

## **Resubmission with New Work Completed**

In 2009, the Anaheim Police Department submitted a nomination for the Herman Goldstein award. The project, entitled Gang Reduction and Intervention Partnership (GRIP), focused on steering children away from gang involvement. The following were the objectives of the program: 1) improve school attendance and reduce tardiness, 2) provide support groups for parents, 3) educate teachers about gang behavior, 4) provide students with character building skills, 5) promote afterschool activities supporting academic achievement, and 6) match mentors with at-risk students.

Although all the mentioned objectives are in fact components of GRIP, feedback from the POP judging committee indicated the goals and assessment steps taken during the initial project were not clearly defined. This was mainly due to the broad focus of the project. Personnel involved in 2010 Goldstein submission decided to focus its attention on the key components of the project. Based on empirical data indicating truancy as a “trigger” for future criminal behavior, the focus of the subsequent project was narrowed to examine and address the reduction of truancy, suspensions, and school discipline. This new goal was clearly identifiable and measureable. A second change for the new project was to select a school having very high truancy rates as well as significant discipline issues relative to other schools in the district. This new submission has the narrow focus of a defined problem at a single location showing measurable improvement.

**Anaheim Police Department's  
GRIP on Gangs:**

*Gang Reduction and Intervention Partnership,  
An Early Gang Prevention  
Problem Solving Strategy*

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**Anaheim Police Department's GRIP on Gangs:  
*Gang Reduction and Intervention Partnership, An Early Gang  
Prevention Problem Solving Strategy***

***SUMMARY***

***Scanning:*** Gang members are negatively impacting the quality of life for families already struggling with poverty, low education and issues of acculturation living in Anaheim and the neighboring City of Stanton. Gangs are growing in influence among younger children whom they are now targeting for membership.

***Analysis:*** Between 2001-2005 gang membership declined for 21+ year olds—from 5000 to 3000—due to vigorous police action resulting in higher arrest rates. However, gang membership among children aged 14 and younger rose dramatically—from 50 in 2002 to 260 in 2007—as older gang members began courting young children, resulting in an overall rise in gang membership in 2006-2008. Their influence is contributing to growing school absenteeism, truancies, tardies, and defiant behaviors—key indicators of future gang involvement. Teachers lack the “know how” to address this, parents are losing control of their children, and are unaware of their legal responsibilities. Various gang prevention efforts and programs lack coordination and communication.

***Response:*** Forty community stakeholders came together to plan, blend and target resources to influence 4<sup>th</sup>-6<sup>th</sup> grade students to set higher lifestyle and academic goals, develop positive social and life coping skills, and become responsible citizens. The outcome was the Gang Reduction and Intervention Partnership (GRIP), a comprehensive, communitywide program that blends existing resources to target at risk youth .

**Assessment:** The effects of GRIP have been dramatic. In GRIP's first year, truancy and unexcused absences have significantly decreased with all GRIP schools going from the worse attendance to the best or near best of their respective school districts; 33 of the most at-risk students have been case managed with more than 90% demonstrating noticeable and sometimes quite dramatic improvement in their behavior and attitudes; nearly 1/3 of all k-6 students are participating in adult supervised after school programs, and 85% say they now have an adult they can talk to if being coerced by a gang; 60% of teachers can now tell if students are flashing gang signs (up from 39%); 48% now understand gang mentality (up from 26%); and, 90% of parents feel confident that parents, police, and the schools working together can reduce gang activity.

## NARRATIVE

### SCANNING

In September 2005, Anaheim Police Chief John Welter instituted Anaheim's first Police Chief's Advisory Board (CAB) as a vehicle to advise and counsel him on matters affecting public safety and to act as a sounding board for police/community relations. He recruited a diverse group of key community stakeholders including civic leaders/ activists, school administrators, business owners, residents, religious leaders, the Director of Orange County Human Relations and head of Disneyland's Security Services. The Chief also wanted CAB to prioritize these issues and to make suggestions for dealing with them. At the first CAB meeting in October 2005, members identified gangs and gang crimes/violence as *the* predominant issue. They studied local crimes statistics, listened to firsthand experiences from the Police Department Gang Enforcement Investigators, talked to key stakeholders and reviewed the effectiveness of traditional gang prevention/ intervention methods. From this process they concluded that:

- 1) traditional approaches to gang prevention were neither significantly curtailing gangs' criminal behavior or their ability to recruit more members, particularly from among younger youth, and
- 2) only a focused, well-coordinated interagency approach, devoid of organizational boundaries and supportive of the police department's efforts, could bring about desired change.

CAB expanded their review of gang prevention/ intervention research and programs and continued to gather input from a variety of resources in order to ascertain: 1) availability of local activities and services for youth and their families serving as deterrents to gang affiliation and/or influence, 2) service duplications and gaps, and 3) new activities/ strategies likely to have greater impact. Ultimately, the Board developed a youth service matrix identifying 11 areas germane to an effective gang prevention/intervention plan and conducted a local mapping to identify resources that could be brought together under a comprehensive, communitywide effort

(appendix, p.21-22). This activity culminated with a half-day planning session co-facilitated by the police chief and a professional facilitator assisting CAB members to synthesize the information, develop recommendations for addressing identified needs, and prioritize future projects.

After engaging in passionate debate, CAB made these recommendations for designing a plan to focus on 4<sup>th</sup>-6<sup>th</sup> grade students: □provide mentors as positive role models □implement effective, evidence-based anti-gang curriculum □ educate parents and teachers about gangs □encourage significant parent involvement throughout program planning and implementation □offer strategies to protect young children from gang seduction □increase communication and collaboration among service providers □promote academic success and rewarding career options to youth □address needs of parents, teachers, and service providers as they relate to effective gang prevention strategies to be used in the home, school, and community □provide tools to create enhanced asset-rich schools, neighborhoods and home environments □design a meaningful system of rewards and consequences for youth making right or wrong choices.

## **ANALYSIS**

Neighborhoods in Anaheim and the adjacent City of Stanton were becoming increasingly unsafe due to gang influences and activity. In 2006, Anaheim documented more than 2,449 gang members representing 37 gangs and nearly 500 young gang “wannabes.” That same year, the Anaheim PD responded to 174,202 calls for police services, 3,304 being gang-related resulting in 467 gang-related arrests. This included 13 homicides (7 gang related) and 835 aggravated assaults (108 gang related). Anaheim’s largest, most criminally active gang, “Barrio Small Town” (BST), has more than 132 documented members living in the neighborhoods targeted for GRIP. In 2005, several BST, ultimately arrested for beating neighborhood residents with

baseball bats, attempted to flee police by running through the campus at Olive Street Elementary (Anaheim City School District, ACSD) creating a dangerous situation for students. In 2007, BST was responsible for two homicides against rival gang members and twice the recipient of retaliatory aggravated assaults resulting in traumatic injuries. Additionally, BST members committed weapons violations, auto thefts, and vandalism/graffiti offenses.

Their influence on children in their “turf” is striking. In 2007, 12 gang “wannabe” students from Jefferson Elementary (ACSD) were either suspended or expelled for intimidating others and marking BST gang graffiti throughout the campus. The second largest gang operating in the area, the Anaheim Vato Locos (AVLS) had 122 documented members in 2007. These two gangs are bitter rivals, have contiguous territories, and are creating a virtual gang “war zone.”

Stanton has approximately 245 gang members representing three gangs—Crow Village, Big Stanton, and Royal Samoan Posse—living and operating in the service area of two elementary schools ultimately selected for GRIP, Pyles and Walter (administered by the Magnolia School District, MSD). The largest is Crow Village (128+ members) followed by Big Stanton (68+ members). The Orange County Sheriff’s Department reported two gang related homicides in Stanton in 2006, and one in 2007. In 2006, the Major Crimes Investigator had 56 gang-related arrests for Part I crimes including aggravated assaults, burglaries, robberies, and narcotics.

All Stanton and Anaheim gangs operating within the target area have become increasingly competitive in their recruitment of 4<sup>th</sup>-6<sup>th</sup> graders. The Olive Street evening custodian’s description of what he has seen typifies happenings at all the targeted schools. He witnessed elementary school children being beaten and kicked by older kids as part of being “jumped in” to the BST gang and older adults using 10- or 11-year-old boys as gang “runners”.

Parents have been reluctant to attend after school meetings about drugs and/or gangs for fear of gang retaliation. The principals of the four above mentioned schools reported gang members coming onto campus and goading students into fights and intimidating them to engage in delinquent behavior with threats of harm to them and/or their families if they refused. Also, increases in “copy-cat” gang behavior by “wannabe” students include wearing gang attire and more incidents of violent, defiant, and disruptive behaviors. And, nearly 23% of 5<sup>th</sup> graders reported seeing a classmate with a weapon at school and 50% said they had been hit or pushed (California Healthy Kids Survey, 2008).

Under the guidance of CAB, a larger subcommittee of more than 40 community stakeholders called GRIP (Gang Reduction Intervention Partnership) was formed (appendix, p.23-24). Their charge was: 1) to study evidence-based gang prevention and intervention programs proven effective in motivating youth to set rewarding career and life goals rejecting gang involvement and, 2) to design a workable plan incorporating CAB’s recommendations. From this directive came program goals/objectives incorporating these components: 1) assign police officers to elementary school campuses, 2) provide gang awareness training for teachers, school staff, and parents, 3) coordinate existing youth services to facilitate easier access; 4) provide early identification/case management for *most at risk* students demonstrating anti-social and/or gang “wannabe” behavior, and 5) deliver anti-gang curriculum to 4<sup>th</sup>-6<sup>th</sup> graders.

The subcommittee reviewed literature and research by such authorities as the US Surgeon General (*Report on Youth Violence*), the National Crime Prevention Council, and the Search Institute (*40 Developmental Assets*). Subsequently, subcommittee and partner organization members attended Search Institute trainings to integrate this knowledge into their professional work skills. GRIP members also shared their professional experiences and agency data and

came to the unanimous agreement that the target area, Jefferson, Olive, Pyles, and Walter Elementary Schools, was not only rife with risk factors proven to predispose youth to delinquent behavior and gang affiliation, but also of manageable size to effectively saturate with existing resources. Notable among the risk factors was the lack of school success, problematic parent-child relationships, negative peer and adult role models, violence and crime in neighborhoods and at home (appendix, p.25), low educational aspirations, school bullying, exposure to alcohol and drug abuse, and lack of adult supervision after school. Parent/student/ teacher surveys and focus group discussions revealed significant misinformation and concerns regarding identification of students at risk of gang involvement, gang culture and behavior, parent and student legal ramifications and penalties for gang involvement, truancy and availability of prevention/intervention resources. In order to monitor GRIP's effectiveness a fifth school, Paul Revere Elementary School, was selected as a control school. Revere is located in a neighborhood adjacent to Olive and Jefferson schools and shares the same demographic, crime, and social-economic variables, including gang influence, as the four target schools. Revere also has all of the embedded school and community services as the four target schools, minus GRIP.

Target area mapping identified a number of quality resources from local public and private entities being utilized to lessen gang influences, but minimally effective because of lack of coordination and concentration. Law enforcement had been focusing youth gang suppression activities at the middle and high school levels, but current research supported targeting children in grades 4-6. Teachers, school support staff, and parents revealed they lacked skills to make early identification of children at-risk to gang influences *before* they developed a mindset to do so and where to secure help. Many parents felt helpless against the gangs and lacked parenting skills with which to deter their children from gang involvement. Students did not grasp the risks

and penalties associated with gang membership. A general distrust of law enforcement among parents and students minimized their willingness to help or co-operate. Finally, local prevention/intervention activities lacked a formal evaluation plan to validate effectiveness.

## **RESPONSE**

From the onset, Chief Welter and the Anaheim City School District's (ACSD) superintendent were fully committed to providing the necessary resources and personnel to this effort. The next step was identifying the schools most in need of such a concentrated program. In the ACSD, two schools immediately surfaced as sites in desperate need of gang prevention/intervention activities—Olive Street and Jefferson Elementary. The neighborhoods surrounding them were more impacted by local gangs than any other Anaheim neighborhood. A Safe School Officer was immediately assigned to the two schools to deal with gang-initiated crimes in and around the two campuses while building trust and cooperation with parents, teachers, and students.

GRIP's collaborative membership expanded quickly and the Magnolia School District (MSD) was brought on board because its superintendent was participating on the Chief's Advisory Board. This led to partnering with the City of Stanton and the Orange County Sheriff's Department (OCSD) when two MSD schools, Pyles and Walter, were added. The OCSD dedicated a deputy to these two schools to perform the same services Anaheim PD was providing the ACSD schools. Community Services Programs, Inc. (CSP) submitted a proposal to provide comprehensive case management services to youth identified as at risk of joining a gang, ensuring coordination of intervention strategies at all four schools. An Orange County Assistant Deputy District Attorney, who supervised the Gang Unit, created a gang prevention program. He assigned a Senior Deputy District Attorney to GRIP full-time after learning of the program at

an Anaheim Police Gang Unit meeting. Just as the subcommittee was struggling to find ways to fund a program coordinator, a case manager, and program evaluator, Governor Schwarzenegger's Gang Czar was preparing to release millions of dollars in competitive grant funds under the State's CALGRIP Initiative. A grant writing committee of six emerged from among the partners to prepare an application that was ultimately successful in receiving a CALGRIP grant for \$400,000. The Anaheim GRIP went "live" in February 2008 and has been demonstrating a positive impact on addressing gang influences ever since.

GRIP utilizes a regional approach, merging resources of multiple jurisdictions and agencies within a specific, manageable area of 6.5 miles between four adjacent elementary schools. It is guided by this goal: *To blend resources of community stakeholders to create a more asset rich environment for 4<sup>th</sup>-6<sup>th</sup> grade students at four adjacent elementary schools so they will reject gang affiliation, set positive lifestyle and rewarding academic goals, develop positive social and life coping skills, and become responsible citizens.* The supporting objectives are:

- Improve attendance and tardies of 4<sup>th</sup>-6<sup>th</sup> graders through rewards and consequences
- Improve teachers' ability to identify/address students most at-risk of gang influences and support them with links to appropriate resources
- Decrease the number of youth violating curfew regulations
- Provide support groups for parents to give them the skills/confidence to strengthen their child/parent relationships and work effectively with police to diminish gang influences
- Provide students with character building and academically motivating after school activities
- Coordinate law enforcement and school resources to move quickly against students and parents not acting responsibly

- Identify *most* at risk students and make appropriate referrals to case managed interventions
- Leverage resources of the Anaheim Family Justice Center to continue its work to provide families in the targeted neighborhood with strategies and services for dealing with family violence and its impact on families

An extensive review of research-based activities combined with the professional experiences of the individual GRIP members/organizations made it clear that: 1) piecemeal approaches are less effective, 2) a comprehensive approach involving all stakeholders needed to be carefully planned, monitored, evaluated and modified based on data/evidence, and 3) the focus needed to be 4<sup>th</sup>-6<sup>th</sup> grade students, their teachers, and parents. This approach is not designed as a “one size fits all” response to gang prevention, and intervention is proportionate to identified risks to ensure effective targeting of resources.

The specific audiences, responses, and expected outcomes are:

**All 4<sup>th</sup>-6<sup>th</sup> Grade Children** – To increase student awareness of the consequences of gang involvement, promote thriving behaviors and encourage students to broaden their career aspirations, these activities are provided school-wide:

- *Student Education:* Lessons on drug/gang awareness, bullying, “stranger danger,” and consequences of choices are delivered by a Police Officer/Deputy Sheriff and Orange County Senior Deputy District Attorney (SDDA). In addition, many classroom teachers are also implementing *Project Alert* and/or *Second Step: A Violence Prevention Curriculum*.
- *Encouraging School Attendance:* Monthly celebrations for students with improved attendance and/or behaviors “earn” them raffle tickets for incentive prizes donated by community sponsors for such things as family dinners at a local restaurant, tickets to Angels baseball and Anaheim Arsenals basketball games, lunch with the principal and police officer/deputy sheriff, etc.

- *Pro-social Skills Development/ Special Events:* Anaheim First Christian Church hosted a Halloween Party giving 1200 children and their parents a safe place to enjoy the holiday. GRIP *Boys Career Day:* 6<sup>th</sup> grade boys interacted with male professionals in various occupations to give them an opportunity to ask questions and look beyond the “walls” of their neighborhoods and begin thinking about their future; GRIP *Girls Day* (school sleepover): 6<sup>th</sup> grade girls interacted with professional women, discussed college and the impact of gang affiliation on their future, and practiced esteem building skills. *Other:* Students trained as PAL conflict managers resolve issues among peers; relationship-building skill groups facilitated by school-based mental health providers, and homework clubs.

- *After School Programs:* Many students are unsupervised after school by anyone over 13 or are supervising younger siblings. To address this, the following providers partnered with GRIP:  
-----The Anaheim Family YMCA: afterschool activities on each school site until 6:00 pm daily emphasizing career exploration, character development, academic support, and community service. Students lacking a responsible adult in their lives are assigned an academic mentor to guide them in setting life and academic goals, to provide support, and accompany them on field trips to postsecondary schools, cultural events, etc.

-----*Police Activities League:* Junior Cadet Program targets children between the ages of 8 to 13 years old experiencing truancy and discipline problems at school. Attendance is usually an option in lieu of other discipline, suspension, or expulsion. Meeting one day a week for 12-14 weeks, students experience a military drill and discipline format that emphasizes reading and homework completion, legal ramifications of gang and drug involvement, and the development of resistance skills to these pressures. At the same time, parents attend classes and are taught

parenting skills, gang and drug awareness, and potential legal consequences for them and their child if the path they are on does not change.

**Most At-Risk 4<sup>th</sup>-6<sup>th</sup> Grade Students:** Students having a high number of at-risk factors in their lives, demonstrating poor behaviors or making poor choices are identified for referral to GRIP's comprehensive case management services (p.26-27). Referrals are made in three ways: 1) *STRIKE Team*, 2) school administrators, and 3) school-based police officer/deputy sheriff. The school referral is initiated through the principal who determines which of two case management options are appropriate. The law enforcement officer can also make a direct referral to the case manager or project coordinator. Both levels of referral and intervention includes a comprehensive assessment and intervention plan addressing problematic behaviors and risk factors that focus on building proactive factors for both the youth and their family. *STRIKE Team* meetings include the principals and vice principals, GRIP project coordinator, bilingual case manager, law enforcement officers, and the SDDA assigned to GRIP. In these meetings parents and students are told why they have been asked to participate in GRIP. They are made aware of the law, how the behavior of the student has a negative impact on the entire family, and the penalties for not attending meetings or accessing the resources suggested to them by the project coordinator or case manager including prosecution through the GRIP Deputy District Attorney. They are then asked to attend an intake meeting with the case manager.

All partners, including County and City law enforcement, schools, and CSP are committed to giving the highest priority and quickest response to case-managed students to facilitate support, timely access to services, and client cooperation.

In addition to the above described activities, the police also conduct:

- *Curfew Sweeps:* Children violating curfew regulations and unsupervised are more likely to

join gangs. Therefore, curfew teams patrol streets, escort children home, and talk to parents about the repercussions for them and their children for these violations.

- *Truancy Sweeps:* Because truancy is the best predictor of gang involvement, a truancy team makes surprise visits to homes of chronically absent students, escorts them to school, and makes parents aware of the legal ramifications of excessive truancy. Additionally, habitual truants and their parents are required to participate in the Truancy Reduction Intervention Program (TRIP). The group is facilitated by the GRIP project coordinator and case manager to further emphasize not only the legal and educational ramifications, but also the social, emotional, and developmental impacts of truancy.

**Parents:** The following activities were designed to build community support and trusting relationships with law enforcement:

- *Parents Supporting Parents Groups:* Monthly meetings facilitated by law enforcement are held on each campus to empower parents to make their neighborhoods safer by educating them on such topics as the warning signs of gang involvement, steering children away from negative influences, and activities that make a home more asset rich. Anaheim First Christian Church provides refreshments and childcare during the meetings. Recently, *Friday Night Live, a youth service program*, partnered with GRIP to assist in childcare by involving the children in activities designed to build self-esteem, identify their talents, and improve communication skills. Parents are encouraged to suggest topics or experts to present at subsequent meetings.

- **Educators:** Teachers and school paraprofessionals are taught to identify gang activity/ behaviors and trained in antiviolenace curriculum and Search Institute's *40 Developmental Assets* (p.28-29) so they can create a more asset rich school.

Everyone involved with providing services (law enforcement, partners, and school staff)

has received *Asset* training. Local resources are blended from public, private, and non-profit agencies obscuring organizational boundaries as the partners believe that multiple prevention/intervention activities occurring simultaneously have the greatest possibility of producing positive outcomes. Of significant importance, is law enforcement taking a community-wide leadership role in gang prevention, intervention, and suppression spanning across jurisdictions and agency boundaries to educate, forge positive relationships with parents, students, teachers, and collaborators and bring timely forces of the juvenile justice system upon parents and children who do not comply with intervention mandates.

## **ASSESSMENT**

Continuous Improvement Management principles guide the evaluation plan developed by the external evaluator so that ongoing feedback drives timely modifications in response to the question: *How can we make this program even better?* The evaluation contains: 1) process measurements to determine what is being done and how and, 2) outcome measurements to determine the effectiveness/ impact of individual strategies/activities. Primary measurement instruments include:

- Students (4<sup>th</sup>-6<sup>th</sup> grade) pre- and post-surveys with multiple choice and open-ended questions
- Parents (of students in 4<sup>th</sup>-6<sup>th</sup> grade) pre- and post-surveys with multiple choice and open-ended questions
- Teachers (k-6<sup>th</sup> grade) pre- and post-surveys with multiple choice and open-ended questions
- School /police databases
- Attendance logs at GRIP events and trainings

- Regular, ongoing meetings and focus group discussions with principals, project staff, law enforcement, and key stakeholders

Secondary measurement instruments include:

- Crime statistics in targeted areas
- Gang membership in targeted areas

The first robust assessment of both quantitative and qualitative data gleaned from the above verifies that GRIP strategies/activities have made the following impact:

- ❑ School attendance significantly increased with target schools now having either the best or near best attendance in their respective districts along with the lowest absences, truancy and tardy rates (p.30)
- ❑ Teacher skill levels in understanding gang mentality and identifying students most at-risk of gang involvement has significantly improved:
  - 48% of all k-6<sup>th</sup> teachers can distinguish defiant student behavior imitating gangs from that caused by personal issues (up from 37% representing a 30% growth)
  - 48% of teachers now understand gang mentality (up from 26% representing an 83% growth)
  - 60% can tell if students are flashing gang signs (up from 39% representing a 52% growth) (p.31-33)
- ❑ Curfew violations are down dramatically from 12 at the first curfew sweep 14 months ago to zero at the last one in November 2008
- ❑ 43% of 4<sup>th</sup>-6<sup>th</sup> grade parents have attended a community meeting in the past year focusing on gang activity; 90% of all parents now feel confident that parents, police, and the schools working together can reduce gang activity (p.34-36). 60-100+ parents are attending

monthly Parent Supporting Parents meetings at each school and are now confident to speak out against gangs.

❑ 33 most at-risk students were case-managed during the 2008-09 school year; 31 completed Junior Cadets; 11 are in counseling; all are working on remediation plans and teachers report positive changes in academic progress and/or behavior for all (p.37-38).

❑ 32% of 4<sup>th</sup> -6<sup>th</sup> graders are participating in adult supervised afterschool programs compared to 22% previously (p.39-40).

❑ 85% of 4-6<sup>th</sup> graders now have an adult they can talk to if coerced by a gang member to do something compared to 72%--an increase of 13 percentage points (appendix, p.39-40).

❑ Active, key partners have grown to 54 and represent 20+ organizations/agencies.

❑ While crime is down in all of the neighborhoods targeted for GRIP, crime throughout the region has also dropped significantly, and it is way too soon to determine whether or not GRIP has played a role in this trend.

❑ Gang membership in the targeted areas have remained relatively constant. The overriding goal of GRIP is to create a mindset in youth to reject gang influences as they grow older, and to set in place a community cultural norm that actively cooperates with police to suppress gang activity. It will be several years until this impact can be measured with some degree of accuracy taking into account a variety of variables.

The outcomes so far have been on target and in some cases, have come about even sooner than originally expected. Having involved key community stakeholders and parents in meaningful roles throughout the planning and implementation of the activities/ strategies brought a high level of cooperation that accelerated the process. The problem is not just being displaced; there is no evidence of students moving out of the area to avoid GRIP. The recognition and

validation of GRIP as “one of the most effective gang prevention programs in existence” by the 2008-2009 Grand Jury’s report on Gang Prevention(see attachment-Grand Jury) and GRIP receiving the Orange County Human Relations 2008 Community Policing Award has brought positive attention and replication by several other Orange County cities. The cities of San Juan Capistrano, San Clemente, Fullerton, and Orange, have either implemented GRIP or are in the process.

Most notably, GRIP has galvanized a community that previously expressed feelings of helplessness, lacked awareness or believed that no one cared about their desperate situation. What once seemed like unlikely partnerships has grown into a coordinated effort of empowered stakeholders. The changed attitudes, sentiments of gratitude and increased understanding are best expressed by the recipients of GRIP services:

*I want to finish school and not do drugs. I don’t want to go to jail. I want a good life – Student*

*There were many things I did not know and attending the GRIP meetings has helped me understand the differences in dress and behavior of gang members, and that way I can be alert and monitor my children better and be closer to them – Parent*

*I hope the GRIP program will continue because the impact on the students is so powerful. I can see a huge difference in some of the students – Teacher*

In one year’s time, GRIP has significantly increased the effectiveness of partner agencies, transformed the norms of entire neighborhoods, and positively altered the course of many young lives.

## **Agency and Officer Information**

Training in the SARA model has occurred formally and informally throughout the organization for many years. While there are many POP and SARA Model resources available within our department, the following Problem Oriented Policing guides (e.g. Using Analysis for Problem-Solving: A Guidebook for Law Enforcement, Researching a Problem, and Assessing Responses to Problems: An Introductory Guide for Police Problem Solvers), were instrumental in the implementation of this project.

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Sgt. Steve Dexter-Orange County Sheriff's Department  
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## APPENDIX

### CAB YOUTH SERVICE MATRIX

Service Provider/ Affiliation/Availability	After School Activities	Academic Support	At Risk Youth	Leadership Comm. Svc.	Intervention	Prevention	Sports Activities	Parenting/ Family Counseling	Team Building	Job Skills	Funding Source
Project SAY/ City/ School/after school	<input type="checkbox"/> K – 6 <input checked="" type="checkbox"/> 7 – 8 <input checked="" type="checkbox"/> 9 – 12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	City budget
APAL/Jr. Cadets/ Police/ After school/ weekends	<input checked="" type="checkbox"/> K – 6 <input checked="" type="checkbox"/> 7 – 8 <input checked="" type="checkbox"/> 9 – 12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Police Grants Donation
Anaheim Achieves/ City/ School/After school	<input checked="" type="checkbox"/> K – 6 <input checked="" type="checkbox"/> 7 – 8 <input checked="" type="checkbox"/> 9 – 12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	City/ ACSD
APD Gang Unit/ Police/	<input type="checkbox"/> K – 6 <input checked="" type="checkbox"/> 7 – 8 <input checked="" type="checkbox"/> 9 – 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Police
Long Beach Job Corps/State/ School/business hours	<input type="checkbox"/> K – 6 <input type="checkbox"/> 7 – 8 <input checked="" type="checkbox"/> 9 – 12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Federal funds
Calif. Youth Authority/ State/	<input type="checkbox"/> K – 6 <input checked="" type="checkbox"/> 7 – 8 <input checked="" type="checkbox"/> 9 – 12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State funds
Calif. Department of Corrections/ State/	<input checked="" type="checkbox"/> Adult	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	State/ Federal funds
Anaheim City School District M-F / 8 to 4	<input checked="" type="checkbox"/> K – 6 <input type="checkbox"/> 7 – 8 <input type="checkbox"/> 9 – 12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Public State Grant
Community Services Program (CSP) M-F / 8 to 5/ as needed.	<input type="checkbox"/> K – 6 <input checked="" type="checkbox"/> 7 – 8 <input checked="" type="checkbox"/> 9 – 12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Police Budget

Service Provider/ Affiliation/Availability	After School Activities	Academic Support	At Risk Youth	Leadership Comm. Svc.	Intervention	Prevention	Sports Activities	Parenting/ Family Counseling	Team Building	Job Skills	Funding Source
OC Human Relations M-F / 8 to 4 / Summer	<input type="checkbox"/> K-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AUHSD Donation
OC Conservation Corps M-F / 7 to 5	<input type="checkbox"/> K-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Grants Donation
North OC ROP County/State	<input type="checkbox"/> K-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 10-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	State general fund.
Magnolia School District	<input checked="" type="checkbox"/> K-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State Federal Grants
Anaheim Union High School District	<input type="checkbox"/> K-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	State Federal Grant
Anaheim Prep Sports	<input type="checkbox"/> K-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	City Local
Start Something Anaheim M-F, School hours	<input type="checkbox"/> K-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input checked="" type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input checked="" type="checkbox"/> Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Private/ Public Funds
CSP Victim/Witness Assistance Program 24-7	<input type="checkbox"/> K-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input type="checkbox"/> Drugs <input checked="" type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State Local Grants
	<input type="checkbox"/> K-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> K-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**CHIEF'S ADVISORY BOARD  
Gang Reduction and Intervention Partnership  
Committee List**

<b>NAME</b>	<b>ORGANIZATION</b>
Erin Houghtling	AIM Family Support Groups
Cheryl Moore	Anaheim City School District
Deanna Davalos	Anaheim City School District
Lupe Adams	Anaheim City School District
Phyllis Reed	Anaheim City School District
Tracy Rodriguez	Anaheim City School District
Lynn Smith	Anaheim Community Services
Becky Ahlberg	Anaheim First Christian Church
Henry Rodriguez	Anaheim First Christian Church
Claudio Bocca	Anaheim Resident, Parent
Maria Castaneda	Anaheim Resident, Parent
Olga Hernandez	Anaheim Resident, Parent
Arturo Guicochea	Anaheim Resident, Parent
Maria Alarez	Anaheim Resident, Parent
Danielle Martell	Anaheim Police Department
Dennis Briggs	Anaheim Police Department
Ed Arevalo	Anaheim Police Department
Joe Vargas	Anaheim Police Department
John Welter	Anaheim Police Department
Ben Hittesdorf	Anaheim Police Department
Joaquin Rodriguez	Anaheim Public Library
Kathy Garcia	Anaheim Public Library
Keely Hall	Anaheim Public Library
Charles Ahlers	Anaheim Visitors Bureau
Esther Wallace	Anaheim Resident, Parent
Joe Perez	Community Services
Anaheim Sporn	Community Services- Neighborhood Services
Susan Davidson	Community Services- Neighborhood Services
Natalie Lewis	CSP
Sara Deering	CSP
Zitlalic Romero (Lolly)	CSP
Bruce Moore	District Attorney's Office
Tracy Rinauro	District Attorney's Office
Pam Young	Knott Avenue Christian Church
Hutch Hubby	Living Stream Ministry

Brandon Kirby	Magnolia Baptist
Nathan Zug	Magnolia Baptist
Debi Young	Magnolia School District
Dianna Rangel	Magnolia School District
Elizabeth Nordyke	Magnolia School District
Katie Brown	Magnolia School District
Rick Johnson	Magnolia School District
Wendy LaDue	Magnolia School District
Sheila Marcus	Marcus Management Solutions
Alison Lehman	O.C. Human Relations
Darlyne Pettinicchio	Orange County Probation Department
Jeff Corp	Orange County Probation Department
Linda Mercado	Orange County Probation Department
Steven Sentman	Orange County Probation Department
Jeff Passalacqua	Orange County Sheriff's Department
Steve Dexter	Orange County Sheriff's Department
Danielle Cobos	Western Youth Services
Lisa Mercier	Western Youth Services
Manuel Enriquez	YMCA

**Crime Statistics for GRIP Targeted Program Neighborhoods  
for 2007, 2008 and January-March 2009**

**Part I and II Crimes by Year and School**

Crime	School	2007	2008	Total	% Change
Part I	JEFFERSON	95	80	175	-16%
	OLIVE STREET	91	65	156	-29%
	PYLES	NA	NA	NA	NA
	WALTER	NA	NA	NA	NA
	REVERE	484	357	841	-26%
Part II	JEFFERSON	208	195	403	-6%
	OLIVE STREET	133	128	261	-4%
	PYLES	NA	553	NA	NA
	WALTER	NA	266	NA	NA
	REVERE (Control)	735	602	1336	-18%
<b>Total</b>		<b>1,746</b>	<b>2,246</b>	<b>3,172</b>	

In order to compare the crime increase and/or decrease of Part I and II Crimes for 2007, 2008 and Jan-Mar 2009, all crimes were extracted for the City of Anaheim. The crimes that were contained in the 400 ft. buffer surrounding the GRIP areas were then excluded. The calculations included are for all Part I and II crimes excluding the GRIP residential area.

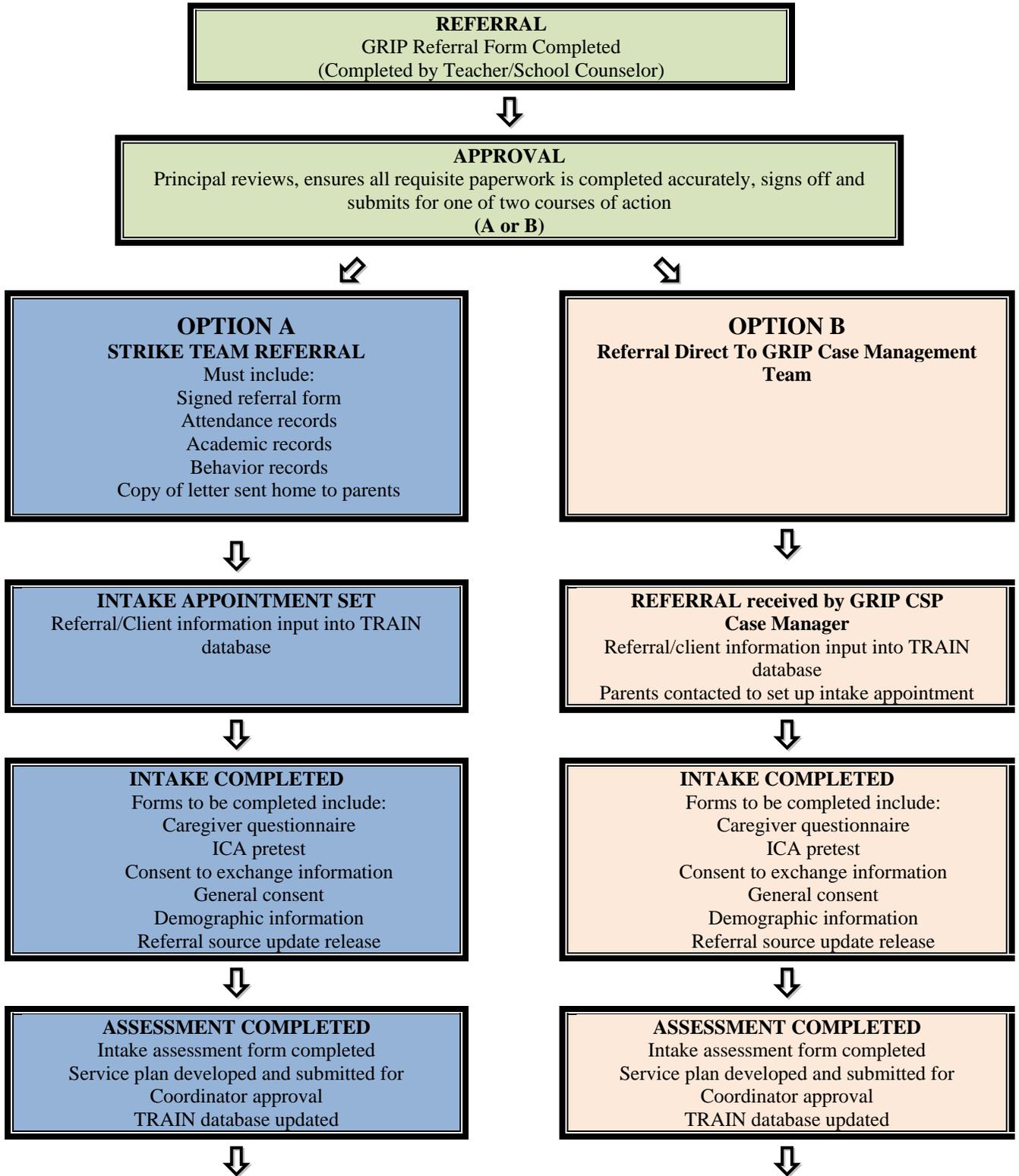
Crime	2007	2008	Total	% Change
Part I	9582	8965	18547	-6%
Part II	12387	11689	24076	-6%
<b>Total</b>	<b>21969</b>	<b>20654</b>	<b>42623</b>	<b>-6%</b>

Part I and II crimes reduced by 6% overall for the entire city (excluding the GRIP residential area). In the GRIP residential areas, Part I and II crimes reduced by 18%.

Crime	Jan-Mar 2007	Jan-Mar 2008	Jan-Mar 2009	Total
Part I	2215	2369	2080	6664
Part II	3152	2920	2773	8845
<b>Total</b>	<b>5367</b>	<b>5289</b>	<b>4853</b>	<b>15509</b>

Part I and II crimes for the entire city and the GRIP residential area showed a decrease from the time period of Jan-March 2007 to Jan-March 2009. In the GRIP residential area the crime decreased by 34% from Jan-Mar 2007 to Jan-Mar 2009. In the entire city the crime decreased by 10% from Jan-Mar 2007 to Jan-Mar 2009.

## REFERRAL PROCESS / PRACTICE FOR GRIP CASE MANAGEMENT



**RESOURCES GIVEN**  
to parents and child



**30 DAY CARE REVIEW**  
CMT log update  
Feedback provided to STRIKE Team members  
TRAIN database updated



**60 DAY CASE REVIEW**  
CMT log update  
Feedback provided to STRIKE Team members  
TRAIN database updated



**CASE CLOSED**  
Forms to be completed  
ICA post test  
Discharge summary  
TRAIN database updated to reflect closure and documented outcomes

**RESOURCES GIVEN**  
to parents and child  
Focus on resource brokerage and links to existing community resources  
GRIP staff assist in facilitating access to services for clients



**30 DAY FOLLOW UP**  
Confirm access and participation of family with community supports and stakeholders  
Adjust referrals if necessary



**CASE CLOSED**  
Update TRAIN database  
Discharge summary provided to referral

## **Search Institute**

### ***40 Developmental Assets® for Middle Childhood (ages 8-12)***

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

- 1. Family support**—Family life provides high levels of love and support.
- 2. Positive family communication**—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
- 3. Other adult relationships**—Child receives support from adults other than her or his parent(s).
- 4. Caring neighborhood**—Child experiences caring neighbors.
- 5. Caring school climate**—Relationships with teachers and peers provide a caring, encouraging environment.
- 6. Parent involvement in schooling**—Parent(s) are actively involved in helping the child succeed in school.
- 7. Community values youth**—Child feels valued and appreciated by adults in the community.
- 8. Children as resources**—Child is included in decisions at home and in the community.
- 9. Service to others**—Child has opportunities to help others in the community.
- 10. Safety**—Child feels safe at home, at school, and in his or her neighborhood.
- 11. Family boundaries**—Family has clear and consistent rules and consequences and monitors the child's whereabouts.
- 12. School Boundaries**—School provides clear rules and consequences.
- 13. Neighborhood boundaries**—Neighbors take responsibility for monitoring the child's behavior.
- 14. Adult role models**—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
- 15. Child's closest friends** model positive, responsible behavior.
- 16. High expectations**—Parent(s) and teachers expect the child to do her or his best at school and in other activities.
- 17. Creative activities**—Child participates in music, art, drama, or creative writing two or more times per week.
- 18. Child programs**—Child participates two or more times per week in co-curricular school activities or structured community programs for children.
- 19. Religious community**—Child attends religious programs or services one or more times per week.
- 20. Time at home**—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.
- 21. Achievement Motivation**—Child is motivated and strives to do well in school.
- 22. Learning Engagement**—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
- 23. Homework**—Child usually hands in homework on time.
- 24. Bonding to school**—Child cares about teachers and other adults at school.
- 25. Reading for Pleasure**—Child enjoys and engages in reading for fun most days of the week.
- 26. Caring**—Parent(s) tell the child it is important to help other people.
- 27. Equality and social justice**—Parent(s) tell the child it is important to speak up for equal

rights for all people.

**28. Integrity**—Parent(s) tell the child it is important to stand up for one’s beliefs.

**29. Honesty**—Parent(s) tell the child it is important to tell the truth.

**30. Responsibility**—Parent(s) tell the child it is important to accept personal responsibility for behavior.

**31. Healthy Lifestyle**—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.

**32. Planning and decision-making**—Child thinks about decisions and is usually happy with results of her or his decisions.

**33. Interpersonal Competence**—Child cares about and is affected by other people’s feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.

**34. Cultural Competence**—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.

**35. Resistance skills**—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.

**36.** Child seeks to resolve conflict nonviolently.

**37. Personal power**—Child feels he or she has some influence over things that happen in her or his life.

**38. Self-esteem**—Child likes and is proud to be the person that he or she is.

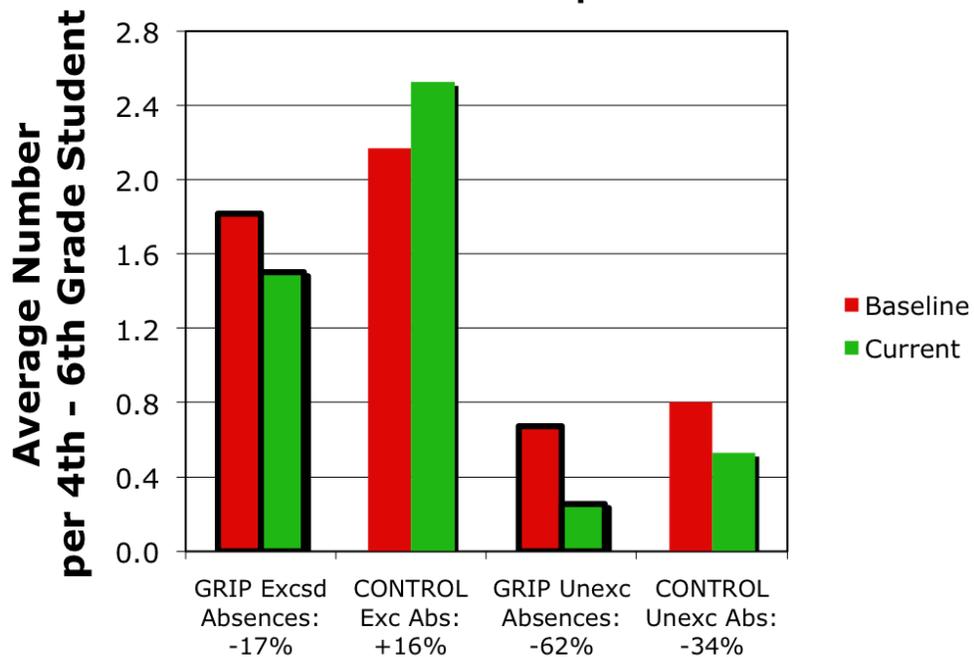
**39. Sense of purpose**—Child sometimes thinks about what life means and whether there is a purpose for her or his life.

**40. Positive view of personal future**—Child is optimistic about her or his personal future.

## Comparison of GRIP & Control Schools' Excused/Unexcused Absences

**Baseline: Dec 06 to Apr 07**

**Current: Dec 08 to Apr 09**



Notes: Number of students: GRIP = 1,238 in 06/07 & 1,070 in 08/09;

Control = 430 in 06/07 & 402 in 08/09.

The GRIP schools are: Jefferson, Olive, Pyles and Walter. The Control school is Revere.

Chart shows comparisons for two attendance categories:

1. Excused absentee rate (average number per student over the time period studied) for the 4 GRIP schools & the Control school.
2. Unexcused absentee rate for the 4 GRIP schools & the Control school.

Results show 17% improvement in excused absences for GRIP schools, while control school excused absences worsened by 16%. Unexcused absences results reflect both Districts' efforts for improvement with the GRIP schools showing almost twice the level of improvement.

***Gang Reduction & Intervention Partnership***  
**TARGETED K-6 ELEMENTARY SCHOOLS TEACHER SURVEYS**  
**Baseline/Year 1 Data Comparison - May, 2009**

Baseline Number (07-08) = 171

2008-09 Number = 149

Question	School	Yes		No		Don't Know	
		Baseline	08-09	Baseline	08-09	Baseline	08-09
1. Are there indications of gang influence on students in your school?	Jefferson	75%	90%	3%	10%	22%	0%
	Olive	87%	83%	5%	7%	8%	10%
	Pyles	71%	86%	0%	7%	29%	7%
	Walter	87%	68%	7%	8%	7%	24%
	<b>Revere (C)</b>	92%	77%	4%	7%	4%	16%
2. Do you think you can distinguish between a student being defiant because of personal issues or one that is doing so because of a desire to imitate gang behavior?	Jefferson	44%	33%	31%	29%	25%	38%
	Olive	41%	50%	16%	10%	43%	40%
	Pyles	29%	55%	34%	17%	37%	28%
	Walter	32%	52%	16%	20%	52%	28%
	<b>Revere (C)</b>	50%	57%	25%	20%	25%	23%
3. Do you think you understand the mentality of the gang lifestyle?	Jefferson	28%	62%	50%	29%	22%	10%
	Olive	30%	53%	32%	23%	38%	23%
	Pyles	20%	41%	49%	41%	31%	17%
	Walter	26%	36%	36%	40%	39%	24%
	<b>Revere (C)</b>	25%	34%	29%	57%	46%	9%
4. Do you think you would be able to tell if a student were flashing gang signs?	Jefferson	47%	57%	22%	14%	31%	29%
	Olive	49%	76%	19%	10%	32%	14%
	Pyles	29%	48%	46%	28%	26%	24%
	Walter	29%	60%	26%	12%	45%	28%
	<b>Revere (C)</b>	42%	59%	25%	27%	33%	36%
5. Are you hesitant to remain on campus after school hours because of concerns for your safety?	Jefferson	59%	52%	41%	43%	0%	5%
	Olive	78%	40%	19%	50%	3%	10%
	Pyles	74%	69%	26%	28%	0%	3%
	Walter	55%	48%	39%	48%	7%	4%
	<b>Revere (C)</b>	68%	61%	18%	34%	14%	5%
6. Do you have confidence the police are effectively handling gang problems on campus?	Jefferson	38%	95%	19%	5%	43%	0%
	Olive	49%	93%	19%	3%	32%	3%
	Pyles	29%	55%	17%	21%	54%	24%
	Walter	45%	76%	10%	4%	46%	20%
	<b>Revere (C)</b>	23%	30%	18%	21%	59%	50%
7. Do you think your students benefited from the CAL GRIP curriculum delivered to your students by the police officer on campus and/or deputy district attorney this year? <i>(Not Asked of Control School)</i>	Jefferson		85%		8%		8%
	Olive		77%		0%		23%
	Pyles		39%		0%		61%
	Walter		62%		8%		31%
	<b>Revere (C)</b>						
8. Do you think your students are benefiting from the overall GRIP program? <i>(New Question, not asked of Control School)</i>	Jefferson		80%		5%		15%
	Olive		81%		0%		19%
	Pyles		55%		14%		31%
	Walter		78%		4%		17%
	<b>Revere (C)</b>						

**COMMENTS:** While all four target schools are well aware of gang influence on students in their school (Q1) as reflected in high *Yes* responses, one did decline from the baseline *Yes* and had higher *Don't Knows* this time. Notable increases in teacher ability to distinguish between defiant behavior

imitating gang behavior and personal issues in 3 schools (9 to 26 percentage points) with 1 school experiencing a decline accompanied with an increase in *Don't Know* responses (Q2). Understanding of gang mentality up dramatically at all schools (Q3) by 21- 34 percentage points as is teacher ability to tell if students are flashing gang signs (Q4) with *Yes* responses up 10 – 31 percentage points. Teachers are now much less hesitant to remain on campus after hours because of personal safety concerns (Q5) and are very confident police are effectively handling gang problems on campus (26-57 percentage point increase). High levels of approval for CAL GRIP officer-delivered curriculum (Q7) and the overall benefit of GRIP for students (Q8). (Pyles responses for Q7 and Q8 not nearly as positive as the other 3 schools probably because program was not fully implemented at this site until the last 3 months due to a heightened emphasis by the Magnolia SD on academics to the exclusion of GRIP interventions affecting class time until their low academic test scores showed improvement). *Control School:* Significant growth in “No” responses to Q3 (much higher than target schools and their own previous year response) which asked if teachers understood gang mentality; and 25-65 percentage points lower “Yes” responses to Q6 that asked if they felt police are effectively handling gang problems on campus.

**Question: What effect(s), if any, do you think the GRIP program has had on your school campus? (Target Schools)**

**In their words:**

*Thank you to the GRIP program for making a difference in our students' lives. The entire school staff, the parents and the community are grateful for your services.*

*Parents feel that the police force is on their side and no longer feel apprehensive about asking them for help.*

*One of my most involved parents said to me, “You know my wife and I keep talking about moving out of here, but it's this school that keeps us here”.*

*I hope the GRIP program will continue because the impact on the students is so powerful and I can see a huge difference in some of the students (4-6<sup>th</sup> grade teacher)*

**Question: What have you heard, if anything, about the GRIP program or any of its activities from your students, parents and/or colleagues? (Target Schools)**

**In their words:**

*Students enjoy the program – It's very positive*

*It provides a good education for the students*

*The meetings are helpful*

*Parents feel more comfortable with the police – Parents feel supported*

**Question: What indication do you have of gang influence and behaviors on your campus or classroom? (Control School - Revere)**

**In their words:**

*Graffiti on campus, shootings/murders off campus, stories of neighbors being threatened, students unable*

*A parent told me of a couple of situations in which gang members harassed other students.*

*Kids mimicking gang like walks, talk, signs; kids idolizing and talking about the coolness of gangs*

**Gang Reduction & Intervention Partnership**  
**TARGETED K-6 SCHOOLS 4<sup>th</sup> - 6<sup>th</sup> GRADE PARENT SURVEYS**  
**Baseline/Year 1 Data Comparison - May, 2009**

Baseline Number (07-08) = 1,014      08-09 Number = 802

Question	School	Yes		No		Unsure	
		Baseline	08-09	Baseline	08-09	Baseline	08-09
1. Do you worry about gang activity in your neighborhood?	Jefferson	94%	89%	5%	9%	1%	2%
	Olive	83%	91%	14%	8%	3%	1%
	Walter	84%	87%	12%	11%	4%	2%
	Pyles	80%	86%	16%	11%	4%	3%
	<b>Revere (C)</b>	88%	88%	11%	10%	1%	2%
2. Do you know how to recognize a gang member?	Jefferson	65%	71%	28%	22%	7%	7%
	Olive	64%	66%	26%	25%	10%	8%
	Walter	63%	75%	30%	19%	7%	6%
	Pyles	54%	62%	36%	29%	10%	9%
	<b>Revere (C)</b>	58%	63%	36%	26%	5%	11%
3. If a gang member threatened you or your children, would you call the police?	Jefferson	87%	91%	9%	5%	4%	4%
	Olive	94%	93%	3%	3%	3%	4%
	Walter	92%	93%	5%	6%	3%	1%
	Pyles	92%	92%	3%	3%	5%	4%
	<b>Revere (C)</b>	94%	88%	3%	7%	3%	5%
4. Do you think the police are helpful in protecting you from gangs?	Jefferson	63%	69%	21%	14%	16%	17%
	Olive	67%	69%	19%	17%	14%	15%
	Walter	69%	70%	20%	19%	11%	11%
	Pyles	69%	68%	14%	15%	18%	17%
	<b>Revere (C)</b>	65%	65%	22%	21%	14%	14%
5. Do you feel comfortable talking to the police about drug or gang activity in your neighborhood?	Jefferson	59%	63%	22%	18%	19%	19%
	Olive	57%	64%	25%	22%	18%	14%
	Walter	56%	63%	29%	19%	15%	18%
	Pyles	64%	67%	24%	17%	12%	16%
	<b>Revere (C)</b>	64%	59%	22%	24%	14%	16%
6. Do you feel comfortable talking to the school principal about gang activity or drugs in your neighborhood?	Jefferson	65%	72%	17%	12%	18%	16%
	Olive	64%	66%	25%	18%	11%	16%
	Walter	62%	61%	25%	22%	13%	16%
	Pyles	73%	72%	18%	15%	10%	12%
	<b>Revere (C)</b>	74%	69%	17%	14%	9%	16%
7. Are you afraid of your child(ren) when he/she gets angry with you?	Jefferson	7%	5%	92%	94%	2%	1%
	Olive	8%	2%	92%	96%	0%	2%
	Walter	11%	6%	89%	94%	1%	1%
	Pyles	13%	6%	85%	92%	3%	2%
	<b>Revere (C)</b>	11%	4%	88%	94%	2%	2%
8. Have you attended any parenting classes in the past year that helped you to improve your relationship with your child? ( <i>No baseline</i> )	Jefferson		33%		66%		1%
	Olive		36%		63%		1%
	Walter		32%		65%		3%
	Pyles		33%		65%		2%
	<b>Revere (C)</b>		27%		71%		2%
9. Have you attended any school/ community meetings in the past year that made you more aware of gang activity in your neighborhood? ( <i>No Baseline</i> )	Jefferson		43%		55%		1%
	Olive		43%		56%		1%
	Walter		45%		52%		3%
	Pyles		43%		55%		2%
	<b>Revere (C)</b>		24%		73%		2%

10. Do you believe parents and families working with the police and schools have the power to help reduce gang activity in your neighborhood? ( <i>No Baseline</i> )	Jefferson	92%	3%	5%
	Olive	91%	5%	4%
	Walter	93%	1%	5%
	Pyles	88%	4%	8%
	<b>Revere (C)</b>	87%	6%	6%

**COMMENTS:** An even higher percentage of parents (86%-91%) at three of the schools (down % percentage points at one school) continue to worry about gangs (Q1). This may be due to the growth from the baseline year in their ability to recognize gang members (Q2). 91%-93% of parents would call the police if threatened by gangs (Q3) and a majority believes police would be helpful in protecting them (Q4). There is an upward movement of 3-7 percentage points in the number of parents feeling comfortable talking to police about drug/gang neighborhood activity (Q5), slightly less at most schools to the percentage who would discuss it with their school principal (Q6). 2 to 7 percentage points of parents are now less fearful of their children’s anger with them (Q7) and about 1/3<sup>rd</sup> of parents attended parenting classes in the past year (Q8). 88%-93% of parents believe that by working together with schools and police they can help reduce neighborhood gang activity (Q10). *Control School:* These parents are less likely to contact police if threatened by a gang member (Q3) than the GRIP targeted schools and have declined in “Yes” responses to do so by 5 percentage points from the baseline year and less than 25% of them have attended any school/community meetings last year addressing gang activity (Q9) compared to more than 43% at GRIP schools.

**Question:** Do you think the gang prevention activities occurring at this school are making a difference? Why or why not? (Target schools)

**In their words:**

*You explain the consequences of being good students versus being in gangs and motivate students to be successful and good citizens.*

*My daughter tells me that it is dumb to be in a gang. That makes me think that GRIP is accurately teaching her what a gang is.*

*I have learned a lot at the school meetings and all the tips have helped me communicate better. I think I am a better mother and friend to my daughter.*

*There were many things I did not know and attending the GRIP meetings has helped me understand the differences in dress and behavior of gang members, and that way I can be alert and monitor my children better and be closer to them.*

*We have not seen any signs of gangs around the school [lately] and that gives us peace because it benefits the students emotionally and physically.*

*I am very happy that you care about the kids and that you support us in the schools and with our families, and I thank the police for their interest.*

*Continue offering these types of meetings with parents, the police and the school so that parents become more familiar with the information. It affects the future of our children and we can teach them to have an adolescence and future that is free from drugs, graffiti and gangs since we can now identify gang influences and members.*

*We believe that if we continue working together –parents, the school and the police—we can succeed in preventing our children from joining gangs.*

**Question:** Do you think this school should have a gang prevention program that involves students, teachers, parents, and police? (Control School - Revere)

**In their words:**

*Yes, because sometimes the older siblings show the younger kids how to get involved with gangs, that would be a great way to start and build from there.*

*I think it's very important to inform parents about gangs because we don't know what is happening in the neighborhood.*

*I think children are also afraid of the gangs when they're at school and that's why I believe you can't do anything about them.*

*The gangs are a big problem and we can't go out at night because there are many "cholos" doing drugs and frightening everyone. It's a bad example for the little ones.*

*I think it would help the students feel more secure at school, because sometimes drug dealers give drugs to students.*

**GRIP Story of Cesar, Written by Principal of Olive St. Elementary School (Cheryl Moore):**  
Submitted to: Association of California School Administration (ACSA)

***2009 Nomination – Every Student Succeeding***

I met Cesar for the first time, when he was in the fifth grade here at Olive Street School. From the first time I met him it was evident that he was a youngster who had a lot of charisma and natural leadership abilities. While his behavior choices were not the best and there were frequent frustrations over his behavior there was something within Cesar that drew you to him. With every contact it became more and more evident that Cesar wanted to do his best, but he was at war within himself and his outward circumstances. This is his story.

It could be said that Cesar Gonzalez was like any other boy who was growing up in a neighborhood infested with gangs and crime. Cesar, who is currently a sixth grader at Olive Street Elementary School, was doing his best to survive in his neighborhood. Living there he began to fill the empty places of his life with tagging and dressing like a gang member. He began learning the names of the neighborhood gang members and was clearly on the road to becoming a recruit. A natural born leader, with much magnetism, Cesar would bring all of that charm and attitude to school. He began to form his own “gang” or group of students here at school. Cesar and his group/gang of boys were defiant, disrespectful and noncompliant to adult authority every day. Cesar’s class work and his homework became non-existent. As he would “swagger” around the school grounds, he would throw gang signs, threaten and bully other students and cause disruptions. Regardless of the conversations we would have and his declarations to do better, Cesar continued to struggle with his behavior every day.

Cesar lives with his mother and father and his ten year old sister. As the school year began, Cesar and his family lived in a 2 bedroom apartment near the school with mom and dad working. About two months into the school year, Cesar’s father lost his job and they were evicted from their apartment. They rented a bedroom from another family, where all four of them slept. While they had a refrigerator, they had no way to cook their food, and in fact because the father was unemployed they had no food to eat. So the only food Cesar and his sister received was during the day at school. Cesar commented that moving into the one-bedroom was like living in a jail with one really small window.

At the beginning of the school year Cesar was afforded an opportunity to be a part of the Gang Reduction and Intervention Program. Olive Street School and the Anaheim Police Department received a special grant that provided support and counseling to students who were displaying “gang like” behaviors. As a result of this opportunity several things began to happen. Cesar’s behavior and conduct at school began to change. He became a member of the Junior Cadet

Program and joined a soccer league. His school and homework began to be completed and his attitude and disrespect disappeared.

We have continued to see such growth in Cesar as he has worked to overcome these obstacles. His homework and school work are completed every day. He no longer dresses, tags or throws gang signs. In fact, this week Cesar graduated from the Junior Cadet Program. As a Junior Cadet he earned 3 medals and was given a plaque honoring him for being the most improved cadet. Now Cesar is talking about joining the Explorer's at the police department. In January, at his request, he will begin speaking to the younger boys and girls here at Olive Street School about the danger of gangs and what steps you need to take to stay in school and graduate. In addition to all of this Cesar, his mother and father have attended counseling sessions. Recently, his dad has been able to find another job so they were able to move in with another family where they can cook and have laundry facilities.

In spite of all the hardships that Cesar has had to face in the last few months, he continues to excel and grow. Cesar and I meet on a regular basis to discuss his progress and any other issues he may be facing. He feels free to come and speak to me not only about his school work, but asks for assistance and understanding with problems his family is facing. Together we rejoice in the progress he has made. He has become conscientious about his actions, his dress and his behavior both at school and at home. His natural leadership skills have made him a student that I can count on for support and help. Throughout this process my greatest pleasure is seeing the depth of caring this young man has for his family, himself and his friends. I am extremely proud of him and all of his accomplishments. He has been able to change his focus from getting into trouble to one where he is excelling. His determinations to do the right thing, along with his promised to stay in school and succeed have become a real part of who he is!

**NOTE:** *Cesar was selected as one of eleven finalists in Orange County for the Every Student Succeeding Award from the Association of California School Administration (ACSA) and attended their formal banquet.*

**Gang Reduction & Intervention Partnership**  
**TARGET K-6 SCHOOLS STUDENT SURVEYS (4<sup>TH</sup>-6<sup>TH</sup> GRADERS)**  
**Baseline/Year 1 Data Comparison - May, 2009**

Baseline Number (2008) = 1051 4th – 6th Graders      2 009 Number = 4th – 6th Graders

Question	School	Yes		No		Don't Know	
		Baseline	08-09	Baseline	08-09	Baseline	08-09
1. Are there gang members in your neighborhood?	Jefferson	46%	62%	29%	16%	26%	22%
	Olive	56%	64%	22%	13%	22%	23%
	Pyles	26%	37%	42%	33%	33%	30%
	Walter	43%	49%	30%	29%	27%	22%
	<b>Revere (C)</b>	55%	62%	20%	18%	26%	19%
2. Are students your age being recruited into gangs in your neighborhood?	Jefferson	21%	15%	43%	47%	36%	37%
	Olive	15%	22%	42%	36%	43%	42%
	Pyles	4%	5%	53%	54%	43%	41%
	Walter	12%	14%	47%	51%	41%	36%
	<b>Revere (C)</b>	20%	21%	40%	40%	39%	28%
3. Do you have an adult you could talk to if a gang member told you to do something you did not want to do?	Jefferson	75%	88%	19%	8%	6%	4%
	Olive	76%	83%	20%	11%	4%	7%
	Pyles	72%	86%	20%	7%	9%	7%
	Walter	66%	85%	21%	8%	13%	7%
	<b>Revere (C)</b>	72%	82%	21%	9%	7%	9%
4. Are you supervised by someone who is 13 years of age or older after school hours?	Jefferson	63%	85%	27%	12%	10%	3%
	Olive	61%	78%	33%	17%	6%	5%
	Pyles	56%	70%	33%	25%	11%	5%
	Walter	63%	75%	24%	17%	13%	8%
	<b>Revere (C)</b>	66%	75%	26%	18%	8%	7%
5. Would you be comfortable talking to the police officer on our campus about gang activity happening in your neighborhood or school? ( <i>New Question</i> )	Jefferson		62%		18%		20%
	Olive		59%		23%		18%
	Pyles		59%		18%		13%
	Walter		54%		18%		28%
6. Do you know an adult outside of school that you can go to for advice or support if you have a problem? ( <i>New Question</i> )	Jefferson		76%		17%		7%
	Olive		66%		19%		15%
	Pyles		67%		24%		9%
	Walter		69%		19%		12%
	<b>Revere (C)</b>		69%		22%		8%
7. Do you know at least one teacher or adult at school that you can go to for advice or support if you have a pro-blem? ( <i>New Question</i> )	Jefferson		88%		8%		4%
	Olive		88%		7%		4%
	Pyles		83%		11%		6%
	Walter		83%		9%		8%
	<b>Revere (C)</b>		85%		10%		5%
8. Has a teacher or another adult talked to your class about what can happen to you if you belong to a gang or participate in gang activities? ( <i>New Question</i> )	Jefferson		82%		10%		8%
	Olive		85%		10%		5%
	Pyles		79%		9%		12%
	Walter		72%		12%		16%
	<b>Revere (C)</b>		56%		29%		15%
9. Are you in an after school program such as Anaheim Achieves, Kids in Action, Police Activities League or Boys and Girls Club, etc?	Jefferson	32%	50%	66%	49%	3%	1%
	Olive	19%	26%	80%	71%	1%	3%
	Pyles	21%	25%	77%	73%	2%	2%
	Walter	18%	25%	78%	72%	5%	3%
	<b>Revere (C)</b>	42%	41%	57%	57%	1%	2%

**COMMENTS:** Students have grown 6-11 percentage points in their awareness of gang members in their neighborhood (Q1) with two schools reporting gang recruitment nearly the same as the previous year at

5% and 14%; the third school had a 7 percentage point growth and the last one experienced a 6 percentage point decline (Q2). All schools, however, shared relatively high percentages of students who *Don't Know* (22-30 percentage points). Students at all GRIP schools reported notable increases in their "Yes" responses to having someone they could talk to if coerced by a gang member (Q3, 7-19 percentage point growth over baseline). Also, significant upward movement in "Yes" responses to students being supervised by someone 13 or older after school (Q4) ranging from 12 to 22 percentage points as well as large growth ranging from 7 to 18 percentage growth in students now participating in organized after school activities. 72%-85% were in a class that was told about the penalties for participating in gang activities (Q9) and 54% to 62% would be comfortable talking to the campus police officer about gangs with 13% to 28% undecided about it. *Control School*: one out of five students report gangs are recruiting from their age group (Q2) and only slightly more than half of the students have had a teacher or adult talk to them about what can happen to them if they become involved with gangs (Q8) compared to 72%-85% for the target schools.

**Question: What have you learned about what can happen to you if you make the choice to be in a gang or to commit a crime? (Target Schools)**

**In their words:**

*Another gang might drive-by and might kill you or injure you (4<sup>th</sup> grade boy).*

*I learned that if I do a crime you could go to jail. Another thing is if you make a choice to be in a gang, the only way out is they kill you (5<sup>th</sup> grade girl).*

*I learned that if I join a gang I can go to Juvenile Hall or prison and lose everything I got and risk my life for nothing (6<sup>th</sup> grade boy).*

*Bad things. You start to have a record. Officers will have to talk to you. You'll lose your friends' trust. Then you'll be truly lonely (6<sup>th</sup> grade boy).*

**Question: Do you believe you have the power to make the right choice about whether or not to join a gang? (Control School - Revere)**

**In their words:**

*No, because almost all the adults are gang members and if I say "no" they might beat me up (6<sup>th</sup> grade boy).*

*I think I do not because they could jump me (4<sup>th</sup> grade boy).*

*I have the power not to join a gang because I am not allowed to be outside after dark. (6<sup>th</sup> grade girl).*