9
Eighth	(1,555)	0.5	2.6
Ninth	(1,423)	1.5	3.5
Tenth	(1,416)	2.8	3.2
Eleventh	(1,261)	2.2	3.9
Twelfth	(1,174)	4.8	8.5
<b>Community Characteristics</b>			
<b>Poverty (percent below age 18 living in poverty in zipcode, according to 1990 Census<sup>1</sup>)</b>			
Less than 5%	(3,752)	1.6	4.2
5 to 9%	(3,054)	1.5	4.2
10 to 19%	(2,334)	2.1	2.2
20% or more	(977)	1.3	2.2
<b>Neighborhood Race/Ethnic Composition<sup>2</sup> (by zipcode, according to 1990 Census<sup>1</sup>)</b>			
Less than 6%	(3,606)	1.7	3.9
6 to 15%	(2,012)	1.7	3.5
16 to 40%	(2,339)	1.6	3.3
41% or more	(2,160)	1.3	3.1
<b>Population Density (percent in zipcode, according to 1990 Census)</b>			
In urban area	(6,303)	1.5	3.6
Out of urban area	(1,431)	1.9	3.9
Rural area	(2,383)	1.8	3.4

Characteristics	(n)	Substances	
		Cigarettes or tobacco	Alcoholic beverages
<b>Family Characteristics</b>			
<b>Total Household Income</b>			
\$5,000 or less	(392)	1.6	2.5
\$5,001 to \$10,000	(535)	1.3	3.5
\$10,001 to \$15,000	(658)	2.6	4.1
\$15,001 to \$20,000	(633)	2.1	3.6
\$20,001 to \$25,000	(737)	1.5	2.6
\$25,001 to \$30,000	(933)	2.0	3.0
\$30,001 to \$35,000	(990)	2.4	2.5
\$35,001 to \$40,000	(973)	1.3	3.1
\$40,001 to \$50,000	(1,345)	1.0	3.3
\$50,001 to \$75,000	(1,830)	1.9	4.5
Over \$75,000	(1,201)	0.5	5.3
<b>Parent's Highest Level of Education</b>			
Less than high school	(662)	1.4	1.7
High school diploma or equivalency	(3,132)	2.3	2.9
Some postsecondary education	(3,272)	1.6	4.1
College graduate	(2,851)	0.9	4.4
<b>Living arrangements</b>			
Both parents (includes foster and stepparents)	(7,266)	1.6	3.4
Single parent	(2,443)	1.6	3.7
Non-parent guardians <sup>3</sup>	(408)	2.9	5.1
<b>Parent's Labor Force Status</b>			
At least one parent working for pay	(9,142)	1.6	3.7
Parent(s) not working for pay	(975)	1.6	2.8

Characteristics	(n)	Substances	
		Cigarettes or tobacco	Alcoholic beverages
<i>Family Characteristics (cont.)</i>			
<b>Number of Times that the Child has Moved During the Last 5 Years</b>			
No moves	(5,848)	1.4	3.8
1 move	(2,362)	1.3	3.0
2 moves	(1,007)	2.1	2.5
3 or more moves	(900)	3.0	4.8
<b>Choice of Current Home Influenced by Child's School</b>			
Yes	(4,676)	1.6	3.5
No	(5,441)	1.7	3.6
<b>Number of Different Types of Drug Education Programs</b>			
0 programs	(3,563)	2.1	3.8
1 to 3 programs	(5,714)	1.3	3.4
4 programs	(820)	1.4	3.9

NOTE: Percentages are calculated using weighted data.

<sup>1</sup> The Northeast Region includes 9 states: Pennsylvania, New York, New Jersey, Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, and Maine.

The Southern Region includes the District of Columbia and 15 states: Oklahoma, Texas, Mississippi, Alabama, Tennessee, Kentucky, West Virginia, Maryland, Delaware, Virginia, North Carolina, South Carolina, Georgia, Florida, Louisiana, and Arkansas.

The Midwestern Region includes 12 states: North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri, Wisconsin, Illinois, Michigan, Indiana, and Ohio.

The Western region includes 13 states: Washington, Oregon, California, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Idaho, Montana, Alaska, and Hawaii.

<sup>2</sup> Percentage of population who are black or Hispanic.

<sup>3</sup> "Non-parent guardians" includes aunts, uncles, cousins, grandparents, or unrelated adults who act as the child's parents.

SOURCE: National Household Education Survey, 1993.

APPENDIX A / TABLE 2

Percent of students, 6th through 12th grades, who reported that friends at school think it is "all right" to use substances, by school, community, and student characteristics: 1993

School and Student Characteristics (n)	Substances			
	Cigarettes or tobacco	Alcoholic beverages	Marijuana	Other drugs
Total (6,427)	45.0	43.4	19.7	13.5
<i>School Characteristics</i>				
<b>Type of School</b>				
Public (5,829)	45.8	43.9	20.2	14.0
Private (598)	35.9	37.9	13.5	8.1
<b>Percent of Students of Child's Race at School</b>				
Less than 25 percent (766)	44.8	44.9	22.2	15.8
25 to 75 percent (2,787)	45.1	43.9	21.7	14.3
More than 75 percent (2,874)	45.0	42.7	17.3	12.3
<b>Size of School</b>				
Under 300 students (671)	35.5	34.9	12.1	10.0
300 - 599 students (2,097)	41.6	38.8	14.6	10.6
600 - 999 students (1,661)	45.1	43.0	19.9	13.9
1,000 or more students (1,998)	51.8	52.0	27.4	17.6
<b>School Location</b>				
In neighborhood (4,079)	44.1	43.1	19.1	12.9
Not in neighborhood (2,348)	46.5	44.0	20.5	14.6
<b>Gang Activity at School</b>				
Yes (2,325)	57.0	57.7	31.9	23.5
No (4,102)	38.5	35.7	13.1	8.1

School and Student Characteristics (n)	Substances				
	Cigarettes or tobacco	Alcoholic beverages	Marijuana	Other drugs	
<i>Community Characteristics</i>					
<b>Poverty</b> (percent below age 18 living in poverty in zipcode, according to 1990 Census)					
Less than 5%	(2,359)	47.7	44.7	20.9	13.8
5 to 9%	(1,978)	43.9	43.0	16.5	12.1
10 to 19%	(1,467)	44.1	41.7	20.3	14.0
20% or more	(623)	40.2	43.6	24.5	16.2
<b>Neighborhood Race/Ethnic Composition</b> (by zipcode, according to 1990 Census)					
Less than 6%	(2,314)	49.5	44.9	17.8	12.7
6 to 15%	(1,261)	46.5	43.3	18.6	13.4
16 to 40%	(1,492)	42.3	42.9	20.9	14.4
41% or more	(1,360)	35.9	41.3	23.7	14.7
<b>Population Density</b> (percent in zipcode, according to 1990 Census)					
In urban area	(3,945)	42.6	42.5	22.4	14.0
Out of urban area	(931)	46.9	44.9	17.2	13.1
Rural area	(1,551)	49.5	44.6	15.0	12.1
<b>Region</b> (by zipcode of household)					
Northeast	(1,069)	46.8	43.3	21.2	13.2
South	(2,594)	47.3	44.6	16.8	13.6
Midwest	(1,449)	45.0	45.4	17.6	10.7
West	(1,315)	38.0	39.4	22.1	16.9

School and Student Characteristics (n)		Substances			
		Cigarettes or tobacco	Alcoholic beverages	Marijuana	Other drugs
<b>Student Characteristics</b>					
<b>Grade</b>					
Sixth	(1,052)	11.0	9.5	2.5	2.9
Seventh	(1,051)	25.8	21.5	7.3	5.8
Eighth	(994)	37.2	34.4	12.2	10.5
Ninth	(888)	55.7	53.1	25.0	18.3
Tenth	(921)	63.5	62.1	30.1	17.8
Eleventh	(779)	64.8	66.4	32.9	24.5
Twelfth	(742)	68.8	69.6	34.7	19.1
<b>Race/Ethnicity</b>					
White, non-Hispanic	(4,368)	48.7	44.5	18.4	13.1
Black, non-Hispanic	(933)	34.8	42.6	23.2	13.9
Hispanic	(921)	37.1	39.0	22.9	16.7
Other	(205)	41.4	39.8	18.4	10.3
<b>Sex</b>					
Female	(3,204)	42.6	42.6	20.2	14.6
Male	(3,223)	47.4	44.2	19.1	12.5
<b>Household Income</b>					
Up to \$25,000	(1,840)	43.4	40.4	19.7	14.1
More than \$25,000	(4,587)	46.0	45.3	19.6	13.2

School and Student Characteristics (n)	Substances			
	Cigarettes or tobacco	Alcoholic beverages	Marijuana	Other drugs
<i>Student Characteristics (cont.)</i>				
<b>Parent's Highest Level of Education</b>				
Less than high school (550)	39.4	39.8	19.8	14.9
High school diploma or equivalency (2,007)	46.1	43.4	20.3	14.1
Some postsecondary education (2,052)	45.8	44.9	20.2	14.1
College degree (804)	44.7	44.5	17.8	11.5
Graduate school (1,014)	40.3	41.7	18.3	11.8
<b>School and out-of-school activities*</b>				
Child participates in school activities (according to parent) (4,595)	42.6	42.7	17.5	11.8
Child does not participate in school activities (according to parent) (1,819)	50.6	45.3	24.6	17.5
Child participates in out-of-school activities (according to parent) (3,823)	40.7	39.6	16.4	11.8
Child does not participate in out-of-school activities (according to parent) (2,604)	51.0	48.7	24.2	15.9
<b>Academic record (according to parent. *Compared with other children in [child's] class, how would you say [child] is doing in [his/her] schoolwork this year?*)</b>				
Near the top of the class (2,269)	35.5	36.9	14.4	9.6
Above the middle of the class (1,503)	45.3	46.1	18.9	13.0
Around the middle of the class (2,058)	49.6	44.7	22.8	16.0
Below the middle of the class (417)	62.2	57.6	28.3	19.3
Near the bottom of the class (180)	60.9	50.6	30.1	21.3

NOTE: Percentages are calculated using weighted data.  
 \* Excludes small number of students whose parents responded that there were no activities available at their child's school.

SOURCE: National Household Education Survey, 1993.

APPENDIX A / TABLE 3

Parent's and youth's attitudes toward smoking cigarettes and drinking alcoholic beverages: 1993

	Friends think it <u>is</u> all right to ...	Friends think it is <u>not</u> all right to ...	Total
<b>Smoke cigarettes</b>			
Parent approves of child smoking cigarettes (n)	1.4 (87)	0.2 (20)	1.6 (107)
Parent disapproves of child smoking cigarettes (n)	43.6 (2,770)	54.8 (3,550)	98.4 (6,320)
<b>TOTAL</b>	<b>45.0</b>	<b>55.0</b>	<b>100.0</b>
<b>Drink alcoholic beverages</b>			
Parent approves of child drinking alcoholic beverages (n)	1.8 (118)	1.6 (93)	3.4 (211)
Parent disapproves of child drinking alcoholic beverages (n)	41.6 (2,664)	55.0 (3,552)	96.6 (6,216)
<b>TOTAL</b>	<b>43.4</b>	<b>56.6</b>	<b>100.0</b>

NOTE: Percentages are calculated using weighted data.

SOURCE: National Household Education Survey, 1993.

**APPENDIX B**

**AVAILABILITY**

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## LIST OF TABLES

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No.	Title
B-1	Percent of parents who responded that substance is "very easy" or "fairly easy" to get at school or on school grounds, by school, community, demographic, and school policy characteristics: 1993
B-2	Percent of students, 6th through 12th grades, who responded that substance is "very easy" or "fairly easy" to get at school or on school grounds, by school, community, and student characteristics: 1993
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**APPENDIX B / TABLE 1**  
**Percent of parents who responded that substance is "very easy" or "fairly easy" to get**  
**at school or on school grounds, by school, community, demographic, and school policy characteristics: 1993**

Characteristics (n=)	Substances				
	Cigarettes or tobacco	Beer or wine	Liquor	Marijuana	Other drugs
Total (10,117)	66.1	24.2	21.1	39.2	33.6
<b>School Characteristics</b>					
<b>Type of School</b>					
Public (9,126)	69.7	25.9	22.6	42.1	36.1
Private (991)	28.2	6.0	5.9	8.1	6.9
<b>Percent of Students of Child's Race at School</b>					
Less than 25 percent (1,270)	60.1	22.3	20.7	41.0	37.1
25 to 75 percent (4,338)	69.1	26.5	23.4	43.7	38.1
More than 75 percent (4,511)	65.0	22.6	19.3	35.0	29.0
<b>Size of School</b>					
Under 300 students (1,117)	45.7	13.7	12.3	22.2	16.0
300 - 599 students (3,290)	60.4	19.3	16.7	33.7	28.1
600 - 899 students (2,544)	69.7	25.0	21.6	40.6	35.2
1,000 or more students (3,166)	77.2	32.8	29.0	50.6	45.0
<b>School Location</b>					
In neighborhood (6,429)	66.3	23.8	20.7	39.1	33.2
Not in neighborhood (3,688)	65.9	24.9	21.9	39.5	34.4
<b>Grade Organization of School</b>					
Elementary School (1,170)	26.5	9.0	6.6	13.5	10.7
Middle/Junior High School (3,183)	61.9	18.6	16.2	34.5	28.5
High School (4,689)	80.8	33.3	29.4	51.2	44.9
Combined (1,065)	54.4	14.9	13.7	26.2	21.8

Characteristics (n=)	Substances					
	Cigarettes or tobacco	Beer or wine	Liquor	Marijuana	Other drugs	
<i>School Characteristics (cont.)</i>						
<b>Grade</b>						
Sixth	(1,645)	35.2	10.2	8.5	18.4	14.8
Seventh	(1,643)	57.3	15.8	13.4	29.1	23.9
Eighth	(1,555)	62.2	20.7	17.5	36.0	30.0
Ninth	(1,423)	75.9	29.2	26.3	46.5	42.1
Tenth	(1,416)	79.0	32.1	29.8	51.2	45.7
Eleventh	(1,261)	80.9	33.3	28.4	49.0	43.6
Twelfth	(1,174)	80.4	32.4	28.1	47.9	40.4
<i>Community Characteristics</i>						
<b>Poverty (percent below age 18 living in poverty in zipcode, according to 1990 Census)</b>						
Less than 5%	(3,752)	66.0	22.5	19.6	37.7	31.9
5 to 9%	(3,054)	67.4	24.8	21.8	39.3	32.7
10 to 19%	(2,334)	66.3	25.1	22.0	40.5	36.0
20% or more	(977)	82.1	26.7	23.1	42.4	38.4
<b>Neighborhood Race/Ethnic Composition<sup>1</sup> (by zipcode, according to 1990 Census)</b>						
Less than 6%	(3,606)	67.9	22.6	19.2	35.9	29.1
6 to 15%	(2,012)	68.0	24.5	22.8	41.5	35.9
16 to 40%	(2,339)	65.3	24.9	21.9	40.8	36.4
41% or more	(2,160)	60.8	26.6	22.7	42.4	38.4
<b>Population Density (percent in zipcode, according to 1990 Census)</b>						
In urban area	(6,303)	65.8	25.2	22.2	41.4	36.1
Out of urban area	(1,431)	66.4	25.2	23.5	39.2	33.9
Rural area	(2,383)	66.8	21.3	17.4	34.2	27.8

Characteristics	(n=)	Substances				
		Cigarettes or tobacco	Beer or wine	Liquor	Marijuana	Other drugs
<i>Community Characteristics (cont.)</i>						
<i>Region (by zipcode of household)</i>						
Northeast	(1,710)	66.4	19.7	17.0	36.1	28.9
South	(4,059)	64.9	23.1	20.3	39.0	34.5
Midwest	(2,294)	66.3	24.2	21.1	36.6	31.8
West	(2,054)	67.7	29.7	25.9	45.2	38.2

Characteristics	(n=)	Substances				
		Cigarettes or tobacco	Beer or wine	Liquor	Marijuana	Other drugs
<i>Demographic Characteristics</i>						
<b>Race/Ethnicity</b>						
White, non-Hispanic	(6,815)	69.0	24.0	21.2	36.7	32.8
Black, non-Hispanic	(1,507)	59.0	25.4	22.1	40.6	37.5
Hispanic	(1,438)	61.6	23.8	19.6	41.3	34.6
Other	(357)	54.5	23.0	20.7	36.8	29.9
<b>Sex</b>						
Female	(4,975)	67.0	25.3	22.3	40.0	34.5
Male	(5,142)	65.3	23.1	20.0	38.5	32.8
<b>Total Household Income</b>						
\$5,000 or less	(382)	58.6	24.9	19.8	39.1	32.7
\$5,001 to \$10,000	(535)	65.0	23.3	19.8	39.0	35.3
\$10,001 to \$15,000	(658)	55.2	25.2	22.0	44.6	38.7
\$15,001 to \$20,000	(633)	66.2	23.5	20.8	39.5	33.9
\$20,001 to \$25,000	(737)	57.7	23.5	20.7	42.0	37.0
\$25,001 to \$30,000	(933)	67.0	22.9	21.1	39.2	35.0
\$30,001 to \$35,000	(890)	55.7	22.8	19.7	37.8	33.9
\$35,001 to \$45,000	(973)	68.4	24.1	20.5	37.1	32.1
\$40,001 to \$50,000	(1,345)	57.6	24.9	21.3	38.4	31.0
\$50,001 to \$75,000	(1,630)	56.1	24.3	21.7	38.9	32.4
Over \$75,000	(1,201)	66.4	25.9	23.2	36.6	30.2

Characteristics	(n=)	Substances				
		Cigarettes or tobacco	Beer or wine	Liquor	Marijuana	Other drugs
<b>Family Characteristics</b>						
<b>Household Income</b>						
Up to \$25,000	(2,945)	65.1	24.0	20.7	41.0	35.8
More than \$25,000	(7,172)	66.8	24.3	21.4	38.1	32.3
<b>Parent's Highest Level of Education</b>						
Less than high school	(862)	60.0	22.3	17.8	37.9	33.9
High school diploma or equivalency	(3,132)	69.3	24.2	21.3	41.7	35.3
Some postsecondary education	(3,272)	67.1	26.2	23.4	41.7	37.0
College graduate	(2,851)	63.4	22.4	19.5	33.7	27.4
<b>Living Arrangements<sup>2</sup></b>						
Both parents (includes foster and stepparents)	(7,266)	66.1	23.7	20.8	37.9	31.8
Single parent	(2,443)	67.5	25.7	22.5	43.3	38.5
Non-parent guardians or no parent in household	(408)	58.4	21.4	18.2	35.4	32.0
<b>Parent's Labor Force Status</b>						
At least one parent working for pay	(9,142)	66.5	24.3	21.5	39.4	33.6
Parents not working for pay	(975)	60.4	23.1	18.6	36.0	33.8
<b>Number of Times that the Child has Moved During the Last 5 Years</b>						
No moves	(5,848)	65.0	23.2	20.5	37.7	32.2
1 move	(2,362)	66.5	24.4	21.0	39.7	34.7
2 moves	(1,007)	68.2	24.3	20.5	41.1	33.8
3 or more moves	(900)	69.1	28.9	25.6	44.6	38.6
<b>Choice of Current Home Influenced by Child's School</b>						
Yes	(4,676)	67.8	24.2	20.8	38.8	32.8
No	(5,441)	64.7	24.2	21.4	39.5	34.4

Characteristics	(n=)	Substances				
		Cigarettes or tobacco	Beer or wine	Liquor	Marijuana	Other drugs
<b>School Policy Characteristics</b>						
<b>School Has Written Disciplinary Policy</b>						
Yes	(9,650)	66.2	23.9	20.9	39.1	33.4
No	(437)	65.3	29.6	25.3	41.3	38.9
<b>Received Copy of Policy</b>						
Yes	(8,983)	65.7	23.5	20.5	38.6	32.7
No	(697)	72.0	28.9	25.8	45.6	41.3
School does not have written disciplinary policy	(437)	65.3	29.6	25.3	41.3	38.9
<b>Spanish Speaker Received Copy in Spanish<sup>3</sup></b>						
Yes	(231)	62.7	21.7	16.9	44.3	32.1
No	(99)	58.6	24.1	18.4	47.9	40.9
Respondents to English instrument	(9,787)	68.3	24.2	21.3	39.0	33.6
<b>Policy Covers Drugs</b>						
Yes	(9,108)	67.3	24.3	21.2	39.8	34.0
No	(572)	47.9	17.1	15.8	27.8	22.4
No written policy	(437)	65.3	29.6	25.3	41.3	38.9

NOTE: Percentages are calculated using weighted data.

<sup>1</sup> Percentage of population who are black or Hispanic.

<sup>2</sup> This question only appeared in the Spanish instrument.

<sup>3</sup> "Non-parent guardians" includes aunts, uncles, cousins, grandparents, or unrelated adults who act as the child's parents.

SOURCE: National Household Education Survey, 1993.

APPENDIX B / TABLE 2

Percent of students, 6th through 12th grades, who responded that substance is "very easy" or "fairly easy" to get at school or on school grounds, by school, community, and student characteristics: 1993

School and Student Characteristics (n)	Substances				
	Cigarettes or tobacco	Beer or wine	Liquor	Marijuana	Other drugs
<b>Total</b> (6,427)	80.6	29.1	25.8	28.9	21.6
<b>School Characteristics</b>					
<b>Type of School</b>					
Public (5,829)	62.4	30.2	26.8	30.2	22.6
Private (598)	39.8	16.6	14.7	14.4	9.5
<b>Percent of Students of Child's Race at School</b>					
Less than 25 percent (755)	61.3	30.6	28.1	32.5	24.7
25 to 75 percent (2,787)	61.1	29.6	26.4	33.4	25.0
More than 75 percent (2,874)	60.1	28.3	24.8	24.3	18.0
<b>Size of school</b>					
Under 300 students (671)	43.1	19.5	18.0	15.0	13.8
300 - 599 students (2,097)	54.2	24.7	21.7	23.6	17.8
600 - 999 students (1,661)	62.1	29.6	25.8	28.4	21.3
1,000 or more students (1,998)	72.5	36.8	33.0	40.0	28.7
<b>Grade Organization of School</b>					
Elementary (737)	17.8	7.6	6.7	5.9	5.7
Middle School/Junior High (2,070)	45.5	18.6	14.9	15.6	15.0
High school (2,966)	81.9	42.6	38.7	45.0	31.4
Combined (654)	54.6	21.9	20.0	20.0	13.8
<b>School Location</b>					
In neighborhood (4,078)	59.2	28.6	25.3	28.4	20.7
Not in neighborhood (2,348)	63.1	29.9	26.7	29.9	23.2

School and Student Characteristics (n)	Substances				
	Cigarettes or tobacco	Beer or wine	Liquor	Marijuana	Other drugs
<b>Gang Activity at School</b>					
Yes (2,325)	75.7	42.2	38.7	46.2	35.6
No (4,102)	52.5	22.1	18.9	19.7	14.1
<b>Community Characteristics</b>					
<b>Poverty</b> (percent below age 18 living in poverty in zipcode, according to 1990 Census)					
Less than 5% (2,359)	63.8	29.9	27.0	30.2	21.5
5 to 9% (1,978)	60.2	28.8	25.2	25.8	20.6
10 to 19% (1,467)	59.3	28.1	24.8	29.7	22.9
20% or more (623)	52.6	29.2	25.6	33.4	22.5
<b>Neighborhood Race/Ethnic Composition</b> (by zipcode, according to 1990 Census)					
Less than 6% (2,314)	64.5	29.3	25.5	24.2	18.1
6 to 15% (1,261)	62.0	30.2	27.0	30.8	23.3
16 to 40% (1,492)	59.6	27.9	25.1	33.2	26.3
41% or more (1,360)	51.3	28.6	26.0	33.1	22.6
<b>Population Density</b> (percent in zipcode, according to 1990 Census)					
Urban, in urban area (3,945)	60.2	29.3	26.3	31.9	23.4
Urban, out of urban area (931)	62.8	30.6	27.6	27.2	20.8
Rural area (1,551)	60.4	27.8	23.8	23.4	18.1
<b>Region</b> (by zipcode of household)					
Northeast (1,069)	63.6	26.1	21.7	28.4	20.2
South (2,594)	60.4	26.2	23.6	28.9	22.9
Midwest (1,449)	58.9	31.5	27.8	25.0	18.0
West (1,315)	60.6	33.7	30.6	33.8	24.8

School and Student Characteristics (n)	Substances				
	Cigarettes or tobacco	Beer or wine	Liquor	Marijuana	Other drugs
<b>Student Characteristics</b>					
<b>Grade</b>					
Sixth (1,052)	21.7	7.6	5.6	7.0	9.5
Seventh (1,051)	39.0	15.7	11.6	11.2	9.7
Eighth (994)	52.5	21.9	19.3	18.4	16.2
Ninth (888)	77.2	37.0	33.3	38.4	28.9
Tenth (921)	79.1	44.7	41.3	48.2	34.0
Eleventh (779)	82.8	42.4	38.6	42.5	29.6
Twelfth (742)	85.2	42.0	38.2	45.3	27.9
<b>Race/Ethnicity</b>					
White, non-Hispanic (4,368)	63.6	29.5	25.8	27.0	20.6
Black, non-Hispanic (933)	53.3	30.0	26.6	36.7	25.1
Hispanic (921)	53.9	26.5	24.7	30.9	23.9
Other (205)	54.1	25.7	26.1	26.5	18.7
<b>Sex</b>					
Female (3,204)	59.8	31.1	28.1	28.1	22.5
Male (3,223)	61.5	27.1	23.6	29.8	20.7

School and Student Characteristics (n)	Substances				
	Cigarettes or tobacco	Beer or wine	Liquor	Marijuana	Other drugs
<i>Student Characteristics (cont.)</i>					
<b>Household income</b>					
\$5,000 or less (226)	49.6	23.6	22.7	29.7	27.7
\$5,001 to \$10,000 (333)	51.2	26.1	22.9	27.7	18.5
\$10,001 to \$15,000 (432)	55.4	23.9	22.0	26.2	22.8
\$15,001 to \$20,000 (375)	62.5	30.2	25.9	28.6	20.1
\$20,001 to \$25,000 (473)	60.5	26.2	21.7	28.2	20.1
\$25,001 to \$30,000 (600)	57.6	25.4	22.6	27.3	21.1
\$30,000 to \$35,000 (545)	59.6	24.8	20.1	23.8	16.6
\$35,001 to \$40,000 (640)	63.3	33.1	29.2	29.5	23.3
\$40,001 to \$50,000 (864)	63.1	30.2	26.6	28.3	20.4
\$50,001 to \$75,000 (1,183)	66.0	33.3	29.8	32.7	23.3
Over \$75,000 (755)	66.2	35.2	33.1	32.2	23.9
<b>School and out-of-school activities*</b>					
Child participates in school activities (according to parent) (4,595)	60.3	29.7	26.5	27.3	20.4
Child does not participate in school activities (according to parent) (1,819)	61.5	27.5	24.0	32.8	24.3
Child participates in out-of-school activities (according to parent) (3,823)	58.1	29.1	25.9	26.3	20.4
Child does not participate in out-of-school activities (according to parent) (2,604)	64.2	29.1	25.7	32.6	23.4

School and Student Characteristics (n)	Substances				
	Cigarettes or tobacco	Beer or wine	Liquor	Marijuana	Other drugs
<i>Student Characteristics (cont.)</i>					
Academic record (according to parent, "Compared with other children in [child's] class, how would you say [child] is doing in [his/her] schoolwork this year?")					
Near the top of the class (2,269)	55.3	26.0	22.7	21.4	16.2
Above the middle of the class (1,503)	53.0	31.7	28.5	28.5	21.9
Around the middle of the class (2,058)	61.9	28.9	25.6	33.0	24.6
Below the middle of the class (417)	69.1	32.7	29.5	39.5	28.7
Near the bottom of the class (180)	70.0	39.0	35.8	49.3	31.9
<b>Parent's Highest Level of Education</b>					
Less than high school (550)	54.4	23.3	20.8	32.5	24.5
High school diploma or equivalency (2,007)	59.7	27.6	23.7	28.4	21.9
Some postsecondary education (2,052)	61.5	30.2	27.4	29.7	21.9
College degree (804)	62.3	29.5	27.5	27.9	18.9
Graduate school (1,014)	63.8	33.3	29.0	27.1	20.6

NOTE: Percentages are calculated using weighted data.

\* Excludes small number of students whose parents responded that there were no activities available at their child's school.

SOURCE: National Household Education Survey, 1993.

**APPENDIX B / TABLE 3**

**Data from Monitoring the Future: Percent who responded "fairly easy" or "very easy" to the question, "How difficult do you think it would be for you to get...if you wanted some?"**

	Cigarettes	Alcohol	Marijuana
<b>8th Graders</b>			
1992	77.8	76.2	42.3
1993	75.5	73.9	43.8
1994	76.1	74.5	49.9
1995	76.4	74.9	52.4
1996	76.9	75.3	54.8
<b>10th Graders</b>			
1992	89.1	88.6	85.2
1993	89.4	88.9	68.4
1994	90.3	89.8	75.0
1995	90.7	89.7	78.1
1996	91.3	90.4	81.1
<b>12th Graders</b>			
1992	NA	NA	82.7
1993	NA	NA	83.0
1994	NA	NA	85.5
1995	NA	NA	88.5
1996	NA	NA	88.7

MTF used 5 categories (in reverse order from NHES) 1-probably impossible; 2-very difficult; 3-fairly difficult; 4-fairly easy; 5-very easy. Percentages reported include "fairly easy" and "very easy". An additional option of "can't say, drug unfamiliar" was included for 8th and 10th graders only. According to note (p. 244) generally less than 20% chose this option for any one question.

**NOTE:** A major difference from NHES is that MTF was conducted in school and NHES was a household survey. Also, the question on the NHES was worded so that availability only applied to school property. The MTF question wording on availability was more general-implicy, "how easy would the substance be to get anywhere?"

APPENDIX B / TABLE 4

Percent of students, 6th through 12th grades, who responded that substance is "very easy" or "fairly easy" to get at school or on school grounds, by type of school and school, community and student characteristics: 1993

School and Student Characteristics (n)	Substances									
	Cigarettes or tobacco		Beer or wine		Liquor		Marijuana		Other drugs	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
<b>Total</b>	62.4	39.8	30.2	16.6	26.8	14.7	30.2	14.4	22.6	9.5
<b>Size of school</b>										
Under 300 students	48.6	28.0	21.5	13.1	20.2	10.8	15.9	12.2	15.4	8.7
300 - 599 students	55.8	37.7	25.5	15.8	22.6	12.4	24.4	14.6	8.6	9.7
600 - 999 students	62.6	53.8	30.2	19.1	26.0	21.1	29.4	12.1	22.0	8.6
1,000 or more students	72.6	66.6	37.1	25.9	33.3	23.9	40.5	24.4	29.2	12.9
<b>Poverty (percent below age 18 living in poverty in zipcode, according to 1990 Census)</b>										
Less than 5%	65.9	44.2	31.2	18.5	28.0	17.7	32.0	13.2	22.8	10.1
5 to 9%	62.2	33.9	29.9	14.0	26.2	12.0	26.7	13.1	21.6	7.5
10 to 19%	61.0	36.9	29.1	15.7	25.6	13.6	30.7	16.3	23.8	11.6
20 to 24%	53.2	41.5	29.9	16.1	26.5	6.7	33.8	25.1	23.3	7.5
<b>Total Household Income</b>										
\$5,000 or less (3.5)	50.0 (120)	33.8 (1)	24.2 (59)	0 (0)	23.2 (58)	0 (0)	30.4 (77)	0 (0)	28.4 (71)	0 (0)
\$5,001 to \$10,000 (5.2)	51.6 (174)	39.1 (3)	26.0 (78)	30.1 (2)	22.6 (72)	30.1 (2)	27.3 (93)	39.7 (3)	18.4 (61)	21.6 (1)
\$10,001 to \$15,000 (6.7)	55.8 (232)	20.2 (2)	24.1 (99)	13.5 (1)	22.2 (94)	13.5 (1)	26.5 (118)	6.7 (1)	23.3 (101)	0 (0)
\$15,001 to \$20,000 (5.9)	63.9 (227)	28.4 (4)	31.4 (105)	0 (0)	27.0 (94)	0 (0)	29.3 (107)	11.8 (1)	21.0 (80)	0 (0)
\$20,001 to \$25,000 (7.4)	61.8 (266)	34.5 (10)	27.0 (111)	10.0 (3)	22.7 (95)	3.1 (1)	29.4 (129)	5.9 (2)	21.0 (94)	2.8 (1)
\$25,001 to \$30,000 (9.3)	60.4 (324)	30.8 (15)	27.0 (157)	10.4 (4)	23.9 (138)	10.0 (3)	28.9 (158)	11.5 (5)	22.1 (127)	10.4 (4)

School and Student Characteristics (n)	Substances									
	Cigarettes or tobacco		Beer or wine		Liquor		Marijuana		Other drugs	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
\$30,001 to \$35,000 (8.5)	61.2 (303)	35.4 (14)	25.8 (128)	9.4 (5)	20.7 (105)	11.9 (6)	24.4 (138)	14.1 (7)	17.0 (94)	10.2 (5)
\$35,001 to \$40,000 (10.0)	65.7 (365)	36.7 (22)	34.0 (183)	22.7 (14)	30.3 (161)	17.6 (10)	31.1 (183)	11.9 (5)	24.4 (139)	10.0 (7)
\$40,001 to \$50,000 (13.4)	65.0 (500)	42.6 (35)	31.5 (232)	15.9 (13)	28.1 (208)	9.9 (8)	30.1 (238)	8.4 (6)	22.0 (190)	4.0 (3)
\$50,001 to \$75,000 (18.4)	68.9 (699)	43.3 (62)	35.1 (351)	18.6 (29)	31.4 (310)	17.0 (26)	34.7 (354)	16.6 (24)	24.7 (256)	12.2 (18)
More than \$75,000 (11.7)	70.6 (412)	46.2 (67)	38.3 (222)	20.9 (30)	35.9 (198)	20.5 (30)	35.2 (204)	18.4 (29)	26.5 (150)	11.8 (17)

NOTE: Percentages are calculated using weighted data.

SOURCE: National Household Education Survey, 1993.

**APPENDIX B / TABLE 5**  
**Parent/youth agreement on accessibility to substances on school property**  
**during current school year**

Parent's report	Youth's report	
	Very or fairly easy to get	Hard or nearly impossible to get
<b>Cigarettes or tobacco</b>		
Very or fairly easy to get	48.6	18.1
Hard or nearly impossible to get	12.0	21.3
<b>Beer or wine</b>		
Very or fairly easy to get	10.8	13.2
Hard or nearly impossible to get	18.3	57.7
<b>Marijuana</b>		
Very or fairly easy to get	17.3	21.7
Hard or nearly impossible to get	11.7	49.4
<b>Liquor</b>		
Very or fairly easy to get	9.1	11.9
Hard or nearly impossible to get	16.7	62.3
<b>Other drugs</b>		
Very or fairly easy to get	11.4	21.5
Hard or impossible to get	10.2	56.9

Percentages are calculated using weighted data.

N=6,504 (matched pairs of parent and their children, grades 8 to 12).

**APPENDIX C**  
**DRUG EDUCATION**

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## LIST OF TABLES

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No.	Title
C-1	Percent of students, 6th through 12th grades, and their school, community, and student characteristics, by the number of types of drug education prevention experiences in their current school year: 1993
C-2	Percent of parents and students, 6th through 12th grades, who responded that substance is "very easy" or "fairly easy" to get at school or on school grounds, by number of different types of school-sponsored drug education programs attended by student in previous year: 1993
C-3	Youth report of main message about drinking alcoholic beverages that they hear in school education programs about alcohol: 1993

**APPENDIX C / TABLE 1**

**Percent of students, 6th through 12th grades, and their school, community, and student characteristics, by the number of types of drug education prevention experiences in their current school year: 1993**

School and Student Characteristics	(n)	Drug Education		
		No drug abuse prevention education	One to three types of drug abuse prevention education	Four types of drug abuse prevention education
<b>Total</b>	(6,427)	19.3	71.5	9.2
<b>School Characteristics</b>				
<b>Type of School</b>				
Public	(5,629)	19.1	71.5	9.4
Private	(598)	21.6	71.6	6.6
<b>Percent of Students of Child's Race at School</b>				
Less than 25 percent	(766)	20.9	70.2	8.9
25 to 75 percent	(2,787)	21.2	69.4	9.47
More than 75 percent	(2,874)	17.3	73.6	9.1
<b>Size of School</b>				
Under 300 students	(871)	19.8	70.8	9.41
300 - 599 students	(2,097)	18.5	71.1	10.4
600 - 999 students	(1,661)	19.2	71.8	9.0
1,000 or more students	(1,998)	20.2	72.0	7.9
<b>School Location</b>				
In neighborhood	(4,079)	19.3	71.2	9.5
Not in neighborhood	(2,348)	19.3	72.0	8.7
<b>Gang Activity at School</b>				
Yes	(2,325)	20.7	69.7	9.6
No	(4,102)	18.6	72.5	8.9

School and Student Characteristics (n)	Drug Education			
	No drug abuse prevention education	One to three types of drug abuse prevention education	Four types of drug abuse prevention education	
<i>Community Characteristics</i>				
<b>Poverty</b> (percent below age 18 living in poverty in zipcode, according to 1990 Census)				
Less than 5%	(2,359)	19.0	73.5	7.5
5 to 9%	(1,978)	19.2	71.5	9.4
10 to 19%	(1,467)	19.0	69.9	11.1
20% or more	(623)	21.7	67.4	10.9
<b>Neighborhood Race/Ethnic Composition</b> (by zipcode, according to 1990 Census)				
Less than 8%	(2,314)	17.9	73.6	8.5
6 to 15%	(1,261)	19.9	71.4	8.7
16 to 40%	(1,492)	20.3	70.3	9.5
More than 40%	(1,360)	21.0	68.1	10.9
<b>Population Density</b> (percent in zipcode, according to 1990 Census)				
In urban area	(3,945)	20.1	70.8	9.1
Out of urban area	(931)	17.2	71.6	11.2
Rural area	(1,551)	18.7	73.1	8.1
<b>Region</b> (by zipcode of household)				
Northeast	(1,069)	18.6	74.2	9.2
South	(2,594)	19.5	69.8	10.8
Midwest	(1,449)	20.8	71.7	7.6
West	(1,315)	19.7	72.1	8.3

School and Student Characteristics (n)	Drug Education			
	No drug abuse prevention education	One to three types of drug abuse prevention education	Four types of drug abuse prevention education	
<b>Student Characteristics</b>				
<b>Grade</b>				
Sixth	(1,052)	16.6	71.7	11.5
Seventh	(1,051)	19.2	69.1	11.7
Eighth	(994)	18.0	72.7	9.3
Ninth	(888)	18.8	73.1	8.1
Tenth	(921)	19.9	70.5	9.6
Eleventh	(779)	21.5	72.5	6.0
Twelfth	(742)	22.1	71.2	6.8
<b>Race/Ethnicity</b>				
White, non-Hispanic	(4,368)	19.1	72.5	8.5
Black, non-Hispanic	(933)	20.4	68.8	10.9
Hispanic	(921)	19.1	69.5	11.4
Other	(205)	20.0	71.0	9.0
<b>Sex</b>				
Female	(3,204)	18.8	70.8	10.4
Male	(3,223)	19.8	72.2	8.0

School and Student Characteristics	(n)	Drug Education		
		No drug abuse prevention education	One to three types of drug abuse prevention education	Four types of drug abuse prevention education
<i>Student Characteristics (cont.)</i>				
<b>Household Income</b>				
Up to \$5,000	(840)	22.7	66.4	10.9
\$5,000 to \$10,000	(333)	19.2	69.6	11.2
\$10,001 to \$15,000	(432)	19.9	68.7	11.5
\$15,001 to \$20,000	(376)	23.0	69.1	7.9
\$20,001 to \$25,000	(473)	19.1	72.1	8.8
\$25,001 to \$30,000	(600)	18.2	70.8	11.0
\$30,001 to \$35,000	(545)	21.5	68.6	9.9
\$35,001 to \$40,000	(640)	18.3	72.3	9.4
\$40,001 to \$50,000	(864)	18.3	73.3	8.5
\$50,001 to \$75,000	(1,183)	18.0	73.5	8.5
More than \$75,000	(755)	18.1	75.9	6.1
<b>Parent's Highest Level of Education</b>				
Less than high school	(550)	22.6	64.9	12.3
High school diploma or equivalency	(2,007)	19.2	69.8	11.0
Some postsecondary education	(2,052)	19.8	71.9	8.3
College degree	(804)	15.4	78.6	6.0
Graduate school	(1,014)	19.5	73.1	7.4

School and Student Characteristics (n)	Drug Education		
	No drug abuse prevention education	One to three types of drug abuse prevention education	Four types of drug abuse prevention education
<i>Student Characteristics (cont.)</i>			
<b>School and out-of-school activities*</b>			
Child participates in school activities (according to parent) (4,595)	17.5	73.0	9.6
Child does not participate in school activities (according to parent) (1,819)	23.8	68.1	8.2
Child participates in out-of-school activities (according to parent) (4,595)	17.7	72.6	9.7
Child does not participate in out-of-school activities (according to parent) (2,604)	21.6	70.0	8.4
<b>Academic record (according to parent. *Compared with other children in [child's] class, how would you say [child] is doing in [his/her] schoolwork this year?*)</b>			
Near the top of the class (2,269)	17.4	74.5	8.1
Above the middle of the class (1,503)	16.9	74.2	8.9
Around the middle of the class (2,058)	21.1	68.4	10.5
Below the middle of the class (417)	23.4	67.7	9.0
Near the bottom of the class (180)	29.6	60.6	9.9

NOTE: Percentages are calculated using weighted data. Totals may not sum to 100% due to rounding.

\* Excludes small number of students whose parents responded that there were no activities available at their child's school.

SOURCE: National Household Education Survey, 1993.

APPENDIX C / TABLE 2

Percent of parents and students, 6th through 12th grades, who responded that substance is "very easy" or "fairly easy" to get at school or on school grounds, by number of different types of school-sponsored drug education programs attended by student in previous year, 1993

Number of Different Types of Drug Education Programs (n)	Substances				
	Cigarettes or tobacco	Beer or wine	Liquor	Marijuana	Other drugs
<b>Parent Responses</b>					
Total (10,117)	86.1	24.2	21.1	39.2	33.6
No drug education (3,583)	71.0	26.7	23.3	43.6	37.6
One to three types of drug education (5,714)	64.1	22.9	19.9	36.6	31.0
Four types of drug education programs (820)	59.1	22.1	20.1	38.3	35.0
<b>Student Responses</b>					
Total (6,427)	60.6	29.1	25.8	28.9	21.6
No drug education (1,234)	83.7	32.1	28.5	32.7	24.2
One to three types of drug education (4,590)	60.8	28.5	25.4	28.7	21.4
Four types of drug education programs (603)	59.1	22.1	20.1	38.3	35.0

NOTE: Percentages are calculated using weighted data.

SOURCE: National Household Education Survey, 1993.

APPENDIX C / TABLE 3

Youth report of main message about drinking alcoholic beverages that they hear in school education programs about alcohol: 1993

Characteristics	(n)	Substances				
		Do not drink	Do not drink until you are legally old enough	Do not drink and drive	Do not drink too much	Some other message
Total	(6,427)					
No drug education	(1,234)	21.1	9.3	63.6	3.9	1.9
One to three types of drug education	(4,590)	27.1	7.9	61.3	2.6	1.1
Four types of drug education programs	(603)	30.5	6.4	59.9	1.3	1.9

NOTE: Percentages are calculated using weighted data.

SOURCE: National Household Education Survey, 1993.

**APPENDIX D**

**VIOLENCE AND CRIME**

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No.	Title
D-1	Percent of parents reporting awareness of crime at school, by school, community, and school policy characteristics: 1993
D-2	Percent of youth, grades 6-12, reporting awareness of crime at school, by school, community, and parent characteristics: 1993
D-3	Percent of youth, grades 6-12, reporting gang activity at their school, by school, community, and parent characteristics: 1993
D-4	Percent of parents who reported intervention to avoid violence or threat of violence, by school, community, and demographic characteristics: 1993
D-5	Percent of youth, grades 6-12, reporting changes that they made to avoid crime or violence, by school, community, and parent characteristics: 1993
D-6	Percent of parents and selected school and community characteristics, by the number of measures their child's schools took to ensure safety: 1993

APPENDIX D / TABLE 1

Percent of parents reporting awareness of crime at school, by school, community, and school policy characteristics: 1993

Characteristics (n)	Knowledge and response to crime at school*								
	Know about crime		Fear crime		Witnessed crime		Victim of crime		
	One Incident	Two or more Incidents	One Incident	Two or more Incidents	One Incident	Two or more Incidents	One Incident	Two or more Incidents	
Total (10,117)	29.9	37.0	21.3	15.4	25.5	13.6	20.8	7.5	
<b>School Characteristics</b>									
<b>Type of School</b>									
Public (9,126)	29.9	39.5	22.3	16.5	25.7	14.6	21.8	8.0	
Private (991)	29.2	10.7	10.6	3.6	12.6	3.2	10.5	1.5	
<b>Percent of Students of Child's Race at School</b>									
Less than 25 percent (1,270)	28.1	36.4	18.9	18.3	23.4	14.7	20.3	9.9	
25 to 75 percent (4,336)	28.9	41.6	23.2	18.8	27.5	16.6	23.8	8.7	
More than 75 percent (4,511)	31.0	33.3	20.3	12.0	24.4	10.7	19.3	5.7	
<b>Size of School</b>									
Under 300 students (1,117)	31.7	23.4	20.7	8.3	23.4	7.3	17.6	5.4	
300 - 599 students (3,290)	29.4	34.1	20.8	14.5	25.1	12.0	20.9	7.7	
600 - 999 students (2,544)	30.8	40.8	22.0	17.5	27.4	14.8	23.2	7.3	
1,000 or more students (3,166)	28.7	42.4	21.4	17.5	25.2	16.6	19.8	7.9	
<b>School Location</b>									
In neighborhood (6,429)	30.1	36.5	21.0	15.3	25.0	13.3	20.5	7.0	
Not in neighborhood (3,688)	29.2	37.9	21.9	15.8	25.4	14.0	21.2	8.0	
<b>Grade Organization of School</b>									
Elementary School (1,170)	28.2	27.3	17.5	10.7	26.3	9.4	17.6	5.9	
Middle/Junior High School (3,193)	28.1	46.2	24.9	23.6	31.0	18.2	26.6	11.9	
High School (4,689)	30.7	35.9	20.5	12.7	22.6	13.0	18.4	5.5	
Combined (1,065)	32.0	28.0	18.7	9.5	22.1	7.7	17.9	4.6	

Characteristics	(n)	Knowledge and response to crime at school*							
		Know about crime		Fear crime		Witnessed crime		Victim of crime	
		One incident	Two or more incidents	One incident	Two or more incidents	One incident	Two or more incidents	One incident	Two or more incidents
<b>School Characteristics (cont.)</b>									
<b>Grade</b>									
Sixth	(1,645)	28.0	34.6	19.9	17.1	29.7	11.2	21.8	9.6
Seventh	(1,643)	28.4	42.7	25.4	20.3	29.2	15.8	26.4	10.7
Eighth	(1,555)	29.5	41.7	22.2	19.4	27.8	17.5	21.7	8.7
Ninth	(1,423)	31.8	37.1	21.1	15.9	25.1	14.8	23.2	8.1
Tenth	(1,416)	29.9	35.6	22.4	12.9	20.5	13.4	18.1	5.1
Eleventh	(1,261)	31.8	31.9	18.5	10.5	21.0	11.2	16.0	3.5
Twelfth	(1,174)	29.8	34.4	18.9	10.0	22.9	10.3	16.5	3.8
<b>Community Characteristics</b>									
<b>Poverty (percent below age 18 living in poverty in zipcode, according to 1990 Census)</b>									
Less than 5%	(3,752)	30.3	36.0	20.1	14.0	24.7	13.2	20.4	6.7
5 to 9%	(3,054)	30.7	38.6	21.3	15.5	26.4	13.6	22.0	7.7
10 to 19%	(2,334)	28.9	37.8	24.5	16.5	26.5	14.2	20.7	7.7
20% or more	(977)	27.0	33.8	18.7	18.9	23.6	13.5	18.2	8.5
<b>Neighborhood Race/Ethnic Composition<sup>1</sup> (by zipcode, according to 1990 Census)</b>									
Less than 8%	(3,606)	31.3	34.6	19.6	12.0	24.0	11.3	19.5	5.6
6 to 15%	(2,012)	28.6	40.6	22.5	17.0	27.4	15.5	22.8	8.7
16 to 40%	(2,339)	29.5	39.3	23.2	17.9	26.4	16.7	22.4	8.5
41% or more	(2,160)	28.1	36.1	21.7	18.8	26.0	13.1	19.5	9.0
<b>Population Density (percent in zipcode, according to 1990 Census)</b>									
In urban area	(6,303)	29.6	36.0	21.6	16.9	25.9	14.8	20.7	7.7
Out of urban area	(1,431)	27.3	38.4	20.4	15.2	24.6	14.5	22.4	8.5
Rural area	(2,383)	31.3	34.1	21.2	12.1	25.2	10.7	20.0	6.1

Characteristics	(n)	Knowledge and response to crime at school*							
		Know about crime		Fear crime		Witnessed crime		Victim of crime	
		One Incident	Two or more Incidents	One Incident	Two or more Incidents	One Incident	Two or more Incidents	One Incident	Two or more Incidents
<b>Community Characteristics (cont.)</b>									
<b>Region (by zipcode of household)</b>									
Northeast	(1,710)	29.0	34.3	20.7	12.9	25.6	11.8	18.6	6.0
South	(4,059)	29.6	38.1	23.3	16.5	26.9	14.1	21.6	8.1
Midwest	(2,294)	30.2	35.1	18.6	13.0	24.0	12.9	19.0	6.5
West	(2,054)	30.0	39.7	21.6	18.7	24.9	15.0	23.3	6.5
<b>School Policy Characteristics</b>									
<b>School Has Written Disciplinary Policy</b>									
Yes	(9,680)	29.9	37.1	21.5	15.3	25.7	13.4	20.8	7.3
No	(437)	28.0	34.8	16.7	17.5	22.4	16.5	19.9	10.7
<b>Received Copy of Policy</b>									
Yes	(8,983)	30.1	37.5	21.8	15.3	26.0	13.4	20.9	7.3
No	(697)	27.1	32.9	16.0	16.3	21.9	14.3	19.1	7.3
School does not have written policy	(437)	28.0	34.8	16.7	17.5	22.4	16.5	19.9	10.7
<b>Spanish Speaker Received Copy in Spanish?</b>									
Yes	(231)	19.9	28.2	19.6	20.1	18.4	7.3	13.5	4.9
No	(99)	30.5	26.7	25.6	20.7	21.2	11.3	23.0	6.5
Respondents to English instrument	(9,787)	30.0	37.3	21.3	15.3	25.7	13.7	20.9	7.5
<b>Policy Covers Drugs</b>									
Yes	(9,108)	30.0	37.7	21.8	15.5	26.0	13.4	21.0	7.2
No	(572)	27.7	28.6	17.2	13.4	21.1	13.7	17.1	8.9
No written policy	(437)	28.0	34.8	16.7	17.5	22.4	16.5	19.9	10.7

NOTE: Percentages are calculated using weighted data.  
 \* Percentage of population who are black or Hispanic.  
 SOURCE: National Household Education Survey, 1993.

\* Includes theft, robbery, bullying, and assault at school, school activities, or on the way to or from school.  
 † This question only appeared in the Spanish instrument.

APPENDIX D / TABLE 2

Percent of youth, grades 6-12, reporting awareness of crime at school, by school, community, and parent characteristics: 1993

Characteristics (n)	Knowledge and response to crime at school*							
	Know about crime		Fear crime		Witnessed crime		Victim of crime	
	One incident	Two or more incidents	One incident	Two or more incidents	One incident	Two or more incidents	One incident	Two or more incidents
Total (6,427)	27.0	56.1	25.8	15.1	34.5	21.4	16.2	4.3
<b>School Characteristics</b>								
<b>Type of School</b>								
Public (5,829)	26.3	58.1	26.3	15.9	35.5	22.4	16.6	4.5
Private (598)	34.2	32.5	20.0	5.5	23.2	8.9	13.9	1.3
<b>Percent of Students of Child's Race at School</b>								
Less than 25 percent (766)	26.4	56.4	30.4	16.6	33.9	22.0	19.1	6.2
25 to 75 percent (2,787)	25.0	57.9	24.9	17.1	35.0	22.8	16.8	4.9
More than 75 percent (2,874)	28.7	54.4	25.4	13.1	34.3	20.0	17.6	3.3
<b>Size of School</b>								
Under 300 students (671)	32.1	43.1	23.3	12.2	29.9	14.8	17.3	3.1
300 - 599 students (2,097)	27.5	53.6	25.1	17.0	33.0	20.3	16.2	5.5
600 - 999 students (1,661)	28.0	58.5	27.5	14.0	37.5	21.4	19.9	4.0
1,000 or more students (1,998)	23.7	61.4	26.0	15.1	35.4	24.9	17.2	3.7
<b>School Location</b>								
In neighborhood (4,079)	26.9	54.9	25.7	15.2	35.1	20.5	17.5	4.2
Not in neighborhood (2,348)	27.0	58.1	26.0	15.1	33.5	22.9	19.6	4.4

Characteristics	(n)	Knowledge and response to crime at school <sup>a</sup>							
		Know about crime		Fear crime		Witnessed crime		Victim of crime	
		One incident	Two or more incidents	One incident	Two or more incidents	One incident	Two or more incidents	One incident	Two or more incidents
<b>Community Characteristics</b>									
<b>Poverty (percent below age 18 living in poverty in zipcode, according to 1990 Census)</b>									
Less than 5%	(2,359)	27.4	58.5	25.2	12.7	35.6	22.1	17.4	3.9
5 to 9%	(1,978)	27.8	54.6	25.4	14.5	34.4	19.9	18.6	4.4
10 to 19%	(1,467)	24.3	55.5	26.3	18.4	32.9	22.8	19.4	4.7
20% or more	(623)	28.4	53.0	28.0	19.4	34.6	20.5	17.5	4.3
<b>Neighborhood Race/Ethnic Composition (by zipcode, according to 1990 Census)</b>									
Less than 6%	(2,314)	29.1	55.0	25.0	12.2	34.9	19.6	18.0	3.3
6 to 15%	(1,261)	25.8	58.8	26.3	14.2	36.8	22.5	18.1	5.1
16 to 40%	(1,492)	23.4	59.6	25.7	18.7	32.2	25.6	18.9	5.2
41% or more	(1,360)	27.4	51.8	27.1	18.8	33.7	19.5	18.1	4.7
<b>Population Density (percent in zipcode, according to 1990 Census)</b>									
In urban area	(3,945)	26.2	56.2	26.6	15.3	34.3	21.6	17.8	4.3
Out of urban area	(931)	26.9	60.0	25.7	16.3	36.1	22.5	19.7	5.4
Rural area	(1,551)	28.7	53.7	24.1	14.0	34.3	20.2	18.4	3.7
<b>Region (by zipcode of household)</b>									
Northeast	(1,069)	26.9	56.5	24.1	14.6	32.7	21.4	15.2	4.3
South	(2,594)	24.9	58.6	25.1	17.8	35.8	23.2	19.2	4.8
Midwest	(1,449)	29.3	53.0	26.3	12.7	33.0	20.9	17.0	3.7
West	(1,315)	27.7	55.0	27.7	13.9	35.7	18.9	20.6	4.0

Characteristics (n)	Knowledge and response to crime at school*								
	Know about crime		Fear crime		Witnessed crime		Victim of crime		
	One incident	Two or more incidents	One incident	Two or more incidents	One incident	Two or more incidents	One incident	Two or more incidents	
<b>Student Characteristics</b>									
<b>Grade</b>									
Sixth	(1,052)	29.7	49.5	25.4	21.6	33.6	16.8	20.3	6.9
Seventh	(1,051)	28.1	58.5	27.9	18.8	39.3	20.8	21.8	6.4
Eighth	(994)	23.2	60.9	24.7	18.0	31.2	26.4	20.5	4.9
Ninth	(888)	27.5	57.1	27.8	14.4	37.6	20.3	19.3	5.2
Tenth	(921)	25.6	29.3	26.6	13.0	34.5	23.9	18.6	2.7
Eleventh	(779)	26.5	56.3	25.5	10.5	34.8	22.2	13.6	1.6
Twelfth	(742)	27.8	50.8	21.8	6.4	30.0	19.6	11.3	1.0
<b>Race/Ethnicity</b>									
White, non-Hispanic	(4,368)	26.8	57.3	25.1	13.9	35.4	21.5	18.3	4.2
Black, non-Hispanic	(933)	25.8	55.6	28.6	13.2	32.5	23.4	18.8	4.3
Hispanic	(921)	28.6	51.2	26.5	21.0	33.2	18.6	17.5	4.7
Other	(205)	30.0	48.7	24.6	16.3	30.4	17.9	15.7	4.4
<b>Sex</b>									
Female	(3,204)	24.7	57.1	27.2	16.6	33.2	20.7	17.1	3.0
Male	(3,223)	28.2	55.0	24.4	13.6	35.8	22.1	19.4	5.6
<b>Household income</b>									
Up to \$25,000	(1,840)	25.8	54.9	26.8	18.5	33.6	21.4	18.3	5.4
More than \$25,000	(4,587)	27.7	56.8	25.1	13.0	35.1	21.4	18.2	3.6

Characteristics (n)	Knowledge and response to crime at school*							
	Know about crime		Fear crime		Witnessed crime		Victim of crime	
	One incident	Two or more incidents	One incident	Two or more incidents	One incident	Two or more incidents	One incident	Two or more incidents
<i>Student Characteristics (cont.)</i>								
<b>Parent's Highest Level of Education</b>								
Less than high school (550)	26.7	51.5	25.0	20.2	33.1	17.4	20.0	4.5
High school diploma/equivalency (2,007)	26.9	55.1	23.8	16.8	34.0	21.9	18.8	4.6
Some postsecondary education (2,052)	27.5	56.4	27.7	14.9	35.0	22.6	18.9	4.7
College degree (604)	25.4	58.9	25.3	13.1	37.3	21.7	17.6	2.7
Graduate school (1,014)	27.3	58.0	26.8	10.3	33.5	20.0	14.9	3.8
<b>School and out-of-school activities**</b>								
Child participates in school activities (according to parent) (4,585)	27.1	56.6	28.6	14.5	34.8	21.3	18.2	3.9
Child does not participate in school activities (according to parent) (1,819)	26.8	54.9	24.0	16.1	34.1	21.6	18.4	5.3
Child participates in out-of-school activities (according to parent) (3,823)	26.1	57.5	15.2	15.0	35.2	21.7	17.8	4.3
Child does not participate in out-of-school activities (according to parent) (2,604)	28.2	54.0	26.6	15.3	33.6	20.9	18.9	4.2
<b>Academic record (according to parent, "Compared with other children in [child's] class, how would you say [child] is doing in [his/her] schoolwork this year?")</b>								
Near the top of the class (2,269)	27.3	55.2	24.0	13.1	34.0	19.3	16.5	3.1
Above the middle of the class (1,503)	26.9	56.3	26.9	13.4	35.7	21.6	17.2	3.2
Around the middle of the class (2,058)	28.0	53.9	26.4	17.6	32.2	22.4	19.5	5.6
Below the middle of the class (417)	22.4	66.5	28.7	18.6	43.2	22.2	21.4	4.8
Near the bottom of the class (180)	22.3	64.9	23.3	15.7	37.7	30.7	25.0	9.3

NOTE: Percentages are calculated using weighted data.

\* Includes theft, robbery, bullying, and assault at school, school activities, or on the way to or from school.

\*\* Excludes small number of students whose parents responded that there were no activities available at their child's school.

SOURCE: National Household Education Survey, 1993.

APPENDIX D / TABLE 3

Percent of youth, grades 6-12, reporting gang activity at their school, by school, community, and parent characteristics: 1993

	(n)	Reported "yes"			Number of Gangs at School	
		Students are in fighting gangs at my school	There are incidents at my school related to gang activity	I am in a gang	One	Two or more
<b>Total</b>	<b>(6,427)</b>	<b>35.0</b>	<b>17.97</b>	<b>1.0</b>	<b>7.3</b>	<b>27.7</b>
<b>School Characteristics</b>						
<b>Type of School</b>						
Public	(5,829)	37.0	19.2	1.0	7.8	29.2
Private	(598)	11.0	3.4	0.5	1.7	9.3
<b>Percent of Students of Child's Race at School</b>						
Less than 25 percent	(766)	43.6	22.6	0.8	7.5	35.1
25 to 75 percent	(2,787)	41.7	21.3	1.3	7.4	34.3
More than 75 percent	(2,874)	27.2	14.1	0.7	7.2	20.1
<b>Size of School</b>						
Under 300 students	(671)	19.3	6.7	1.6	5.7	13.7
300 - 599 students	(2,097)	28.4	15.1	0.7	7.3	21.1
600 - 999 students	(1,661)	36.3	18.4	0.8	7.4	28.9
1,000 or more students	(1,998)	46.4	24.6	1.1	7.8	38.6
<b>School Location</b>						
In neighborhood	(4,079)	34.8	17.5	0.8	6.1	26.7
Not in neighborhood	(2,348)	35.3	18.7	1.2	6.0	29.3

	(n)	Reported "yes"			Number of Gangs at School	
		Students are in fighting gangs at my school	There are incidents at my school related to gang activity	I am in a gang	One	Two or more
<b>Community Characteristics</b>						
<b>Poverty (percent below age 18 living in poverty in zipcode, according to 1990 Census)</b>						
Less than 5%	(2,359)	33.8	16.6	0.9	8.7	25.1
5 to 9%	(1,978)	32.4	16.0	1.1	6.9	25.5
10 to 19%	(1,467)	35.6	18.5	0.8	6.3	29.5
20% or more	(823)	48.9	28.9	1.2	5.6	41.4
<b>Neighborhood Race/Ethnic Composition (by zipcode, according to 1990 Census)</b>						
Less than 6%	(2,314)	23.7	11.1	1.1	7.3	16.3
6 to 15%	(1,261)	38.6	18.2	0.6	8.6	30.0
16 to 40%	(1,492)	42.4	22.6	0.8	7.0	35.4
More than 40%	(1,360)	49.0	28.5	1.3	6.1	42.9
<b>Population Density (percent in zipcode, according to 1990 Census)</b>						
In urban area	(3,945)	42.6	21.9	1.0	7.7	34.9
Out of urban area	(931)	32.2	17.7	0.7	8.8	23.5
Rural area	(1,551)	19.6*	9.3	1.1	5.7	13.9
<b>Region (by zipcode of household)</b>						
Northeast	(1,069)	24.9	10.7	1.2	6.8	18.1
South	(2,594)	32.1	17.0	1.1	5.6	26.5
Midwest	(1,449)	33.3	17.0	0.7	7.7	25.6
West	(1,315)	49.8	26.8	0.8	10.1	39.7

	(n)	Reported "yes"			Number of Gangs at School	
		Students are in fighting gangs at my school	There are incidents at my school related to gang activity	I am in a gang	One	Two or more
<b>Student Characteristics</b>						
<b>Grade</b>						
Sixth	(1,052)	19.3	8.6	0.4	3.9	15.4
Seventh	(1,051)	35.5	16.8	1.2	7.0	28.5
Eighth	(994)	37.6	19.4	1.1	9.3	28.3
Ninth	(888)	40.6	21.9	1.9	7.1	33.5
Tenth	(921)	40.1	22.3	1.2	7.4	32.7
Eleventh	(779)	39.6	22.0	0.8	9.1	30.5
Twelfth	(742)	34.8	16.1	0.2	8.1	26.7
<b>Race/Ethnicity</b>						
White, non-Hispanic	(4,368)	30.8	15.4	0.9	7.8	23.0
Black, non-Hispanic	(933)	41.3	22.4	1.0	4.4	36.9
Hispanic	(921)	51.5	28.7	0.9	8.2	43.3
Other	(205)	39.2	14.8	1.5	7.5	31.6
<b>Sex</b>						
Female	(3,204)	34.1	18.4	0.5	6.4	27.8
Male	(3,223)	35.9	17.5	1.4	8.2	27.6
<b>Household Income</b>						
Up to \$25,000	(1,840)	36.9	56.3	1.4	6.7	30.3
More than \$25,000	(4,587)	33.8	68.6	0.7	7.7	26.1

	(n)	Reported "yes"			Number of Gangs at School	
		Students are in fighting gangs at my school	There are incidents at my school related to gang activity	I am in a gang	One	Two or more
<b>Student Characteristics (cont.)</b>						
<b>Parent's Highest Level of Education</b>						
Less than high school	(550)	44.4	25.3	1.3	7.6	36.6
High school diploma or equivalency	(2,007)	34.8	17.6	1.5	6.7	28.1
Some postsecondary education	(2,052)	34.4	17.9	0.5	8.0	28.4
College degree	(804)	33.8	16.0	1.0	7.5	26.4
Graduate school	(1,014)	31.4	15.8	0.4	6.8	24.6
<b>School and out-of-school activities*</b>						
Child participates in school activities (according to parent)	(4,595)	32.6	16.8	0.6	7.3	25.4
Child does not participate in school activities (according to parent)	(1,819)	40.4	20.8	1.7	7.5	32.9
Child participates in out-of-school activities (according to parent)	(3,823)	33.3	17.3	0.8	7.3	26.0
Child does not participate in out-of-school activities (according to parent)	(2,604)	37.4	18.9	1.1	7.4	30.0
<b>Academic record (according to parent, "Compared with other children in [child's] class, how would you say [child] is doing in [his/her] schoolwork this year?")</b>						
Near the top of the class	(2,289)	29.0	14.8	0.3	6.1	22.9
Above the middle of the class	(1,503)	34.3	17.8	0.4	8.5	25.9
Around the middle of the class	(2,058)	38.1	18.6	1.3	7.2	30.9
Below the middle of the class	(417)	44.9	23.5	2.1	8.0	36.9
Near the bottom of the class	(160)	50.8	34.6	5.6	12.0	38.9

NOTE: Percentages are calculated using weighted data.

\* Excludes small number of students whose parents responded that there were no activities available at their child's school.

SOURCE: National Household Education Survey, 1993.

**APPENDIX D / TABLE 4**  
**Percent of parents who reported intervention to avoid violence or threat of violence,**  
**by school, community, and demographic characteristics: 1993**

Characteristics	(n=)	Number of Parent Interventions			Total
		No Changes	One Change	Two or More Changes	
<b>Total</b>	<b>(10,117)</b>	<b>10.5</b>	<b>24.3</b>	<b>65.2</b>	<b>100%</b>
<b>School Characteristics</b>					
<b>Type of School</b>					
Public	(9,126)	9.4	23.5	67.1	100%
Private	(991)	21.5	33.7	44.8	100%
<b>Percent of Students of Child's Race at School</b>					
Less than 25 percent	(1,270)	7.8	22.0	70.4	100%
25 to 75 percent	(4,336)	7.0	21.6	71.4	100%
More than 75 percent	(4,511)	14.1	27.2	58.8	100%
<b>Size of School</b>					
Under 300 students	(1,117)	15.6	29.5	54.9	100%
300 - 599 students	(3,290)	10.0	24.4	65.7	100%
600 - 999 students	(2,544)	9.6	23.3	67.1	100%
1,000 or more students	(3,166)	9.7	23.1	67.2	100%
<b>School Location</b>					
In neighborhood	(6,429)	10.8	24.4	64.8	100%
Not in neighborhood	(3,688)	9.8	24.2	66.0	100%
<b>Grade Organization of School</b>					
Elementary School	(1,170)	9.4	21.7	68.9	100%
Middle/Junior High School	(3,193)	5.5	19.0	75.5	100%
High School	(4,689)	12.3	27.1	60.6	100%
Combined	(1,065)	17.5	29.9	52.6	100%

Characteristics (n=)	Number of Parent Interventions			Total	
	No Changes	One Change	Two or More Changes		
<b>Community Characteristics</b>					
<b>Poverty (percent below age 18 living in poverty in zipcode, according to 1990 Census)</b>					
Less than 5%	(3,752)	13.9	26.5	59.6	100%
5 to 9%	(3,054)	10.6	25.6	63.7	100%
10 to 19%	(2,334)	7.4	22.0	70.6	100%
20% or more	(977)	2.9	16.4	80.7	100%
<b>Neighborhood Race/Ethnic Composition<sup>1</sup> (by zipcode, according to 1990 Census)</b>					
Less than 6%	(3,606)	15.2	28.9	56.0	100%
6 to 15%	(2,012)	10.1	26.4	63.4	100%
16 to 40%	(2,339)	6.8	21.1	72.0	100%
41% or more	(2,160)	4.0	15.0	81.1	100%
<b>Population Density (percent in zipcode, according to 1990 Census)</b>					
In urban area	(6,303)	9.2	21.4	69.4	100%
Out of urban area	(1,431)	11.9	27.6	60.5	100%
Rural area	(2,303)	12.5	29.2	58.3	100%
<b>Region (by zipcode of household)</b>					
Northeast	(1,710)	12.6	25.4	62.0	100%
South	(4,059)	7.5	22.1	70.4	100%
Midwest	(2,294)	13.9	25.3	60.8	100%
West	(2,054)	9.6	26.0	64.4	100%

Characteristics (n=)	Number of Parent Interventions			Total	
	No Changes	One Change	Two or More Changes		
<i>Demographic Characteristics</i>					
<b>Race/Ethnicity</b>					
White, non-Hispanic	(6,815)	12.9	27.3	59.8	100%
Black, non-Hispanic	(1,507)	2.9	15.2	81.8	100%
Hispanic	(1,438)	5.6	18.4	76.0	100%
Other	(357)	10.2	25.2	64.6	100%
<b>Sex</b>					
Female	(4,975)	10.9	23.1	66.0	100%
Male	(5,142)	10.1	25.5	64.5	100%
<b>Total Household Income</b>					
\$5,000 or less	(382)	3.1	18.2	78.7	100%
\$5,001 to \$10,000	(535)	5.3	22.1	72.7	100%
\$10,001 to \$15,000	(658)	3.7	20.9	75.4	100%
\$15,001 to \$20,000	(633)	9.5	19.9	70.6	100%
\$20,001 to \$25,000	(737)	8.4	25.3	66.4	100%
\$25,001 to \$30,000	(933)	11.4	24.1	64.5	100%
\$30,001 to \$35,000	(890)	9.9	28.0	62.2	100%
\$35,001 to \$45,000	(973)	10.1	22.4	67.5	100%
\$40,001 to \$50,000	(1,345)	10.0	25.0	65.0	100%
\$50,001 to \$75,000	(1,830)	13.9	27.4	58.8	100%
Over \$75,000	(1,201)	20.9	28.0	51.2	100%

NOTE: Percentages are calculated using weighted data.  
 Percentage of population who are black or Hispanic.

SOURCE: National Household Education Survey, 1993.

**APPENDIX D / TABLE 5**  
**Percent of youth, grades 6-12, reporting changes they have made to avoid crime or violence\*,**  
**by school, community, and parent characteristics: 1993**

Characteristics (n)	Student Behavioral Changes			Total
	Reported no changes	Made one change	Made two or more changes	
<b>Total</b> (6,427)	50.3	24.4	25.3	100%
<i>School Characteristics</i>				
<b>Type of School</b>				
Public (5,829)	48.7	24.8	26.6	100%
Private (598)	69.7	20.1	10.2	100%
<b>Percent of Students of Child's Race at School</b>				
Less than 25 percent (766)	45.0	22.6	32.5	100%
25 to 75 percent (2,787)	47.2	24.0	28.8	100%
More than 75 percent (2,874)	54.2	25.2	20.6	100%
<b>Size of School</b>				
Under 300 students (671)	53.7	24.1	22.3	100%
300 - 599 students (2,097)	49.4	24.5	26.1	100%
600 - 999 students (1,661)	50.1	23.8	26.2	100%
1,000 or more students (1,998)	50.2	25.1	24.7	100%
<b>School Location</b>				
In neighborhood (4,079)	50.7	24.4	24.9	100%
Not in neighborhood (2,348)	49.5	24.5	26.0	100%

Characteristics (n)	Student Behavioral Changes			Total	
	Reported no changes	Made one change	Made two or more changes		
<b>Community Characteristics</b>					
<b>Poverty</b> (percent below age 18 living in poverty in zipcode, according to 1990 Census)					
Less than 5%	(2,359)	55.5	24.7	19.6	100%
5 to 9%	(1,978)	51.0	25.1	24.0	100%
10 to 19%	(1,467)	45.3	23.2	31.6	100%
20% or more	(623)	38.8	24.1	37.2	100%
<b>Neighborhood Race/Ethnic Composition</b> (by zipcode, according to 1990 Census)					
Less than 6%	(2,314)	58.1	23.9	18.0	100%
6 to 15%	(1,261)	50.9	23.9	25.2	100%
16 to 40%	(1,492)	44.7	26.6	26.6	100%
41% or more	(1,360)	37.7	23.9	38.4	100%
<b>Population Density</b> (percent in zipcode, according to 1990 Census)					
In urban area	(3,945)	48.7	24.4	26.9	100%
Out of urban area	(931)	45.8	26.8	27.4	100%
Rural area	(1,551)	56.4	23.2	20.5	100%
<b>Region</b> (by zipcode of household)					
Northeast	(1,069)	53.4	24.9	21.8	100%
South	(2,594)	46.1	25.5	28.5	100%
Midwest	(1,449)	56.7	23.8	19.5	100%
West	(1,315)	47.5	23.1	29.5	100%

Characteristics (n)	Student Behavioral Changes			Total
	Reported no changes	Made one change	Made two or more changes	
<b>Student Characteristics</b>				
<b>Grade</b>				
Sixth (1,052)	37.9	25.4	26.7	100%
Seventh (1,051)	41.5	29.4	29.1	100%
Eighth (994)	45.8	28.0	26.2	100%
Ninth (888)	50.4	23.5	26.2	100%
Tenth (921)	54.2	23.8	22.0	100%
Eleventh (779)	58.7	24.3	17.1	100%
Twelfth (742)	69.7	17.1	13.2	100%
<b>Race/Ethnicity</b>				
White, non-Hispanic (4,368)	55.2	24.5	20.3	100%
Black, non-Hispanic (933)	38.9	23.7	37.4	100%
Hispanic (921)	36.8	24.8	38.4	100%
Other (205)	44.6	24.3	31.1	100%
<b>Sex</b>				
Female (3,204)	49.5	25.2	25.3	100%
Male (3,223)	51.1	23.7	25.3	100%
<b>Household Income</b>				
Up to \$25,000 (1,840)	44.6	23.6	31.9	100%
More than \$25,000 (4,587)	53.9	25.0	21.1	100%

Characteristics (n)	Student Behavioral Changes			Total	
	Reported no changes	Made one change	Made two or more changes		
<i>Student Characteristics (cont.)</i>					
<b>Parent's Highest Level of Education</b>					
Less than high school	(550)	37.0	23.1	40.0	100%
High school diploma or equivalency	(2,007)	50.9	22.9	26.3	100%
Some postsecondary education	(2,052)	49.0	25.5	25.5	100%
College degree	(804)	56.1	24.8	19.1	100%
Graduate school	(1,014)	55.7	26.2	18.1	100%
<b>School and out-of-school activities**</b>					
Child participates in school activities (according to parent)	(4,595)	52.5	25.0	22.5	100%
Child does not participate in school activities (according to parent)	(1,819)	45.1	23.1	31.9	100%
Child participates in out-of-school activities (according to parent)	(3,823)	50.2	25.6	24.2	100%
Child does not participate in out-of-school activities (according to parent)	(2,604)	50.4	22.8	26.8	100%
<b>Academic record (according to parent, "Compared with other children in [child's] class, how would you say [child] is doing in [his/her] schoolwork this year?")</b>					
Near the top of the class	(2,269)	55.2	23.7	21.1	100%
Above the middle of the class	(1,503)	52.1	26.2	21.7	100%
Around the middle of the class	(2,056)	46.3	23.6	30.1	100%
Below the middle of the class	(417)	44.9	24.4	30.7	100%
Near the bottom of the class	(180)	37.1	28.5	34.5	100%

NOTE: Percentages are calculated using weighted data.

\* Includes taking a special route to school, staying away from certain places in the school or school parking lots and grounds, staying away from school-related events like dances or sports events, trying to stay in a group, and staying home from school.

\*\* Excludes small number of students whose parents responded that there were no activities available at their child's school.

SOURCE: National Household Education Survey, 1993.

**APPENDIX D / TABLE 6**  
**Percent of parents and selected school and community characteristics,**  
**by the number of measures their child's schools took to ensure safety: 1993**

Characteristics	(n)	Number of School Measures	
		One to Four	Five to Eight
<b>Total</b>	<b>(10,117)</b>		
<i>School Characteristics</i>			
<b>Size of School</b>			
Under 300 students	(1,117)	72.8	20.2
300 - 599 students	(3,290)	87.2	31.0
600 - 999 students	(2,544)	62.9	35.9
1,000 or more students	(3,166)	54.7	44.8
<b>School Grade</b>			
Elementary School	(1,170)	72.8	23.3
Middle/Junior School	(3,193)	61.3	37.7
High School	(4,689)	59.4	39.5
Combined Grade	(1,065)	72.9	21.2

Characteristics (n)	Number of School Measures	
	One to Four	Five to Eight
<i>Community Characteristics</i>		
Poverty (percent below age 18 living in poverty in zipcodes, according to 1990 Census)		
Less than 5% (3,752)	66.8	31.3
5 to 9% (3,054)	69.3	28.7
10 to 19% (2,334)	58.5	39.5
20 or more (977)	36.2	62.9
Neighborhood Race/Ethnic Composition <sup>1</sup> (by zipcode, according to 1990 Census)		
Less than 6% (3,606)	74.7	22.4
6 to 15% (2,012)	67.1	31.5
16 to 40% (2,339)	57.7	41.3
41% or more (2,160)	37.1	61.9
Population Density (percent in zipcodes, according to 1990 Census)		
In urban area (6,303)	55.7	42.9
Out of urban area (1,431)	73.0	25.1
Rural area (2,383)	74.1	23.1

NOTE: Percentages are calculated using weighted data.  
<sup>1</sup> Percentage of population who are black or Hispanic.

SOURCE: National Household Education Survey, 1993.

**ADOLESCENT DRUG TRAFFICKING:  
INFLUENCES AND RISK FACTORS**

*Prepared for:*

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Washington, DC 20005

■ August 1997 ■

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## **ADOLESCENT DRUG TRAFFICKING: INFLUENCES AND RISK FACTORS**

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## EXECUTIVE SUMMARY

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Recent research and arrest reports indicate that adolescent participation in drug trafficking has increased dramatically during the past 20 years. For many youth, selling drugs is just one of a variety of episodic delinquent behaviors in which they engage during adolescence and is something that rarely lasts more than a few months or extends beyond a limited number of transactions. Although there are no firm statistics on the actual prevalence of youth in drug sales, it is estimated that about 10 percent of all youth sell drugs during any given year, with the percentage being much greater in low-income, inner-city neighborhoods. Of particular concern is the fact that youth involvement in drug trafficking is occurring at increasingly younger ages.

Some of the increase in adolescent drug trafficking is directly related to the rapid expansion of drug markets that followed the introduction of crack-cocaine in the mid-1980s. The highly lucrative crack-cocaine market creates jobs and makes it possible for youth to move up the ranks of drug selling in a way not previously possible. Children as young as age 9 or 10 are recruited as look-outs and runners for drug dealers, thereby decreasing both the visibility and the risks of the adults involved. Thus, the crack "explosion" has reversed the temporal sequencing of drug use and selling, which previously helped to explain much of youth involvement in drug sales.

There are indications that the increased violence associated with drug trafficking can be linked to the increased participation of youth in the crack-cocaine market. The volume of cash generated by crack sales and the competition for turf it engenders have led to an increase in the number of weapons involved. These weapons often are used by youth who have no experience with firearms and who have been desensitized to violence by the circumstances in which they live. The evidence also suggests that violence is used to enforce discipline within the ranks of the crack-cocaine distributional hierarchy.

Despite a substantial number of studies that investigate adolescent drug use and other delinquent behaviors, little systematic research has been conducted specifically focused on adolescent drug trafficking. The available data do not provide an adequate profile of those youth involved in drug

trafficking because most research studies are focused on unrepresentative samples from high-risk urban areas, and official statistics represent a demographic picture that may be more reflective of law enforcement activities than of the total population involved in selling drugs. Nevertheless, there are indications that drug trafficking frequently is the crime for which youth enter the juvenile justice system. Although only a small proportion of young dealers (less than 2 percent of all adolescents) are heavily involved in drug sales, self-reports and official crime statistics indicate that this group is responsible for committing more than 60 percent of all property and violent crimes committed by youth.

The risk factors identified for adolescent drug trafficking can be grouped into the following five broad categories:

- **Individual risk factors.**—These include drug use, alcohol and tobacco use, delinquent behavior, early participation in adult behaviors, thrill-seeking or risk-taking personality, gun possession and weapon carrying, low school attachment and low attendance, poor school achievement, and lack of self-control or external locus of control;
- **Family characteristics.**—These include family alcohol and drug use, low family attachment, lack of supervision, and low parental education level;
- **Ecological and neighborhood risk factors.**—These include frequent exposure to drug activities, contact with drug-trafficking adults, community acceptance of drugs, few opportunities for personal success, and lack of alternative activities;
- **Economic risk factors.**—These include weak labor market for low-skill jobs, low wage potential of existing jobs, and a strong drug market; and
- **Other social risk factors.**—These include peer group influence and a low level of deterrence by the legal system.

## Executive Summary

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It is important to note that none of the existing research documents a causal relationship between any of the risk factors and adolescent involvement in drug trafficking. Several risk factors, however, appear to be more closely related to youth involvement in drug dealing than are others. These factors include personal drug use, because many youth turn to selling drugs for increased access to the drugs and for income to support their own drug use; frequent exposure to drug activities either in the family, among peers, or in the neighborhood; and a risk-taking or thrill-seeking personality. Although there is some evidence that youth from low-income families are attracted to drug selling as a means of overcoming their poverty, research indicates that youth spend most of their drug money earnings on luxury items rather than on basic necessities.

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# ADOLESCENT DRUG TRAFFICKING: INFLUENCES AND RISK FACTORS

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## INTRODUCTION AND BACKGROUND

Adolescent drug trafficking and the violence often associated with it present a serious problem to many jurisdictions throughout the United States. Several studies, as well as arrest reports, indicate that the number of youth selling drugs or participating in activities that facilitate drug sales is increasing. Even more disturbing, youth are beginning to sell drugs at increasingly younger ages. Evidence shows that some of the increase in violence associated with drug trafficking may be related to the recruitment of youth into the drug business.<sup>1</sup> This report has been compiled to examine the current research on adolescent drug trafficking, to summarize factors that increase an adolescent's risk of becoming involved in drug selling, and to determine whether this information can be used to develop interventions that reduce or prevent adolescent drug dealing.

The following sections examine the magnitude of the adolescent drug trafficking problem, demographic characteristics of young drug traffickers, and adolescents' involvement in the drug market.

### Magnitude of the Problem

Despite a substantial number of studies that investigate the associations between drug use, other drug offenses, and delinquent behavior, little systematic research on drug trafficking among adolescents is available. Likewise, official crime statistics provide only limited insight into the magnitude of adolescent drug trafficking. Growing interest in research on adolescent drug trafficking may result from reports of increasing involvement of youth in this activity. While national youth surveys in the early 1970s reported the prevalence of drug trafficking among youth as less than 1 percent, more recent national studies estimate that during a given year, about 10 percent of all youth engage in drug selling.<sup>2,3,4</sup> Furthermore, several police data sources indicate that an unidentified but considerable number of youth continue to sell small quantities of drugs in settings where there is little risk of police apprehension.

The percentage of young drug traffickers is especially high in low-income, inner-city neighborhoods. A study of a sample of drug-involved youth in Miami revealed that the first crime committed by 67 percent of the youth interviewed was a drug sale or some other drug-related illegal activity.<sup>3,5</sup> Participation in drug trafficking also is relatively high among incarcerated youth.<sup>6</sup> Drug trafficking often is the first criminal activity engaged in by those convicted of a drug offense and increasingly is the crime by which youth come to the juvenile justice system. Nationwide in 1993, approximately 89,100 drug offense cases were disposed of by juvenile courts, which represents a 24-percent increase over the number of drug offense cases reported for 1989. For jurisdictions that made a distinction between drug trafficking and drug possession, trafficking was the more serious charge in slightly less than one-half of all drug cases.<sup>7,8</sup>

While the increases in officially recorded numbers of adolescent drug traffickers reported in the late 1980s and early 1990s may have resulted from changing law enforcement policies, they also reflect major changes that have taken place within the illegal drug market. Before the mid-1980s, adolescent drug dealing consisted primarily of small amounts of marijuana and other drugs sold to friends, family members, or others referred by friends or family members. Although a wide range of illicit drugs was available, the price and distribution structure made it difficult for most youth to obtain the volume necessary for large-scale drug trafficking.

Following the introduction of easily producible crack-cocaine in the mid-1980s, the drug market expanded rapidly, and youth increasingly became involved in selling illicit drugs. Because crack-cocaine is sold primarily in small, inexpensive packages, it became more accessible, and demand literally skyrocketed, especially in inner-city areas. The lure of easy cash, status, and excitement for those willing to take the risks that go along with selling illicit drugs attracted growing numbers of adolescents. As drug markets expanded and law enforcement efforts to control drug offenses increased, drug dealers increasingly began using juveniles to serve as lookouts and to sell drugs because they could pay them less than they would have to pay another adult and because the juvenile justice system returned juveniles arrested for drug crimes to return to the streets in a very short time where they became and become involved in drug dealing again. Children as young as age 9 or 10 may be recruited to entry-level positions as lookouts, by which they can make \$100 per day warning dealers of police in the vicinity.

Young drug runners often make more than \$300 per day, and depending on their level of involvement, teenagers reportedly can make between \$300 and \$1,200 per day or more selling drugs.

For most youth, selling drugs is just one of a wide variety of episodic delinquent behaviors, something that rarely lasts more than a few months or extends beyond a limited number of transactions conducted among acquaintances. While both drug use and drug selling are part of their transition into adulthood, these occasional sellers do not have flagrantly delinquent lifestyles, and they rarely come to the attention of the authorities. Even frequent sellers who operate more in the open sell primarily to their peers and do not otherwise have seriously delinquent lifestyles. However, youth who are heavy users of multiple drugs often sell in the adult market for varying lengths of time as a means of supporting their drug habit.

Only a small proportion of young dealers (less than 2 percent of all adolescents) are heavily involved in drug sales and other forms of serious crime. According to both self-reports and official crime statistics, this group is responsible for committing more than 60 percent of all property and violent crimes committed by youth.<sup>9</sup> This group also is more likely than other young offenders to continue committing crimes when they reach adulthood.<sup>5</sup>

### **Demographics of Youthful Drug Traffickers**

The data currently available on juvenile drug traffickers provides only limited information on their personal characteristics. Most studies are based on unrepresentative samples of urban drug dealers, and the few larger representative surveys that are available include only a few drug traffickers. Official statistics likewise include only limited demographic information that could be used to gain more insight on the drug-trafficking population.

In general, research often has relied on the biological or social modeling explanations applied to overall delinquent behavior to understand the specific factors that may increase a youth's risk for engaging in drug dealing. For example, age is so fundamentally linked to most criminal behavior that researchers have developed age-crime curves for various offense categories.<sup>1</sup> Regardless of any individual variable (e.g., race, sex, social class, or intelligence), people commit fewer crimes as they age.

This appears to be true among young drug traffickers; arrest rates for juveniles and young adults who sell drugs are higher than those for older drug dealers. In addition, information on incarcerated individuals suggests that drug offenders begin their criminal careers at much younger ages than do those arrested for other crimes.<sup>1,6</sup> However, other research indicates that the age-crime connection is less strong among drug traffickers. Data from these studies suggest that individuals are involved in drug selling and drug use for longer periods of time than they are with other criminal activities and that drug selling and drug use may be more an epidemic phenomenon, involving cohorts, not just age groups, at different levels.<sup>10</sup>

A number of data sources point to a disproportionately high level of African-Americans involved in drug trafficking. Some of these data may be corroborated by the fact that most studies on adolescent drug trafficking focus on high-risk urban areas. Even though whites constitute the majority of drug users and probably a large proportion of drug sellers, minorities dominate the exposed drug selling areas in the inner city, making them easier targets for arrest. Therefore, most data currently available represent a demographic picture of adolescent drug dealers that may be more reflective of law enforcement activities than of the population involved in selling drugs.<sup>11,12</sup> With regard to gender distribution, arrest data indicate that males represent the largest group of adolescent drug traffickers; however, some studies indicate that young women are more likely to be involved in selling drugs than was previously believed.<sup>13,14,15</sup> Other data indicate that women are not as involved in drug trafficking as they are in other criminal activities.

Descriptions of psychological and behavioral traits of entrepreneurial drug traffickers show that they are similar to their noncriminal counterparts.<sup>14</sup> Most adolescent drug dealers, however, do not have the skills necessary to succeed at drug dealing and either stop dealing or become so dependent on drugs that their involvement with law enforcement authorities increases.

Some evidence exists that adolescent drug dealers have a profile similar to that of chronic offenders. That is, they are more likely to be nonwhite, from lower socioeconomic backgrounds, have lower IQs, spend fewer years in school, and have lower school achievement levels.<sup>16</sup> Studies indicate that adolescent drug dealers still attending school frequently have problems there,<sup>5,16,17</sup> and studies of

incarcerated adult drug dealers show that they are less likely to have completed high school than are adults incarcerated for other crimes, are less likely to be married or to be the head of a household, are more likely to have grown up in poverty, and are likely to have a history of involvement in a variety of criminal activities. Similarly, drug-dealing youth are more likely than non-drug-dealing youth to engage in a variety of delinquent behaviors; to be more involved in adult behaviors, such as early sexual activity; and to consume alcohol and tobacco more frequently. The data also suggest that the more involved youth are in drug trafficking, the more likely they are to be regular users of multiple drugs.<sup>10,18</sup>

### **Involvement of Adolescents in the Drug Market**

Drug markets vary considerably with respect to level of organization, centralization, presence of social controls, and stability. Information about social distribution and volume of dealing, however, reveals little about adolescent drug dealers, their clients, patterns of drug selling, or the social structure of drug sales by adolescents. The limited information available indicates that adolescent drug dealing generally is concentrated in marijuana sales and crack-cocaine distribution and that high-frequency drug selling is concentrated in a small proportion of young dealers.

Distribution of marijuana among youth most often is conducted by small-scale dealers for small profits. Selling takes place primarily in private locations where there is little risk of arrest or violent confrontation. Because marijuana is quite accessible and relatively inexpensive, it always has attracted a large number of part-time sellers who work in a wide array of socioeconomic settings.

With regard to cocaine, researchers have found a strong reciprocal relationship between using it and selling it. Because the rate of cocaine use among adolescents is increasing, the strong relationship between using and selling cocaine suggests that adolescent cocaine dealing also is probably on the rise.<sup>19,20</sup>

Heroin distribution generally is controlled by stable, organized crime groups, and selling is conducted by widely dispersed, small-scale street dealers; thus, heroin dealers generally are older than those selling other drugs. As a result, youth involvement in using and selling heroin has always been

low, even though current data suggest heroin consumption by adolescents is increasing, which also may impact their level of involvement in heroin selling.<sup>20</sup>

The introduction of crack-cocaine into the drug market considerably altered the structure of drug-dealing networks. The expanded distribution system that developed with the introduction of crack-cocaine made it possible for youth to move up in the ranks of drug selling in a way that was not possible before. Drug selling quickly came to dominate the activity of young criminals and continues to attract increasingly younger cohorts to its ranks.

Violence associated with drug trafficking is a phenomenon specifically related to the sale of crack-cocaine and often is directly related to the increased involvement of youth.<sup>1,21,22,23</sup> The volume of cash generated by crack-cocaine sales and the competition for turf it engenders have led to an increase in the number of weapons involved; those weapons often are used by youth who have no experience with firearms and who have been desensitized to violence by the circumstances in which they live. There are indications that the hierarchical nature of crack-cocaine distribution encourages the use of violence to enforce discipline in the ranks and that crack-cocaine markets encourage and reward violence and attract violent individuals to serve as drug sellers. In addition, the increase in murder arrest rates between 1985 and 1992 for youth ages 15 to 24 is related to the increased participation of youth in crack-cocaine dealing.<sup>1</sup>

## **RISK FACTORS ASSOCIATED WITH ADOLESCENT DRUG TRAFFICKING**

To create effective interventions, we must develop a better understanding of what attracts youth to the illicit business of selling drugs and of the risk factors for adolescent drug trafficking. Because most data confirm an increase in the involvement of youth in drug trafficking, along with a high potential for those involved in the drug business to commit crimes and engage in violent behavior, more intensive intervention efforts also are needed. Developing effective intervention strategies is made more difficult because adolescent drug dealers and their reasons for entering into drug trafficking differ depending on a broad range of individual, social, and economic circumstances.

The risk factors identified here as specific to adolescent drug dealing are summarized in Table 1, which includes a wide variety of studies with disparate target populations, sample characteristics, and theoretical frameworks. Most research is focused not on adolescent drug trafficking but rather on drug use and a broad range of other delinquent behavior. While this does not invalidate the importance of any of the findings, it makes it difficult to determine the importance or interrelationships among particular risk factors with regard to drug trafficking. Although several variables listed in the table are the focus of a number of studies, the frequency with which they were studied and referenced does not necessarily reflect their importance as risk factors. Frequent reference may more accurately reflect current research priorities or easier access to specific background information or sample populations.

Table 1 indicates the type of relationship identified between individual risk factors and drug trafficking. It is important to note that none of the studies established a causal relationship between adolescent drug trafficking and any of the risk factors identified. While some studies identified a sequential progression toward drug trafficking in relation to specific risk factors, most studies showed only associations between drug trafficking and the identified risk factors.

For this report, the risk factors identified were grouped into five broad categories—individual risk factors, family characteristics, ecological and neighborhood risk factors, economic risk factors, and other social risk factors. These categories were chosen to distinguish different types of risk factors that would lend themselves to the development of intervention strategies. Each category contains a number of specific risk factors, which are addressed in more detail below.

### **Individual Risk Factors**

Research identified several factors rooted in the individual that place youth at increased risk of selling drugs. These include drug and alcohol use, delinquency, early involvement in adult behavior, gun possession, school attachment and achievement, and locus of control. Among these risk factors, drug use seems to have an especially high correlation to drug trafficking. Studies indicate that a high proportion of drug traffickers report using drugs, but only half of all drug users report selling, which points to a more complex relationship between drug use and selling.

Table 1

### Risk Factors Associated With Adolescent Drug Trafficking

Risk Factors	Risk Factor Link to Drug Dealing (association <sup>1</sup> or sequence <sup>2</sup> )	Sample Characteristics			Author(s) and Date
		Size	Characteristics	Ages	
<b>Individual Risk Factors</b>					
Drug use	Association	387	Minority 9th- and 10th-grade males	—	Brounstein et al., 1990
	Sequence	100	Medium-sized-city youth	12–20	Carpenter et al., 1988
	Sequence	305	Detained youth	10–18	Dembo et al., 1990
	Association	1,003	Inner-city residents	19–26 (40%)	Fagan, 1992
	Association	50 509	Inner-city youth Inner-city adults	18 and under Over 18	Fagan and Chin, 1990
	Association	91	Incarcerated youth	14.8 (mean)	Farrow and French, 1986
	Association	101	Gang members	26 (median)	Hagedorn, 1994
	Sequence	611	Delinquent youth	12–17	Inciardi, Horowitz, and Pottieger, 1993
	Association	1,725	Youth	11–17	Johnson et al., 1991
	Association	455	African-American youth	9–15	Li et al., 1994b
	Association	802	Incarcerated drug traffickers	—	Pelfrey, 1992
	Association	5,794	High school youth	15–20	Smart, Adlaf, and Walsh, 1992
	Sequence	503	Urban males	13–15	van Kammen and Loeber, 1994
Association	300	Gang members	14–40	Waldorf, 1993	
Alcohol and tobacco use	Association	387	Minority 9th- and 10th-grade males	--	Brounstein et al., 1990
	Association	91	Incarcerated youth	14.8 (mean)	Farrow and French, 1986
	Sequence	611	Delinquent youth	12–17	Inciardi, Horowitz, and Pottieger, 1993

<sup>1</sup> Sequence means the risk factor is a precedent or antecedent of drug dealing.

<sup>2</sup> Association means the presence of a risk factor with drug dealing.

Table 1 (continued)

Risk Factors	Risk Factor Link to Drug Dealing (association <sup>1</sup> or sequence <sup>2</sup> )	Sample Characteristics			Author(s) and Date
		Size	Characteristics	Ages	
Alcohol and tobacco use (continued)	Sequence	1,725	Youth	11-17	Johnson et al., 1991
	Association	802	Incarcerated drug traffickers	—	Pelfrey, 1992
	Association	5,794	High school youth	15-20	Smart, Adlaf, and Walsh, 1992
	Association	300	Gang members	14-40	Waldorf, 1993
Delinquent behavior	Association	192	African-American youth	9-15	Black and Ricardo, 1994
	Association	387	9th- and 10th-grade youth	—	Brounstein et al., 1990
	Association	100	Medium-sized-city youth	12-20	Carpenter et al., 1988
	Association	305	Detained youth	10-18	Dembo et al., 1990
	Association	305	Detainees	15 (mean)	Dembo et al., 1992
	Sequence	1,527	High-risk youth	7-15	Esbensen and Huizinga, 1993
	Association	151	Male gang members	13-20	Fagan, 1989
	Association	4,500	Inner-city youth	7-15	Huizinga, Loeber, and Thornberry, 1995
	Sequence	611	Delinquent youth	12-17	Inciardi, Horowitz, and Pottieger, 1993
	Association	1,725	Youth	11-17	Johnson et al., 1991
	Association	351	African-American youth	9-15	Li and Feigelman, 1994
	Association	802	Incarcerated drug traffickers	—	Pelfrey, 1992
	Association	186	Male drug dealers	18-40	Reuter, MacCoun, and Murphy, 1990
	Association	835	Incarcerated males	17 (mean)	Sheley, 1994
	Association	12,686	Youth	14-21	Simpson, unpublished.
	Association	5,794	High school youth	15-20	Smart, Adlaf, and Walsh, 1992
	Association	503	Urban males	13-15	van Kammen and Loeber, 1994
	Early participation in adult behaviors (e.g., sexual activity, marriage, parenting)	Association	192	African-American youth	9-15
Association		50	Youth that live in public housing	22 and under	Dembo et al., 1993
Association		300	Low-income youth	9-15	Li et al., 1994a
Association		351	African-American youth	9-15	Li and Feigelman, 1994

Table-1-(continued)

Risk Factors	Risk Factor Link to Drug Dealing (association <sup>1</sup> or sequence <sup>2</sup> )	Sample Characteristics			Author(s) and Date
		Size	Characteristics	Ages	
Thrill-seeking or risk-taking personality	Association	387	9th- and 10th-grade youth	—	Brounstein et al., 1990
	Association	305	Detained youth	10-18	Dembo et al., 1990
	Association	50	Youth that live in public housing	22 and under	Dembo et al., 1993
	Association	611	Delinquent youth	12-17	Inciardi, Horowitz, and Pottieger, 1993
	Association	300	Low-income youth	9-15	Li et al., 1994a
Gun possession and weapon carrying	Sequence	192	African-American youth	9-15	Black and Ricardo, 1994
	Association	387	9th- and 10th-grade youth	—	Brounstein et al., 1990
	Association		FBI Supplemental Homicide Reports	—	Blumstein, 1995
	Association	4,500	Inner-city youth	7-15	Huizinga, Loeber, and Thornberry, 1995
	Association	835	Incarcerated males	17 (mean)	Sheley, 1994
	Association	758	Male students	16 (mean)	Sheley, 1994
	Association	37	Students from crack-cocaine neighborhoods	—	Weisman, 1993
Low school attachment and low attendance	Association	387	9th- and 10th-grade youth	—	Brounstein et al., 1990
	Association	50	Youth that live in public housing	22 and under	Dembo et al., 1993
	Association	957	10th- through 12th-grade youth	—	Fagan, Piper, and Moore, 1986
	Association	611	Delinquent youth	12-17	Inciardi, Horowitz, and Pottieger, 1993
	Association	12,686	Youth	14-21	Jarjoura, 1993
	Association	351	African-American youth	9-15	Li and Feigelman, 1994
	Association	802	Incarcerated drug traffickers	—	Palfrey, 1992
Poor school achievement	Association	192	African-American youth	9-15	Black and Ricardo, 1994
	Association	387	9th- and 10th-grade youth	—	Brounstein et al., 1990
	Association	50	Youth that live in public housing	22 and under	Dembo et al., 1993
	Sequence	1,003	Inner-city residents	19-26 (40%)	Fagan, 1992

Table 1 (continued)

Risk Factors	Risk Factor Link to Drug Dealing (association <sup>1</sup> or sequence <sup>2</sup> )	Sample Characteristics			Author(s) and Date
		Size	Characteristics	Ages	
Poor school achievement (continued)	Association	12,686	Youth	14-21	Jarjoura, 1993
	Association	73	Asian gang members	19.7 (mean)	Joe, 1994
	Association	802	Incarcerated drug traffickers	—	Pelfrey, 1992
Lack of self-control and external locus of control	Association	387	9th- and 10th-grade youth	—	Altschuler and Brounstein, 1991
	Association	298	Youth	9-20	Foglia, 1995
	Association	140	Incarcerated young adults	—	Haberfeld, 1992
<b>Family Characteristics</b>					
Family alcohol and drug use	Association	192	African-American youth	9-15	Black and Ricardo, 1994
	Association	387	9th- and 10th-grade youth	—	Brounstein et al., 1990
	Association	140	Incarcerated young adults	—	Haberfeld, 1992
	Association	802	Incarcerated drug traffickers	—	Pelfrey, 1992
Low family attachment	Association	192	African-American males	9-15	Black and Ricardo, 1994
	Association	140	Incarcerated young adults	—	Haberfeld, 1992
	Association	802	Incarcerated drug traffickers	—	Pelfrey, 1992
	Association	186	Male drug dealers	18-40	Reuter, MacCoun, and Murphy, 1990
Lack of supervision (e.g., single parent)	Association	50	Youth that live in public housing	22 and under	Dembo et al., 1993
	Association	140	Incarcerated young adults	—	Haberfeld, 1992
	Association	300	Low-income youth	9-15	Li et al., 1994a
	Association	503	Urban males	13-15	van Kammen and Loeber, 1994
Parental educational level	Association	387	9th- and 10th-grade youth	—	Brounstein et al., 1990
	Association	802	Incarcerated drug traffickers	—	Pelfrey, 1992
	Association	503	Urban males	13-15	van Kammen and Loeber, 1994

Table 1 (continued)

Risk Factors	Risk Factor Link to Drug Dealing (association <sup>1</sup> or sequence <sup>2</sup> )	Sample Characteristics			Author(s) and Date
		Size	Characteristics	Ages	
<b>Ecological and Neighborhood Risk Factors</b>					
Frequent exposure to drug activities	Association	192	African-American youth	9-15	Black and Ricardo, 1994
	Association	387	9th- and 10th-grade youth	—	Brounstein et al., 1990
	Association	64	High-risk youth	10-14	Feigelman, Stanton, and Ricardo, 1993
	Association	611	Delinquent youth	12-17	Inciardi, Horowitz, and Pottieger, 1993
	Association	455	Low-income youth	9-15	Li et al., 1994b
	Association	351	African-American youth	9-15	Li and Feigelman, 1994
	Association	37	Students from crack-cocaine neighborhoods	—	Weisman, 1993
Contact with drug-trafficking adults	Sequence	50	Youth that live in public housing	22 and under	Dembo et al., 1993
	Association	64	High-risk youth	10-14	Feigelman, Stanton, and Ricardo, 1993
	Sequence	140	Incarcerated young adults	—	Haberfeld, 1992
Community acceptance of drugs	Association	1,003	Inner-city residents	19-26 (40%)	Fagan, 1992
	Association	140	Incarcerated young adults	—	Haberfeld, 1992
	Sequence	73	Asian gang members	19.6 (mean)	Joe, 1994
	Sequence	38	Inner-city males	16-23	Sullivan, 1989
Few opportunities for personal success	Association	1,003	Inner-city residents	19-26 (40%)	Fagan, 1992
	Association	600	Primarily inner-city males	14-29	Whitehead, Peterson, and Kaljee, 1994
Lack of alternative activities	Association	33	Parents and community agency staff	—	Dembo et al., 1993
	Association	351	African-American youth	9-15	Li and Feigelman, 1994
<b>Other Social Risk Factors</b>					
Peer group influence	Association	387	9th- and 10th-grade youth	—	Brounstein et al., 1990
	Sequence	1,527	High-risk youth	7-15	Esbensen and Huizinga, 1993
	Association	151	Male gang members	13-20	Fagan, 1989
	Association	611	Delinquent youth	12-17	Inciardi, Horowitz, and Pottieger, 1993

Table 1 (continued)

Risk Factors	Risk Factor Link to Drug Dealing (association <sup>1</sup> or sequence <sup>2</sup> )	Sample Characteristics			Author(s) and Date
		Size	Characteristics	Ages	
Peer group influence (continued)	Association	455	African-American youth	9-15	Li et al., 1994b
	Sequence	351	African-American youth	9-15	Li and Feigelman, 1994
	Association	23	Female drug dealers	21-50	Mieczkowski, 1994
	Association	499	Sibling pairs	9-17	Rowe and Gullay, 1992
	Sequence	987	7th- and 8th-grade youth	—	Thomberry et al., 1993
Low level of deterrence by legal system	Association	387	9th- and 10th-grade youth	—	Brounstein et al., 1990
	Association	305	Detained youth	10-18	Dembo et al., 1990
	Association	50	Youth that live in public housing	22 and under	Dembo et al., 1993
<b>Economic Risk Factors</b>					
Weak labor market for low-skill jobs	Sequence	1,003	Inner-city residents	19-26 (40%)	Fagan, 1992
	Association	50	Inner-city youth	18 and under	Fagan and Chin, 1990
		509	Inner-city adults	Over 18	
	Sequence	101	Gang members	26 (median)	Hagedorn, 1994
	Association	73	Gang members	19.6 (mean)	Joe, 1994
	Association	65	Female gang members	14-32	Lauderback, Hansen, and Waldorf, 1992
Association	600	Primarily inner-city males	14-29	Whitehead, Peterson, and Kaljee, 1994	
Low wage potential of existing jobs	Association	387	9th- and 10th-grade youth	—	Brounstein et al., 1990
	Association	50	Youth that live in public housing	22 and under	Dembo et al., 1993
		33	Parents and agency staff		
	Sequence	1,003	Inner-city residents	19-26 (40%)	Fagan, 1992
Association	186	Male drug dealers	18-40	Reuter, MacCoun, and Murphy, 1990	
Strong drug market		99	Gang members	13-29	Decker and Van Winkle, 1994
	Sequence	1,003	Inner-city residents	19-26 (40%)	Fagan, 1992
	Association	50	Inner-city youth	18 and under	Fagan and Chin, 1990
		509	Inner-city adults	Over 18	
Association	741	Cocaine arrest incidents	—	Klein, Maxson, and Cunningham, 1991	

### ***Drug Use***

Much of the research concludes that entry into drug dealing results primarily from using drugs. Youth frequently get involved in selling drugs in order to have easy access to a supply of drugs for personal use,<sup>24,25,26,27,28</sup> although young crack-cocaine dealers often are not drug users when they start drug trafficking activities. Drug users' knowledge of the market and of other users and their status as steady customers may contribute to their recruitment as dealers.<sup>22,24</sup> Drug dealers frequently are users of multiple drugs, and the drugs they use most are often the drugs they are selling.<sup>26</sup> Only cocaine and heroin sellers appear to initially avoid using the drug they are selling. When young drug dealers do not use drugs, it is often because they have made a conscious decision that using drugs is too dangerous,<sup>29,30,31</sup> perhaps because of family problems related to drug use<sup>31</sup> or because the youth's gang or selling group has rules against using drugs.<sup>26</sup>

Crack-cocaine has reversed the temporal sequencing of drug use and selling. In many cases, youth who do not use drugs are recruited into the lower ranks of crack-cocaine distribution, and many initially avoid using crack-cocaine because they are acquainted with its disastrous impact. Despite their initial abstinence, however, most youth who stay involved in the crack-cocaine trade eventually become users of multiple drugs, including crack-cocaine.

### ***Alcohol and Tobacco Use***

Alcohol and tobacco use generally are higher among drug-dealing adolescents than among adolescents who do not sell drugs.<sup>14,32,33,34,35</sup> Youth who become regular drug users and drug traffickers often begin experimenting with alcohol and tobacco as early as age 6 or 7, and then they begin experimenting with a variety of drugs.<sup>5,36</sup> While some studies have identified a sequential relationship between alcohol and tobacco use and illicit drug use and drug trafficking, there is little reliable evidence that alcohol and tobacco use definitively leads to drug use and eventually to drug trafficking. Even though young drug dealers reveal that they often progress from early alcohol use to other drugs, alcohol use usually is not replaced entirely but remains high. Among some drug-trafficking populations, such as drug-dealing gangs, alcohol use can be substantially higher than use of other drugs because the group discourages the use of illicit drugs.<sup>27,35</sup>

### ***Delinquent Behavior***

Delinquency and a pattern of early antisocial and delinquent behavior are among the most consistent predictors for drug trafficking and other, subsequent delinquency. Youth who engage in multiple problem behaviors, including risk-taking, antisocial behavior, and criminal activity, are significantly more likely to engage in drug use and drug selling than those who do not.<sup>33,37</sup> Research also suggests that those who continue selling drugs beyond a period of a few months generally have higher rates of overall delinquency and longer criminal careers than those who discontinue their involvement in drugs.

Although a clear connection exists between adolescent drug dealing and other kinds of crime and violence, the link still is poorly understood. The types of crimes and the extent of violence vary depending on the level of drug involvement and the degree to which the selling is organized.<sup>38</sup> For example, those selling marijuana only are less likely than those selling marijuana and other drugs to have alcohol and drug use problems and generally are less delinquent. The most problematic drug sellers are those who use and sell drugs frequently<sup>34</sup> and those who sell multiple drugs.<sup>5,26</sup> Young dealers who sell crack-cocaine or participate in groups that sell multiple drugs, such as gangs or syndicates, are especially likely to be associated with violence and other kinds of crime. Crack-cocaine dealing, in particular, seems to represent an intensified version of the drug-crime relationship. In addition to increasing the violence associated with selling drugs on the street, crack-cocaine also has been identified as a criminogenic factor, meaning that it leads delinquent youth to become more involved in criminal activities in general.<sup>5</sup>

### ***Early Participation in Adult Behaviors***

The profile of adolescent drug traffickers suggests that many are involved prematurely in adult behaviors such as high-risk sexual activity, early marriage, early parenting, and assumption of responsibilities beyond their years.<sup>39,40</sup> Youth who live in crack-cocaine-ridden neighborhoods often experience first hand the loss of someone close to them due to drugs, or they have witnessed shootings and other street violence. These experiences and demands place them in a role for which they are not emotionally, mentally, or physically prepared. Especially for young males, drug trafficking may represent an attempt to participate in the two core constructs of masculine identity in American society—

providing economic support for one's family and achieving status, respect, and reputation among one's peers.<sup>31,41</sup> Although many adolescent dealers use their earnings to support others, including their parents, they are still adolescents who seek thrills and excitement and cling to immature symbols of material success. Research indicates that most drug money earned by youth is spent on luxury items rather than on necessities.<sup>5,21,23</sup>

### ***Thrill-Seeking or Risk-Taking Personality***

For many youth, drug dealing is not just another business but one filled with the seductions of a criminal lifestyle, the potential for high profits, teenage camaraderie, and high-stakes adventure. For young men, it also includes the potential for attracting young women. Drug dealing generally attracts youth who are heavily involved in other risky behaviors, including high-risk sex and weapons possession.

The fact that young drug dealers often have different perceptions about the risks involved in drug dealing than do nondealers may contribute to adolescents' involvement in drug dealing. Studies have found that frequent sellers tend to overestimate the profits that can be made from selling drugs and to underestimate the risk of arrest or imprisonment.<sup>11,41</sup> Young dealers also are less likely to fear violence than nondealing youth, and nonsellers are more averse to risk and express greater apprehension about the possibility of time spent in jail than do youth who sell drugs.<sup>11,21,42</sup>

### ***Gun Possession and Weapon Carrying***

Data sources indicate that adolescent drug traffickers are more likely than other youth to carry weapons. Youth surveys also suggest that those who already carry guns anticipate becoming involved in drug trafficking more often than those who do not carry guns.<sup>29,36</sup> In an attempt to explain the high reliance on weapons, some studies suggest that guns are a status symbol and supply youth with a feeling of power and ability to control others.

Youth who carry weapons have been found to be influenced more by their peers than are youth who do not carry weapons. Weapon-carrying youth report slightly higher levels of thrill-seeking

behavior than youth who do not carry weapons, which corresponds to their expressed intent to participate in future drug-related behaviors.<sup>39,31</sup>

The element that puts youth at risk for future drug trafficking, however, appears to be related to the legality or illegality of their guns. Those who have access to legally owned guns appear to be less involved in drug trafficking than those who carry illegal guns.<sup>36</sup>

### ***Low School Attachment and Low Attendance***

Drug dealing and low attachment to the school environment seem to be linked in a mutually reinforcing relationship. Studies of drug offenders reveal that young drug dealers are significantly less likely to be in school or to have completed high school than are nondealers non-drug-dealing youth.<sup>11,21</sup> Other studies have showed that youth not attending school are more likely to be selling drugs than are those who remain in school.<sup>5,36</sup> Recent studies of drug trafficking corroborate the findings of older, longitudinal cohort studies, which revealed that dropping out of school was positively associated with later criminal activity.

Although drug dealing provides an attractive and potentially profitable alternative to staying in school, especially for those with low prospects in the labor market, none of the research presumes a causal relationship between not attending school and drug-related activity. Low school attachment and lack of interest in attending school most probably are proxies for other individual-level variables closely linked to a youth's propensity to engage in delinquent behavior. Data show that those who drop out because they dislike school or who are expelled from school are more likely to sell drugs than those who drop out to get married or because of pregnancy, poor grades, or problems at home.<sup>41</sup>

### ***Poor School Achievement***

Research conducted on inmate populations reveals that the majority of adult drug offenders have achievement ratings much lower than their academic grade attained.<sup>14</sup> This finding is supported by several longitudinal studies that support the link between poor school performance and general youth delinquency.<sup>15,16</sup>

### ***Lack of Self-Control and External Locus of Control***

Psychological research suggests that youth's propensity for delinquent behavior, including drug trafficking, may differ based on their perception of who controls their life. Youth who believe they have little or no control over their own lives and actions are less likely to perceive a connection between their own behavior and consequences that follow and, presumably, are more likely to be attracted to drug use and drug trafficking. Other studies, however, show that the psychological profiles of drug traffickers are similar to noncriminal entrepreneurs, who tend to exhibit an internal locus of control.<sup>6,23,29,44</sup>

### ***Family Characteristics***

Because so many variations in individual traits can be traced to social conditions, it is important to consider how social and individual factors may influence each other. Family characteristics is one area in which it is especially difficult to make a distinction between individual traits and social influences. Experts on delinquency agree that family characteristics influence youth's individual behavior and that a negative family environment contributes to youth's propensity toward delinquency because the family is the primary unit in which youth learn the values, attitudes, and processes that guide them throughout their lives. For example, participation in deviant behavior is often associated with the presence of older role models in the family who themselves were involved in crime. Although this association is not determinative and sometimes works against participation, a considerable body of documentation supports the association between a father's or older brother's criminality and a boy's participation in similar activities.

The family characteristics identified as risk factors for drug trafficking include alcohol and drug use within the family, low family attachment, lack of supervision, and parental educational level.

### ***Family Alcohol and Drug Use***

A family's influence on a youth's decision to engage in drug trafficking becomes evident when family alcohol and drug activity are considered. Youth who come from drug-abusing and/or drug-dealing families are much more likely to use drugs and engage in selling drugs than those who come from families who are not involved in drugs.<sup>19,45</sup> Not only are alcohol and drugs more available to youth

when they are consumed or sold by family members but the techniques and the attitudes to support a drug habit also are learned at an early age. Youth grow up believing that alcohol and drug use and drug dealing are acceptable. Surveys reveal that adolescent drug dealers often do not think that their parents are concerned about their drug dealing as long as they are making money.<sup>3,6,29,46</sup>

### ***Low Family Attachment***

Research provides evidence that low family attachment puts youth at increased risk of drug dealing. Because families tend to reinforce traditional values and norms, as well as demand some degree of accountability from members, a lack of family attachment weakens youth's connections to protective influences that help them resist delinquent activities. Youth living in high-risk circumstances who have been able to resist participating in drug activities report that their families protected them, sometimes by using scarce family resources to keep them away from drugs. Youth who do not sell drugs also cited parental wrath as their reason for not selling, and they expressed concern about the effect that drug activities might have on their families and, in particular, their mothers. This is supported by the fact that drug users and sellers have been found to spend more of their time with friends than with family.<sup>25,29</sup>

### ***Lack of Supervision***

Some older studies have cited single parenting as a risk factor in delinquency and other negative child developmental outcomes. Yet, recent research on at-risk youth reveals that being raised by a mother alone was not a significant factor for either using or selling drugs.<sup>14,29</sup> Single parenthood emerges more as a proxy for decreased supervision which, in turn, increases the risk of drug involvement of youth. This is supported by other data that suggest that parents of young drug dealers are more likely to be employed full time than are parents of nondealers.<sup>21</sup> Interviews with adolescent dealers revealed an increased likelihood of engaging in drug activities when an overall lack of parental time and guidance was reported. Good parent-child communication and adequate supervision frequently are mentioned as buffers to many of the risk factors associated with drug trafficking.<sup>3,21,29,46,47</sup>

### **Parental Educational Level**

A number of studies show that low parental educational level may be an indicator for identifying juveniles at risk for drug trafficking. Data show that youth who use and sell drugs are significantly more likely to come from a home in which the head of the household did not graduate from high school than are youth who have neither used nor sold drugs.<sup>44,25</sup> Other studies have found that mothers of drug users and drug dealers received a lower level of education than did mothers of nonusers and nondealers.<sup>48</sup> None of these studies, however, explain in which way these factors are linked. Low parental educational level may well be an indication of the parents' own early involvement in delinquent behavior and/or drug use or may point to other social inadequacies.

### **Ecological and Neighborhood Risk Factors**

Studies dating back to the early 1920s support the notion that the neighborhood and community contexts in which a child is raised increase the potential for specific outcomes, but we are just beginning to understand what mechanisms are at work and how the transmission of influences occurs. Current research continues to link neighborhood conditions, such as physically deteriorated housing, high population density, and transient populations, with high incidence rates of delinquent behavior. These studies have found evidence that some neighborhoods maintain a state of social disorder that weakens youth's ties to family, peers, and community. Lack of social support and neighborhood well-being inhibit a youth's development of social competence and involvement with traditional social institutions, such as school, church, and family, which makes it easier for them to participate in criminal activities. Communities also impact youth by operating as socialization agents, transmitting social norms that soon become internalized. Despite the increasing recognition among researchers that "community matters,"<sup>49</sup> empirical measures of the impact of neighborhood organization and culture remain underdeveloped, especially with regard to studies that address the effects of neighborhoods on individuals.<sup>50</sup>

Community-based factors such as frequent exposure to drug activity, contact with adult drug traffickers, community acceptance of drugs, lack of opportunities for personal success, and lack of alternative activities have been highlighted by current research as putting youth at risk for drug trafficking.

### ***Frequent Exposure to Drug Activity***

Adolescents who frequently are exposed to drug users and know neighborhood adults and people at school who sell drugs tend to view drug dealing as normal behavior because it is an intrinsic aspect of their social world. Research suggests that approximately 55 percent of young adults convicted of drug offenses were introduced to criminal activity on streets, and approximately 44 percent were introduced to criminal activity at home or at the homes of friends.

### ***Contact With Adult Drug Traffickers***

Strong evidence indicates that large numbers of adolescent drug dealers are introduced to selling drugs by neighborhood adults or others in close proximity to them.<sup>6,24,51</sup> Before the 1980s, using children in criminal activities was against the moral code of most criminal offenders. Drug kingpins especially viewed themselves as business people, and they sought to advance their business interests by cultivating community support, often through financial contributions, and by maintaining some level of morality and a code of professionalism. As drug markets expanded and law enforcement increased its efforts to control the situation, drug dealers began to realize the benefits of using juveniles in drug trafficking.<sup>21,45,51</sup> A recent survey conducted in public housing projects found that more than 82 percent of drug dealers use children to sell drugs because they are not subject to the harsher criminal penalties given to adults.<sup>21</sup> Young children are especially lucrative targets for drug dealers, not only because they are naive and underestimate the risks involved but also because they are potential clients.

### ***Community Acceptance of Drugs***

Although juvenile drug trafficking is common among all strata of young people, it is most visible and perhaps most prevalent in low-income urban areas where, to some extent, it also has become more acceptable.<sup>6,28,31,45</sup> General conditions in inner-city environments, overcrowded and inadequate schools, lack of recreational facilities, deteriorated and boarded-up buildings, and lack of job opportunities present depressing atmospheres for developing a promising future. Drugs frequently are sold in abandoned, city-owned buildings, leading many residents to believe that the government and law enforcement agencies ignore drug activity, which decreases their trust in law and order. Living in these conditions can foster frustration and anger that filter down even to the children.

Many of these communities lack social controls; this contributes to a shift in community norms toward toleration of drug activity, which is reflected in adolescent behaviors. As more successful residents move out, traditional social networks decline, and the social authority of the "old leadership"—middle-aged, stable, employed mentors of youth—diminishes. The collective supervision of youth diminishes in these communities, while expanding drug markets make new, enticing, opportunities available.

Research indicates that youth who live in high-risk communities often disdain drug use and view drug users as being weak and out of control, as well as having destructive lifestyles, but they view drug dealing more positively.<sup>21,29,52</sup> Although drug dealers are not admired by youth who do not sell drugs and youth express skepticism about the benefits of drug dealing, almost two-thirds of a sample of youth ages 10 to 14 indicated they would feel neither good nor bad about selling drugs.<sup>52</sup> Youth perceive some of the risks involved in drug dealing, such as getting caught and spending time in jail or getting injured or killed; however, they also are able to identify the rewards of selling drugs, including admiration and material wealth. Drug dealers are viewed as being rational and in control of their lives, and in many cases, they are viewed as local heroes and successful role models.<sup>52</sup>

### ***Lack of Opportunities for Personal Success***

The lack of opportunities in disadvantaged neighborhoods makes it difficult for young, inner-city residents to envision themselves as successful in conventional settings. Youth see local drug dealers who have power and celebrity status; as they begin to see this as their world and this type of success as what is available to them. Furthermore, drug dealing provides an opportunity for youth to assume an adult role and to feel independent.<sup>23,31</sup> In addition, the drug business has become a risky but profitable way for underprivileged youth to meet their material and status needs without having to compete on the basis of formal education and skills, which they generally lack.

### ***Lack of Alternative Activities***

Some studies support the hypothesis that youth participate in drug trafficking and other delinquent activities because there is a lack of other activities to engage their time and energy. Youth who are not involved in drug dealing generally report access to and participation in more diverse

alternative activities; particularly those with parents and other adults who work in community agencies report considerably more support for afterschool activities and homework.<sup>21</sup> Research on gangs also suggests that many youth join gangs because of their need to belong and to have a group to hang out with. However, while members of gangs are more likely to be delinquent than are nonmembers, members of gangs generally are not more likely to be involved in drug trafficking than are nonmembers.<sup>15,53</sup>

### **Economic Risk Factors**

Economic forces seem to be important antecedents to the increasing involvement of youth in drug trafficking, especially in inner-city areas. The economic restructuring of American inner cities left many minority residents without ready access to jobs. Furthermore, the labor market was transforming from manufacturing to service industries, and it shifted geographically from the inner city to the suburbs. The inner cities were left with large numbers of unemployed and unskilled workers who had little chance of moving out or of participating in the legitimate labor market. Youth were no longer able to aspire to blue-collar jobs because these jobs no longer existed in their communities.

The expanding drug markets caused by the introduction of crack-cocaine filled this gap in these communities. Regardless of the dangers involved, many juveniles were eager to engage in drug selling as a way of fulfilling their desire to "be somebody" in their community. In communities offering few rewards or positive recognition, successful drug dealing became a shortcut to status, prestige, and financial gain.

Research shows that adolescents who are successful at drug dealing often are the brightest, most ambitious, and most articulate in the community.<sup>14,23,41,54,55,56</sup> They understand how to work the system and how to run a business, and they exhibit a corporate mentality about their selling. Recent data suggest that only half the inner-city youth starting to sell drugs also use them, making it clear that many youth view selling drugs as an economic opportunity rather than as a means of financing their own drug use.<sup>25</sup>

Drug trafficking in the inner city also may effect a redistribution of funds by bringing money into poor neighborhoods. Because drug markets in inner cities are thought to be fueled by middle-income suburban buyers in addition to inner-city users, there is reason to believe that local drug markets provide financial gains to their own community.<sup>12,57</sup> The economic risk factor for adolescent drug trafficking involves a lack of low-skill jobs, a lack of jobs with reasonable wages, and the existence of a strong drug market.

### ***Weak Labor Market for Low-Skill Jobs***

Drug trafficking can be a career choice and major economic activity for many disadvantaged youth living in inner cities. When entry-level, low-skill jobs are lacking, drug trafficking can replace the industrial sector as the major employer. Even on a part-time basis, selling drugs pays more per hour than most legitimate jobs. The drug market represents a labor market with many opportunities to young people with limited skills; involvement introduces them to business activities such as buying wholesale, selling retail, taking inventory, maintaining profit margins, and paying bills on time. The drug market may be the only arena in which they can learn these skills.

Cocaine and crack-cocaine in particular have provided goals, jobs, and economic benefits that people living in inner cities have never before experienced. Although many convicted drug dealers hold legitimate jobs (approximately two-thirds are employed at the time of arrest), many of them have only semi-skilled jobs and have changed jobs frequently.<sup>11,14,45</sup> Crack-cocaine-dealing minority youth often do not see themselves as different from other entrepreneurs or hustlers. They describe their drug activities as "business" and call themselves "small businessmen," and they view drug trafficking as a means of supporting themselves.<sup>41</sup>

### ***Low Wage Potential of Existing Jobs***

Some studies indicate that lack of jobs is not the sole economic factor contributing to increased drug trafficking. The drug economy frequently undermines the willingness of inner-city youth to work at legitimate, low-wage jobs. Researchers have found that adolescents are aware of other available jobs but have little reason to work for minimum wage in an unrewarding job when selling drugs offers them the potential for earning a higher income.<sup>21,23,41,54,58</sup> Other data suggest that a considerable proportion of

teenage and young adult drug dealers work at legitimate jobs in addition to their drug business. Many drug dealers view their selling as a form of moonlighting to supplement the income from their regular jobs. Few of these moonlighting dealers sell for many hours or report high incomes from their drug-selling activity. By selling only during peak trafficking hours, they are able to maximize their income while reducing the amount of time devoted to drug dealing, thereby also lowering the risk of being caught.

### **Strong Drug Market**

While drug selling is not unique to inner cities, urban street markets are the most visible, giving them an impact that goes beyond that of drug use. Urban street markets attract attention and increase peoples' awareness of their presence. The potential profits they offer provide inner-city youth with an alluring alternative to staying in school and finding a legitimate job. The visibility and income potential of street markets also help drug selling become institutionalized economically and socially within a neighborhood; drug dealers talk about their selling activities as "going to work and getting paid." This use of workplace terminology signals an ideological shift in the social definition of work in these communities and the confounding of legal and illegal means of making money. Changes in the illegal drug market brought about by crack-cocaine were so dramatic that when it first hit the streets, the New York City police characterized the crack-cocaine industry as "capitalism gone mad."<sup>26</sup> Very few legal, economic, or informal social controls existed to impede its spread. In many areas, illicit drugs are easily accessible and often so inexpensive that teenagers can buy them with allowance money.<sup>5</sup> Without the availability of jobs or job networks, the economic and social significance of drug markets increases, putting youth at increased risk for becoming involved in selling drugs.

### **Other Social Risk Factors**

A number of studies and theories indicate that attitudes, morals, skills, and behaviors, including drug use and trafficking, result from social influences. Living in a drug-infested neighborhood is not enough to engage youth in drug-related behaviors. Youth will model their behavior according to what they see and according to other people's positive or negative reactions to their behavior; they will be influenced to some extent by the mechanisms that are in place for controlling the behavior of individuals. Other social risk factors, in addition to family and neighborhood influences, that impact a

youth's likelihood to engage in drug trafficking are peer group activities and the low level of deterrence of the juvenile justice system.

### ***Peer Group Influence***

A number of studies conclude that friends and other peers considerably influence youth's behavior.<sup>29,36,38,44,46,59,60</sup> Youth frequently use their peers for social referencing—that is, to help them determine appropriate behavior and attitudes—and the drug culture provides them with a sense of belonging to something special. Peer influence is especially powerful in the case of group associations (e.g., gangs).

A number of studies conclude that the relationship between delinquency and peer networks is reciprocal, that increases in drug dealing usually lead to increased association with drug-dealing peers and vice versa. Other studies, however, indicate that peer influence on youth who sell drugs is less pronounced. Peer influence can have a mediating influence as well. In recent surveys, youth reported that their ability to withstand incentives to engage in drug trafficking and other delinquent acts would be strengthened by having close friends who also resisted.<sup>32</sup> The presence or absence of mediating factors and the intensity of their influence are important for understanding youth recruitment into drug dealing.

### ***Low Level of Deterrence by Legal System***

Surveys conducted with a broad range of youth suggest that those most heavily involved in drug trafficking and other delinquent behaviors underestimate the risk of arrest and of serious consequences from the juvenile justice system.<sup>12,19,38,52</sup> Many youth recognize that friends who have been arrested often return to the community very quickly. In addition, oftentimes intervention provided by the juvenile justice system comes so long after the initiating event that youth may not effectively make the connection between their illicit behavior and its consequences, or they may conclude that there are few, if any, consequences for their behavior.

As mentioned before, there is also strong evidence that the short intervention spans of the juvenile justice system encourage drug trafficking adults to use these kids for the most visible street transactions.

## CONCLUSION

Numerous studies have been undertaken to identify risk factors related to adolescent drug trafficking, ranging from individual factors and family background to neighborhood influences and broader societal conditions. A closer investigation of the current literature shows, however, that what appears to be a vast source of information to guide the development of intervention mechanisms is actually quite limited. First, there is a surprising void in the research on the characteristics of adolescent drug traffickers. Few attempts have been made to develop a profile of the range of youth who sell drugs or are at risk for becoming drug dealers. Large representative samples of the total youth population generally include too few drug traffickers for detailed analysis, and official statistics on offenders include only limited demographic information and are unrepresentative of the adolescent population.

Most research on youth drug dealing has been conducted on relatively small samples of subpopulations known to engage in high levels of drug selling, such as gang members, arrestees, or institutionalized drug offenders. As a result, the information available is not representative of the entire drug-selling adolescent population. The current research provides only limited information about the extent of drug trafficking among young people; the predominant factors that attract them to trafficking; what keeps them involved; and which factors, if any, provide incentives to stop selling.

The lack of more comprehensive information is to some extent related to the fact that drug problems and people involved in trafficking have many facets and no single predictable pattern for drug trafficking behavior exists. As a result, identifying the factors that most strongly influence youth is difficult, and no single solution has been established for halting the increase in the number of young people participating in drug dealing. The current research is too limited to identify what most often attracts young people to drug trafficking or to distinguish youth who remain marginally involved in drug trafficking for a relatively short period of time from those who become heavily involved.

A large number of studies concentrate primarily on causes and risks for drug use and not specifically on drug trafficking. While it is likely that some factors contribute to involving adolescents

in drug use as well as in drug selling, few studies distinguish specific results related to drug dealing; this means that some of the findings may be confounded.

Despite the scarcity of comprehensive information, a number of specific intervention efforts have been developed to address adolescent drug trafficking. One technique common to a number of programs is to try to affect offenders' reasoning skills, to help them develop alternative interpretations of social rules and obligations, and to help them comprehend the thoughts and feelings of others. Although changing cognition is not easy, it appears to be a less daunting task than influencing biological predisposition, modifying the environment, or overhauling the economic structure to provide better access to opportunities.<sup>44</sup>

Based on the research reviewed in this report, strategic intervention should begin before youth become users because drug use has consistently been identified as a high-risk factor for engaging in drug selling. Other deviant and delinquent behaviors also are considered to be closely related to juvenile involvement in drug trafficking and may be used as early identifiers for youth who may require intervention. The school, family, and neighborhood environments have been shown to be influential in a youth's development and may provide natural settings for targeted programs to counter adolescent drug selling. Research findings also point to the need to construct more certain and meaningful juvenile justice interventions to counter adolescents' perception that drug selling has few, if any, consequences. Changing economic realities for youth at risk of drug trafficking may be more difficult; however, programs that facilitate youth access to and knowledge of the labor market, in combination with other efforts that develop more realistic perceptions of risks and benefits, may be quite feasible.

It is likely that strengthening factors that buffer the risk of becoming involved in drug trafficking, such as parental supervision, attachment to parents, consistent discipline, commitment to school, and avoidance of delinquent or drug-using peers, is another promising strategy.<sup>3</sup>

Considering that the numbers of juvenile drug traffickers and adolescents at risk for drug use and selling are growing, a better understanding of the circumstances that lead young people to participate in selling drugs and development of more targeted interventions become more vital than ever. Interviews

and surveys of specific drug-dealing populations have shown that many youth have a desire to stop selling drugs. Youth surveyed recognize that people are becoming desensitized to violence, they know that they may be killed if they continue street-level selling, they feel "messed up," and they want to leave the world of drug dealing.

The growing need for effective targeted interventions requires development of better information on the range of factors that lead youth to begin drug dealing. A number of large-scale studies of juvenile delinquency that will provide more and better information are currently being completed,<sup>50</sup> but these studies will not be able to identify changes in risk factors and potential intervention strategies as they apply to the various stages of youth's involvement in drug selling. We need more information on the characteristics of young drug sellers; the paths they take; and changes in risk factors over a period of time that lead youth to entering, remaining in, or leaving the drug business.

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