



City of Anaheim
POLICE DEPARTMENT

June 15, 2009

Herman Goldstein Award Judging Committee
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Dr. Guerette and Committee Members:

It is with great pleasure that I submit the attached project for your consideration in the 2009 Herman Goldstein Award for Excellence in Problem-Oriented Policing.

This project represents the collaboration of many public, private, non-profit and faith-based organizations applying problem solving strategies to early gang prevention. I believe our successes can be used to provide a framework for others to create similar partnerships in their jurisdictions. Since almost every jurisdiction is impacted by gangs and gang crime, this unique project will be particularly beneficial to those agencies struggling with traditional gang prevention, intervention and suppression strategies.

Please accept this submission, and I look forward to your feedback.

Sincerely,

JOHN WELTER
CHIEF OF POLICE

JW:djv

Attachments

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

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

TABLE OF CONTENTS

Summary	pages 3-4
Scanning	pages 5-6
Analysis	pages 6-9
Response	pages 9-15
Assessment	pages 15-19
Agency and Officer Information	page 20

Appendices

Youth Services Matrix	pages 21-22
Grip Partnership Committee List	pages 23-24
Anaheim and Stanton Crime/Gang Statistics	page 25
Case Management Referral Flow Chart	pages 26-27
Developmental Assets for Middle Childhood	pages 28-29
Excused /Unexcused Absence Comparisons	page 30
Teacher Survey Results/Comments	pages 31-33
Parent Survey Results/Comments	pages 34-36
Cesar’s Story	pages 37-38
Student Survey Results/Comments	pages 39-40

**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 4th-6th 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 4th-6th 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 4th-6th 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 5th 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 4th-6th 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 4th-6th 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 4th-6th 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 4th-6th 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 4th-6th 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 Arsenal 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:* 6th 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): 6th 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 4th-6th 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 (4th-6th grade) pre- and post-surveys with multiple choice and open-ended questions
- Parents (of students in 4th-6th grade) pre- and post-surveys with multiple choice and open-ended questions
- Teachers (k-6th 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-6th 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 4th-6th 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 4th -6th graders are participating in adult supervised afterschool programs compared to 22% previously (p.39-40).

❑ 85% of 4-6th 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.

◆ Key Project Team Members:

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Lt. Jeff Passalacqua-Orange County Sheriff's Department
Sgt. Steve Dexter-Orange County Sheriff's Department
Dep. Nathan Wilson- Orange County Sheriff's Department
Phyllis O'Neil-Anaheim City School District
Cheryl Moore – ACSD (Olive St. Elementary School)
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Dianna Rangel – MSD (Pyles Elementary School)

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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

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
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 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**

NAME	ORGANIZATION
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%
Total		1,746	2,246	3,172	

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.

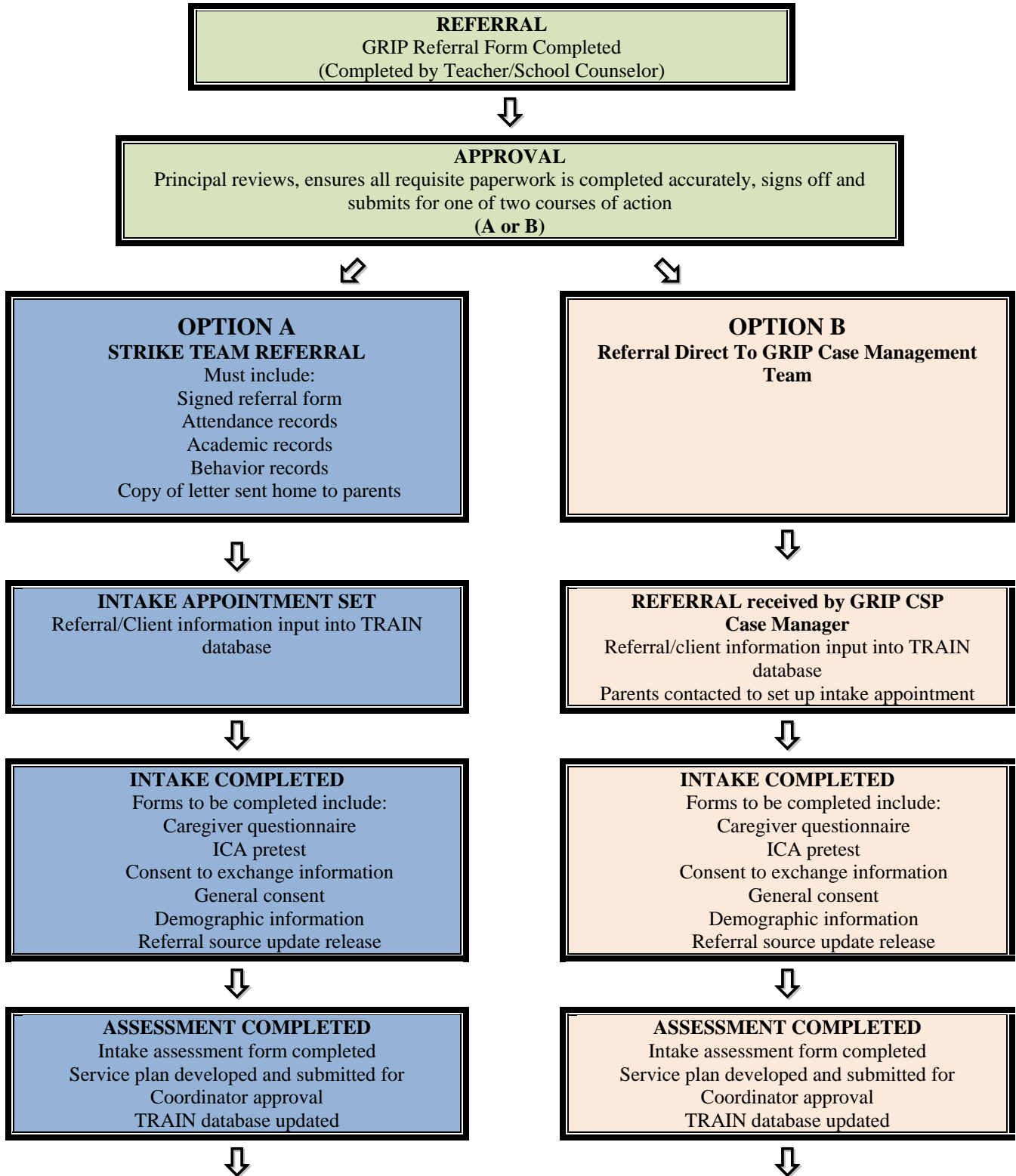
Crime	2007	2008	Total	% Change
Part I	9582	8965	18547	-6%
Part II	12387	11689	24076	-6%
Total	21969	20654	42623	-6%

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
Total	5367	5289	4853	15509

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.

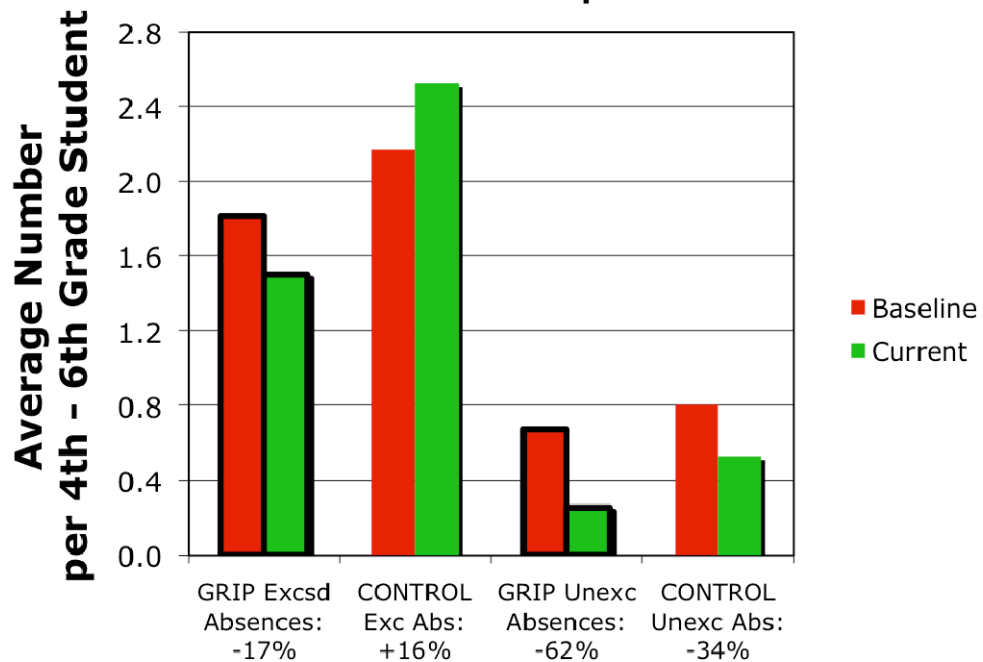
39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life.

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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)						
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%
	Revere (C)						

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 (4-6th 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 4th - 6th 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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)		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%
	Revere (C)		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%
	Revere (C)	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 1/3rd 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 (4TH-6TH 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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)	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%
	Revere (C)		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%
	Revere (C)		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%
	Revere (C)		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%
	Revere (C)	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 (4th 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 (5th 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 (6th 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 (6th 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 (6th grade boy).

I think I do not because they could jump me (4th grade boy).

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

Education of Parents in the Development of Strategies to Keep Their Children Out of Gangs

Summary

When the Orange County 2008–2009 Grand Jury began looking into the question of what effective help was available in Orange County to prevent children from joining gangs, the members assumed that the target age for working with high-risk children would be middle-school students. Within the first few days of research, the Grand Jury learned that directing intervention efforts at the kindergarten level was not too soon. When the headlines in Orange County newspapers tell of 11 and 12-year-old children charged with violent gang-related crimes, it becomes clear that prevention activities must be focused on the very young child.

The Grand Jury also began its quest with the idea that the intervention activities should be directed at the high-risk child. That assumption also changed after talks with experienced and highly skilled probation officers and district attorneys. Most children at high risk for gang activity come from large families. When the intervention activities are aimed at the parents of these children, all the siblings can be helped at one time with a fraction of the effort that would be needed to help each child individually. It is far more cost-effective and efficient to focus on helping parents develop workable strategies to keep their children out of gangs than it is to work with only the children. The director of a gang prevention unit that works with parents stated that 85 to 90% of all parents involved in this type of program are eager to learn these strategies and capable

of using them to help their children. In no more than 15% of cases, the parents themselves are in gangs and therefore unwilling to help, or are for some reason incapable of helping.

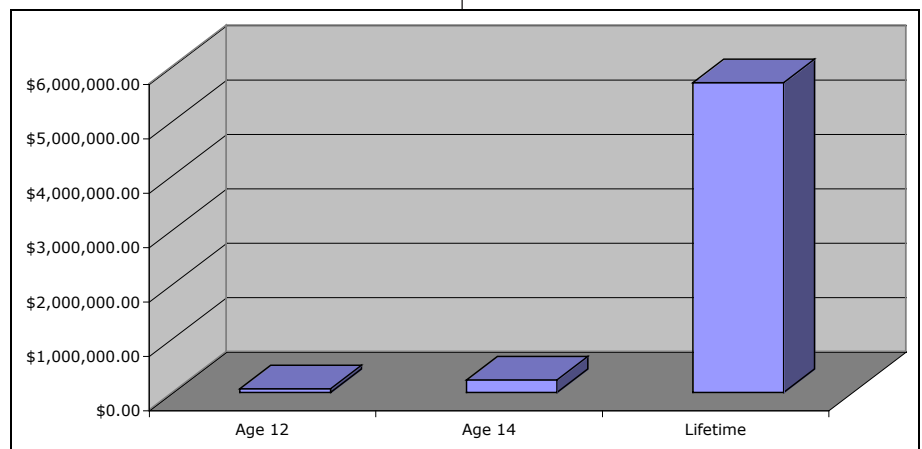
There was one more misconception that was quickly cleared up during the Grand Jury’s investigation. It is true that gang prevention and intervention programs require financial support but the Grand Jury found that the Orange County taxpayer’s money is well spent on such programs. The Vanderbilt University Law School, in a recent paper titled *New Evidence on the Monetary Value of Saving a High-Risk Youth*, had the following to say: “If juveniles can be prevented from becoming career criminals, the savings may be enormous. For example, the typical career criminal imposes about \$65,000 in costs through age 12 and about \$230,000 through age 14. However, throughout a lifetime, these costs aggregate to nearly \$5.7 million. Thus, early interventions targeting high-risk youth can have high payoffs if they are effective.”

Effective early intervention not only saves the taxpayer money in the long run, it also saves many of Orange County’s citizens from the tragedy caused by the frequent violence of gang activity. Are there some effective programs in Orange County to help accomplish this task? The Grand Jury found that there are a few excellent programs but they need additional support to make the kind of difference the residents of Orange County want and deserve.

Case Study

A 14-year-old boy named Jonathan Mendez was killed in an episode of gang violence in June of 2008. The boy, along with three fellow gang members from San Juan Capistrano, got into an altercation with four members of a San Clemente gang. In the course of the fight, a chunk of concrete was thrown through the window of the car where Mendez was riding, striking him in the face. His friends dumped him on the sidewalk near the emergency entrance of Mission Hospital in Mission Viejo where he was later

Vanderbilt University Law School Study



Education of Parents in the Development of Strategies to Keep Their Children Out of Gangs

pronounced dead. The seven other gang members involved in the fight are all awaiting trial on charges ranging from murder to street terrorism to assault with a deadly weapon. The first of the trials begins in March of 2009. The ages of the boys involved range from 14 to 17 years.

Officials from the Orange County District Attorney's Office had filed a Civil Injunction against two rival gangs, Varrío Viejo in San Juan Capistrano, and Varrío Chico in San Clemente, in November of 2007 in an attempt to stop the violence in the two cities. Because the injunctions are in place, all of the seven boys were charged as adults. The charges are very serious ones and these boys will likely receive long sentences.

In addition to the tremendous pain this incident caused the family of Jonathan Mendez and the families of the boys accused of killing him, there is also the huge financial burden this incident is placing on the taxpayers of Orange County to be considered. Costs for the police work, investigation and prosecution are substantial but are only the beginning of the full price tag. Incarceration and rehabilitation of the boys involved will be lengthy and extremely costly. It is likely that this one incident will cost the public millions of dollars before it has ended. As the Vanderbilt University Law School Study makes clear, prevention and intervention in gang activity is far less expensive in the long run than the costs of dealing with the resulting criminal behavior.

Method of Investigation

Members of the 2008–2009 Orange County Grand Jury toured many of

the Probation Department's Juvenile facilities including Juvenile Hall, the Youth Guidance Center, the Youth Leadership Academy, the Youth and Family Resource Centers, Joplin Camp, Los Pinos Camp, and the juvenile section of Theo Lacy Jail.

Interviews were conducted with representatives of the District Attorney's Office Gang and Graffiti Units including the Tri-Agency Resource/Gang Enforcement Team (TARGET) and the Gang Reduction Intervention Partnership (GRIP). Also interviewed were members of the Probation Department's 8% Early Intervention Program and the Gang Violence Suppression Unit.

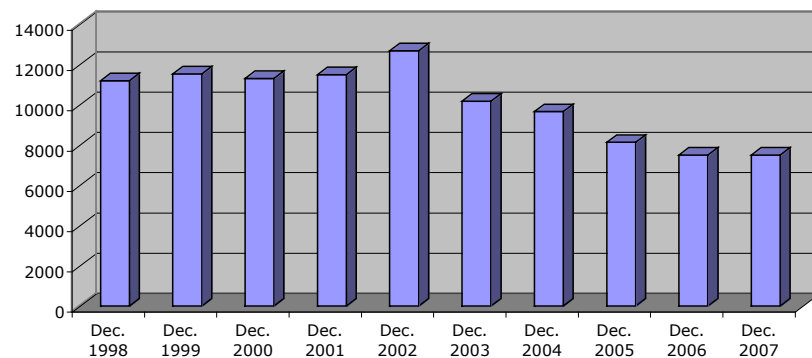
Additionally, interviews were held with members of private organizations involved in gang intervention

quency Prevention, the National Youth Gang Center, and the Juvenile Court and Probation Statistical System.

Background and Facts

There were some great strides made in reducing gang activity in Orange County between 1998 and 2005 but the problem has begun to worsen again in the last few years. One of the biggest changes resulting in this decrease was the injunction filed against gangs by the District Attorney's office. The graphs below show statistics provided by the District Attorney's office demonstrating the drop in gang activity between 1998 and 2005 and then the subsequent increase in the last two years for the youngest juveniles.

Known Juvenile Gang Members in Orange County
Age 22 and Up



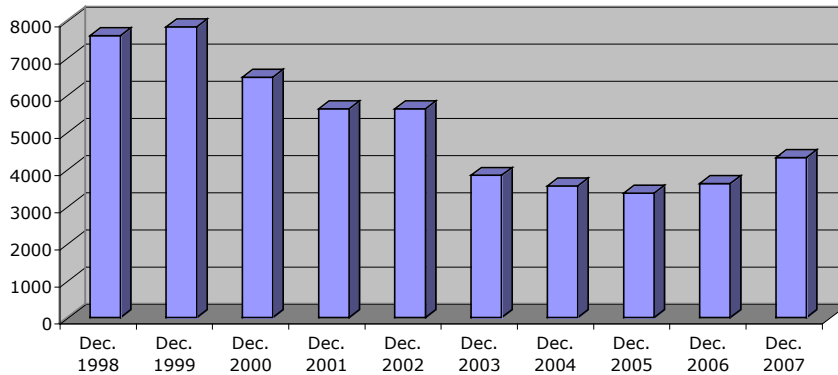
including members of the Santa Ana Pio Pico Project, and the Boys and Girls Club, as well as representatives of school districts who offer gang intervention activities at their schools.

Statistical information was taken from the Annual Report on the Conditions of Children in Orange County, the District Attorney's Office and the Probation Department, the U.S. Department of Justice/Office of Juvenile Justice and Delin-

The Orange County District Attorney uses the Street Terrorism Enforcement and Prevention Act to prosecute gang members actively participating in criminal street gangs. It works to provide stiff enough penalties to prevent gangs from choosing to do business in Orange County. Because of this aggressive stance, the number of older gang members in Orange County has dropped over 30% since 1997.

Education of Parents in the Development of Strategies to Keep Their Children Out of Gangs

Known Juvenile Gang Members in Orange County Under Age 21

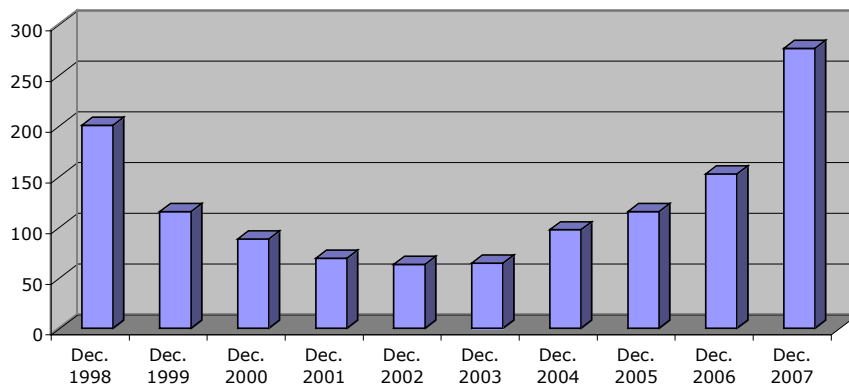


The numbers for gang members under 21 years have also dropped as shown in the graph above but there is a slight rise in the last three years. The reason for that rise is shown below.

parents on how to keep their young children out of gangs even more important.

When you consider the idea that an ounce of effective prevention is worth a pound of cure, the reason

Known Juvenile Gang Members in Orange County Under Age 14



The numbers for the youngest gang members are heading in the opposite direction. As seen in the graph above, the numbers for gang members under age 14 are actually on the rise. Why? One reason is that gangs are heavily recruiting very young children to commit crimes because they feel the penalties for them won't be as harsh and because the commission of a crime actually cements the child's gang affiliation. This makes the education of

for the Grand Jury's interest in early gang prevention and intervention programs becomes clear.

There are a number of groups, public and private, working to solve the problem of gang activity in Orange County. Some are more effective than others and three of them, in the opinion of the Grand Jury, stand out as the most effective programs. Each of these programs needs help if they are going to make a signifi-

cant difference in gang activity in Orange County.

1. The Orange County District Attorney's Office

- The District Attorney's office has developed specialized units to address gang activity including the gang and graffiti units. The Tri-Agency Resource/Gang Enforcement Team (TARGET) focuses its efforts on the most violent, hardcore gang members. It uses the Street Terrorism Enforcement and Prevention Act to seek the most severe penalties possible for crimes committed in association with gangs. On the other end of the spectrum, the District Attorney's Office sponsors a program called Gang Reduction Intervention Partnership (GRIP). This program targets children who are young enough to be reached before they join gangs. GRIP was started by the Anaheim Police Department and has now spread to cities across the County. It uses grant funding to provide services. Its mission is to provide community-wide collaboration between the Orange County District Attorney's Office, the Orange County Sheriff's Department, and local school districts to prevent gang crime within targeted schools and surrounding communities. The GRIP program is considered by the Orange County Grand Jury to be one of the most effective programs in existence. According to the GRIP brochure, the program contains the three steps listed below:

Education of Parents in the Development of Strategies to Keep Their Children Out of Gangs

1. Creating Community Awareness:

- **Students:** Lessons for fourth, fifth, and sixth-grade students on how to avoid gangs and drugs and on teaching children about the consequences of their choices
- **Parents:** Meetings for parents about identifying warning signs of gang involvement and encouragement of parents to take their communities back from the gangs
- **Educators:** Teaching educators about identifying gang activity and children at risk of joining gangs

2. Initiating Law Enforcement Programs

- **Curfew Sweeps:** Children are more likely to join gangs when they are out past curfew and unsupervised, so curfew teams patrol streets, escort children home, and talk to their parents about the importance of keeping the children in school
- **Truancy Sweeps:** Studies indicate that truancy is the best predictor of gang involvement so a truancy team makes surprise visits to homes of chronically absent students and escorts them to school
- **Intervention:** Resources and services are provided for those children most at risk of gang involvement and delinquent behavior

3. Promoting Education

- **Encouraging School Attendance:** Attendance celebrations are held for students with improved attendance after truancy sweeps and prizes

are donated by sponsors for student raffles

In its last year of existence, there has been a decrease in absences in the schools involved in the GRIP program of over 50%.

2. The Orange County Probation Department

The Probation Department operates many facilities that help juvenile offenders and at-risk children using funding from the 2000 Juvenile Justice Crime Prevention Act. Because of the wide range of its activities and the effectiveness of its work, the Probation Department is considered by the Orange County Grand Jury to provide another of the most effective programs in existence. Among the programs and facilities they run are the following:

- **Youth and Family Resource Centers:** These centers serve nearly 300 juveniles and their families each year. The program emphasizes the strengthening of the family unit, school attendance, academics and the teaching of social values. Youth are held accountable for their actions. This accountability can include payment of restitution, fines and community service. Older youth receive vocational guidance and work experience and learn skills that will help them live on their own including budgeting and maintenance of a check book.
- **Youth Leadership Academy:** This is a 120-bed treatment facility with a comprehensive residential program that offers remedial education, rehabilitative treatment programs, substance abuse programs, mental health services, and

community outreach opportunities. The Orange County Probation Department and the Orange County Department of Education provide these services and the Healthcare Agency provides the physical and mental health care to the youth and their families.

- **The 8% Early Intervention Program:** The 8% Early Intervention Program focuses on children age 15 or younger at the time of their first or second referral to the Probation Department for an alleged crime. A study that resulted in the creation of this program found that 8% of juveniles are chronic repeat offenders. There were common risk factors among these children including the following:

1. delinquent peers
2. chronic runaways
3. a pattern of stealing
4. family problems including abuse, neglect, criminal family members and/or a lack of parental supervision and control
5. significant problems at school including truancy, failure in classes and/or expulsion
6. a pattern of drug or alcohol use

Special intensive services are offered to these youth and their families through the Youth and Family Resource Centers. Studies show a much better recidivism rate among children who receive these services.

- **Youth Guidance Center:** This facility houses 125 minors in five units. It offers

Education of Parents in the Development of Strategies to Keep Their Children Out of Gangs

substance abuse rehabilitation programs for children ranging from age 13 through 18 years old.

- **Joplin Youth Center:** This facility has a capacity of 64 minors who are assigned there by the juvenile court. The ages of the boys range from 11 to 17 years and the average age is 15 years.
- **Juvenile Hall:** This is a secure detention facility that houses juveniles with varying degrees of criminal background. It holds minors, male and female, between the ages of 12 and 18 years.
- **Los Pinos Conservation Camp:** This camp was established in 1971 on a former Job Corps site that includes 37 acres in the Cleveland National Forest. It serves young males and females who are 16 to 18 years of age and wards of the court.

Other collaborations among these Orange County Agencies and others include the following:

- **Decentralized Intake:** This service provides immediate counseling and diversion actions for citizens served by the Sheriff's Department. Participants in these activities have a lower recidivism rate than those who do not receive the service. In 2006/2007, 1,676 juveniles were referred to diversion or probation services.
- **Truancy Response Program:** The goal of this program is to reduce trancies by targeting chronic truants who have not responded to traditional approaches. Over 44

juveniles are referred to the Probation Department/District Attorney's Office per year. More than half of the Orange County School Districts actively participated in the program and have reported an overall decline in truancy rates. Truant youth referred to probation showed a 38% reduction in trancies over the ensuing six months.

- **The School Mobile Assessment and Resource Team (SMART):** This program works to reduce violence on or near schools. SMART staff members come from the District Attorney's office and the Orange County Sheriff's Department. When children are made to feel unsafe by threats of violence, this team responds and helps provide a safe environment for the children.

3. The Pio Pico Collaboration

The third of the programs in Orange County that the Grand Jury found most effective is called the Pio Pico Collaboration. This group is the premier school-based program in Orange County. It began as a program at a single elementary school in Santa Ana, Pio Pico Elementary School. Spearheaded by teachers and the principal of the school, it has been an outstanding example of what can be accomplished by dedicated educators. In the fall of 2006, Pio Pico contacted the Orange County Probation Department to ask for assistance in developing a social safety network for students who were struggling academically. More than half of the school's students needed social ser-

vices to address external learning barriers. The Pio Pico Collaboration was developed in response to this need. The purpose of the collaboration is to reduce school failure, truancy, classroom misbehavior, and violence and gang involvement. The collaboration focuses on very young children because of the following facts and figures:

- Forty-two percent of males in juvenile institutions are learning disabled as noted in Public Law 94-142
- Nearly all high-school dropouts start having academic and behavioral difficulty in elementary school
- Thirty percent of delinquents display their first marked school misbehavior before the age of eight
- Virtually all school-age gang members are habitual truants and virtually all habitual truants have serious academic deficiencies

Some of the services provided by the Pio Pico Collaboration are the following:

- **The Parent Empowerment Program** targets truancy and tardiness
- **The Truancy Court** provides prevention and intervention and DA/parent meetings
- **The Department of Mental Health** provides screening, referrals and mental health care for undocumented and uninsured students
- **The Western Youth Services** provides medical assistance for students and their families
- **The Children's Bureau** deals with student issues related to schooling and learning

Education of Parents in the Development of Strategies to Keep Their Children Out of Gangs

- **The Orange County Probation Department's Gang Violence Suppression Unit** provides education to parents and intervention to students for gang activity and behavior
- **The All For Kids Program** enrolls students who are in need of medical care, glasses, prescriptions and health insurance
- **The Extended Day Sports Program** provides after-school activities
- **The Familias Adelante Program** provides six weekly parent/educator workshops on topics like domestic violence, healthy families, gang awareness, keeping kids safe from sexual predators, solutions to alcohol and substance abuse, and children's sexual growth and development

The results shown by these programs are impressive. Students have significantly improved their test scores on both the Academic Performance Index and the Annual Yearly Progress tests. Scores have improved from the mid-400 range in 2005-2006 to the 700 range in 2007-2008. Pio Pico has also been able to maintain a 96.8% attendance rate that is above average for the district.

Privately Run Organizations

Although these privately run organizations are not within the Grand Jury's jurisdiction, they are worthy of mention because of their effectiveness in the prevention and intervention of gang activity:

- **The Boys and Girls Clubs:** This group has a Gang Prevention through Targeted

Outreach Program. It is designed to prevent youths from entering gangs, intervene with gang members in the early stages of gang involvement, and divert youths from gang activities into more constructive programs. The Boys and Girls Club have also partnered with many other groups including the Pio Pico Project described above. The clubs frequently utilize former gang members to help children in their communities through participation in their local organizations. Because the Boys and Girls Clubs provide a place for children to play after school hours with adult supervision, they play a vital role in keeping children safe from the influence until their parents return home from work.

- **KidWorks:** This group transforms neighborhoods in Santa Ana by building on the strengths and potential in the community through education, character formation and personal development. They have strategic partnerships with volunteers, churches, foundations and agencies. They offer such outstanding programs as a Homework Club that provides after-school tutoring, computer training and library resources for students. They also have a YouthWorks program that works with teenagers to help counteract the presence of gangs and drug dealers.
- **Court-Appointed Special Advocates (CASA):** This program was established in 1985 as a project of the Junior League of Orange County.

The program is based on a national model developed in 1977 by Judge David Soukup in Seattle, Washington. CASA is the sole provider of volunteer advocates for the nearly 3,000 children in Orange County's foster care system. Children helped by CASA have been taken from their parents because of abuse or extreme neglect. The program is 95% privately funded and is highly regarded in Orange County.

- **Westminster Family Resource Center:** This center serves all families residing in the City of Westminster and surrounding communities. It provides services in three languages (English, Spanish and Vietnamese) at no cost. Services include after-school recreation and enrichment programs and gang prevention and intervention programs.
- **The Huntington Beach Youth Shelter:** This shelter is run by the Community Services Programs Inc. It has housed and helped hundreds of children who are in crisis.

In addition, many County of Orange employees volunteer time to these community programs. For example, over 250 Probation Department employees act as mentors for the children at Pio Pico Elementary School.

There is also a California Gang Reduction, Intervention and Prevention Program (CalGRIP) that awards grants to cities and community-based organizations for programs targeting youth at risk of joining gangs or seeking to leave them.

Conclusions

Three of the most effective programs for helping parents learn how to prevent their children from becoming involved in gangs are the GRIP program run by the Orange County District Attorney's Office; the Pio Pico Collaboration run by a cooperative association of the Probation Department, staff at the Pio Pico school, and the District Attorney's office; and the Probation Department's many successful programs including the 8% Early Intervention Program. Each of these programs is in need of support to continue their efforts and each of these programs is worthy of the support of the citizens of Orange County and their elected and appointed officials. Below are the ways in which these programs need support.

The District Attorney's Office

The use of gang injunctions and the work of the Tri-Agency Resource/Gang Enforcement Team have been highly effective in reducing gang-related crime in Orange County among hard-core gang members. The Gang Reduction Intervention Partnership (GRIP) program is run by the District Attorney's office to provide early prevention and intervention. One deputy district attorney, Tracy Rinauro, was freed from her duties as a prosecutor to lead the GRIP program. Users of the program, as shown in the table below, feel she is doing an outstanding job and having great success at coordinating the program and participating in its activities. It is a hardship in these tight financial times for the District Attorney's office to make her available for this effort. Regardless, the Grand Jury believes that it is vital to the program to have someone of her

caliber and skills available while the program expands from the current four cities where it is being run to the many other cities that could use its services. The Grand Jury feels it is important for the Board of Supervisors to make certain that the District Attorney's office has the necessary funding to keep this outstanding program running. In the Appendix is a table showing some of the public's comments about the GRIP program. Below are a few of those comments.

"The (GRIP) program was absolutely incredible. We look forward to continued collaboration with your office in combining our efforts to provide a safe environment for our students and a serious shot at success in the future." An Elementary School Principal

"The presentations have been extremely well received. For any of my parents, this topic was an eye opener and allowed this to be a platform from which to ask new questions." An Elementary School Principal

"(GRIP) has been instrumental in coordinating perfect attendance incentives for students as well as staff members. They have organized curfew and truancy sweeps to check on our students and communicate to parents the importance of daily attendance to school. Our school attendance rate has definitely increased due to their efforts and support." An Elementary School Principal

"We had a tremendous response to the Gang Prevention and Recovery Response Workshop." Coordinator, Crisis Response Network, Orange County Department of Education

The GRIP program works collaboratively with local schools, local law enforcement including city

police departments and the sheriff's department and the probation department. Some of the leaders of the program studied successful programs like the Pio Pico project to learn what worked well and then incorporated that into the GRIP program while adding unique features exclusive to GRIP. It would be a shame if the current financial crisis caused cuts to be made in this vital program, especially in view of the research done by Vanderbilt University Law School and quoted in the opening to this report. It will save the County of Orange very little money in the short term by making a cutback in this vital program, especially in view of the fact that the cost over the long haul of a typical criminal career can "aggregate to nearly \$5.7 million" over the lifetime of one gang member.

The Pio Pico Collaboration

The Pio Pico Project, now the Pio Pico Collaboration, has been operational for many years and has proven its effectiveness. It is now time for it to be used as a model for other schools in Orange County's most gang-infested cities. The "No Child Left Behind" program requires that the activities of a program be certified as effective before the program can be adopted by other groups using government grants. The Pio Pico Collaboration needs the funding to pay for this certification so that its technology can be exported. This would be an excellent investment for the citizens of Orange County. Long-term statistics exist proving the effectiveness of this program in increasing test scores, preventing crime, and improving the quality of life for children in Orange County. The Grand Jury understands that money is very tight right now. The

Education of Parents in the Development of Strategies to Keep Their Children Out of Gangs

modest investment in providing certification for this program and the continuing support of the Collaboration's programs is vital to the quality of life for Orange County's children. Much could be done to increase the success of the exportation of the Pio Pico Collaboration technology and materials to other groups. Financial support would be useful for creating training videos and aids for teaching the technology as well as the production of a Spanish-language edition of its core training manual, the book *Parents in Control* by Gregory Bodenhamer. Perhaps County of Orange publishing resources can be used to help provide these training materials.

The Probation Department

The many programs run by the Probation Department have substantially reduced the gang population in Orange County in the last ten years. Not only do many Probation Department employees spend their working hours helping the children of Orange County; they also volunteer their time to continue their help. The Grand Jury has been very impressed with the leaders of the Probation Department and admires their dedication to their juvenile charges. Early gang intervention and prevention that will keep Orange County's children from starting a life of crime and needing other services from the Probation Department are high on their list of priorities. Continuing support for these early intervention and prevention programs is vital if Orange County is to remain high on the list of desirable places to live.

Collaboration among Groups

Especially impressive in the Grand Jury's view is the foresight shown in trying to stop crime before it starts and the collaboration among

the various agencies and private entities involved in gang prevention efforts. The Pio Pico Collaboration, for example, lists the following as some of the participants in its program:

- Parents
- District Attorney
- Teachers
- Santa Ana Unified School District
- Orange County Probation Department
- Public Defender
- Juvenile Court Truancy Response
- Social Services
- Mental Health Services
- The Boys and Girls Club
- Santa Ana Police Department
- The Raise Foundation

The best examples of municipalities across the country that provide effective gang prevention and intervention programs use this type of collaboration extensively. The Grand Jury discovered many examples of effective intervention programs in the course of its research for this report. One of the most impressive was in the City of Downey in Los Angeles County. It has a group called the 10-20 Club, a community-based organization that works with at-risk youth in the City of Downey. This Club is part of the Gangs Out of Downey (GOOD) program. The clients for this group are identified by the administration of Downey Unified School District through its Pupil Services Program. It has been a collaborative effort with the school district, Los Angeles County Probation Department, YMCA of Downey, the Parks and Recreation Department, the group

Gangs Out of Downey, and the City of Downey. The organization also utilizes local residents, civic leaders, business owners, City staff, law enforcement officials and City, State, and Federal elected officials.

One of the most effective aspects of Downey's program is its incorporation of local businesses into the gang prevention efforts. The City has a full-time coordinator to lead the effort. Local businesses benefit when gang activity including tagging and crime diminishes and, for this reason, they are willing to donate both money and goods to help rid the City of gang activity. This is a vital action and one that is not fully utilized in Orange County. For more information on how Downey uses this collaboration effectively, see the Appendix of this report.

It is important for the Grand Jury, as watchdogs for the citizens of Orange County, to not only look for areas that need improvement and report on the improvements needed, but also to look for areas where outstanding work is being done and make recommendations that will result in providing support for that outstanding work. Such is the case in the area of gang prevention and intervention. Our findings and recommendations are focused on areas where the leadership of Orange County and its citizens can provide support for the excellent work being done by the agencies and private entities mentioned in this report.

Findings

In accordance with California Penal Code Sections 933 and 933.05, each finding will be responded to by the government entity to which it is addressed. The responses are to be submitted to the Presiding

Education of Parents in the Development of Strategies to Keep Their Children Out of Gangs

Judge of the Superior Court. The 2008-2009 Orange County Grand Jury has arrived at the following findings:

F.1: The early gang prevention and intervention efforts provided by the Probation Department, the District Attorney's Office, and such collaborative efforts as the Pio Pico Collaboration are extremely cost effective when compared to the growth of gangs in Orange County and the subsequent cost of prosecution and incarceration of gang members.

F.2: The most effective way to prevent children from joining gangs in most cases is to work with parents of young children to teach them to spot the danger signs for gang activity and to help them develop effective strategies to keep their children from joining gangs.

F.3: The most effective time to begin gang prevention efforts is when children are in elementary school.

F.4: The most effective gang prevention and intervention programs are done by a collaboration of government agencies and private organizations and it is important for governmental entities to support such collaborations.

F.5: Stable leadership of the GRIP program has been an important factor within the District Attorney's Office and will contribute to its rapid growth.

F.6: Gang Injunctions and the Tri-Agency Resource/Gang Enforcement Team have been effective in efforts to reduce gang activity.

F.7: The Probation Department's gang prevention efforts are as important as its handling of juveniles after they have been classified as juvenile delinquents and continued funding and support is necessary for its gang prevention and intervention efforts.

F.8: The Pio Pico Collaboration needs to gain certification so that it may be used as a model program for other cities and school districts throughout Orange County.

F.9: Businesses in Orange County benefit greatly from gang prevention and intervention through decreased graffiti and crime.

Responses to Findings F.1 and F.4 through F.9 are required from the Board of Supervisors and the Mayor of Santa Ana.

Responses to Findings F.1 through F.6 are required from the District Attorney's Office.

Responses to Findings F.1 through F.5 and F.7 are requested from the Probation Department.

Responses to Findings F.1 through F.4 and F.8 are required from the Orange County Superintendent of Schools and requested from the School Superintendents of Garden Grove Unified School District, Orange Unified School District, Santa Ana Unified School District, Tustin Unified School District,

Anaheim City School District and Buena Park School District.

Recommendations

In accordance with California Penal Code Sections 933 and 933.05, each recommendation will be responded to by the government entity to which it is addressed. The responses are to be submitted to the Presiding Judge of the Superior Court. Based on the findings, the 2008-2009 Orange County Grand Jury makes the following recommendations:

R.1: Provide funding and assistance for the certification of the Pio Pico Collaboration's Gang Intervention and Prevention Program so that it can be exported to other cities and school districts throughout Orange County.

R.2: Provide funding to aid in the reproduction of the Pio Pico materials for export to other school districts and cities in areas of Orange County with heavy gang activity and to provide funding for coordination of this effort to export materials and technology.

R.3: Keep the GRIP program growing by seeing that funding is available to provide stable leadership for the program.

R.4: Provide funding for an experienced professional who can coordinate fund raising efforts to enlist Orange County businesses in supporting gang prevention programs through cash

Education of Parents in the Development of Strategies to Keep Their Children Out of Gangs

donations or donation of services/products.

R.5: Recommend that school districts with high numbers of at-risk children join forces and exchange information on how to begin gang prevention and intervention programs, how to expand existing programs by working cooperatively, and how to export proven practices to other districts that would benefit from them.

R.6: Recognize and reward the cost effectiveness of the Probation Department's efforts to prevent children from joining gangs by not making short-sighted budget cuts that would disable such programs.

Responses to Recommendations R.1 through R.6 are required from the Board of Supervisors.

Responses to Recommendations R.1, R.2, and R.5 are required from the Orange County Superintendent of Schools and requested from the Santa Ana Unified School District.

Responses to Recommendation R.1, R.2, and R.4 are required from the Mayor of Santa Ana.

Response to Recommendation R.6 is requested from the Probation Department.

Response to Recommendation R.3 is required from the District Attorney's Office

Response to Recommendation R.5 are required from the Orange County Superintendent of Schools and requested from the School Superintendents of Garden Grove

Unified School District, Orange Unified School District, Santa Ana Unified School District, Tustin Unified School District, Anaheim City School District and Buena Park School District.

Required Responses

The California Penal Code specifies the required permissible responses to the findings and recommendations contained in the report. The specific sections are quoted below: §933.05

1. For purposes of Subdivision (b) of Section 933, as to each grand jury finding, the responding person or entity shall indicate one of the following:

- (1) The respondent agrees with the finding.
- (2) The respondent disagrees wholly or partially with the finding, in which case the response shall specify the portion of the finding that is disputed and shall include an explanation of the reasons therefore.

2. For purposes of subdivision (b) of Section 933, as to each grand jury recommendation, the responding person or entity shall report one of the following actions:

- (1) The recommendation has been implemented, with a summary regarding the implemented action.
- (2) The recommendation has not yet been implemented, but will be implemented in the future, with a timeframe for implementation.
- (3) The recommendation requires further analysis, with an explanation and the scope and

parameters of an analysis or study, and a timeframe for the matter to be prepared for discussion by the officer or head of the agency or department being investigated or reviewed, including the governing body of the public agency when applicable. This timeframe shall not exceed six months from the date of publication of the grand jury report.

(4) The recommendation will not be implemented because it is not warranted or is not reasonable, with an explanation therefore.

References

1. Aos, Steve, Roxanne Lieb, Jim Mayfield, Mama Miller, and Annie Pennucci. (2004) Benefits and Costs of Prevention and Early Intervention Programs for Youth. Washington State Institute for Public Policy, Olympia, WA.
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3. Farrington, David P. and Brandon C. Welsh. (2007) Saving Children from a Life of Crime. Boulder, CA: Westview.
4. Greenwood, Peter. (2006) Changing Lives; Delinquency Prevention as Crime Control Policy. University of Chicago Press.

Appendix

Appendix Item 1: Comments made about the GRIP program

Principal of Kinoshita Elementary School, San Juan Capistrano:

“I wanted to first and foremost thank Tracy Rinauro (Deputy District Attorney) for an absolutely phenomenal job last night at Kinoshita’s gang awareness meeting. We prepared and hoped for maybe 200 parents. We were blown away with nearly 400 parents. It was absolutely incredible. Tracy had our parents crying and with a newfound pride and sense of responsibility for their families and communities. What a wonderful program. We look forward to continued collaboration with your office in combining our efforts to provide a safe environment for our students and a serious shot at success in the future.”

Principal, Del Obispo Elementary School, San Juan Capistrano:

“The GRIP program’s Tracy Rinauro has been out two times to my school to put on parent presentations about the influence of gangs and how to prevent your child from being at risk. The presentations have been extremely well received. For any of my parents, this topic was an eye opener and allowed this to be a platform from which to ask new questions. Many parents within the school community do not have a relationship with law enforcement or the District Attorney’s office. This meeting helped to bridge that gap for those parents. I have also seen some of the graffiti get cleaned up.”

Principal, Thomas Jefferson Elementary School, Anaheim:

“We are fortunate to be part of the GRIP partnership. Part of the GRIP program is to get parents involved in their child’s education. Each month Tracy Rinauro and Ed Arevalo provide sessions for parents called Parents Supporting Parents. GRIP also focuses on school attendance. Tracy and Ed have been instrumental in coordinating perfect attendance incentives for students as well as staff members. They have organized curfew and truancy sweeps to check on our students and communicate to parents the importance of daily attendance to school. Our school attendance rate has definitely increased due to their efforts and support.”

Coordinator, Crisis Response Network, Orange County Department of Education:

“We had a tremendous response to the Gang Prevention and Recovery Response Workshop. In attendance were school administrators, school counselor and psychologists, law enforcement and community organizations the work with our youth. Evaluations showed that the majority of participants agreed or strongly agreed that the information presented will be helpful for planning activities. The presenters were knowledgeable about the topic and the panel provided an overview of school and community resources addressing gang issues.”

Program Director, CSP Victim Assistance Program:

“When I worked in the Probation Department, I remember many kids crying to me about how scared they were to get out (of detention) and go back to live in their neighborhoods. They wanted out of the gang but couldn’t leave or they would get killed. When I started working at the Victim Assistance Program, I came across names of deceased gang members that I had worked with when they were 14 or 15 years old. Some of these kids never had a fair chance to grow up in a healthy environment. The GRIP presentation and message was excellent! I believe in prevention and giving our children the messages as early as preschool.”

Principal, Community Day School, Anaheim:

“All of the students at my school have been expelled from the Anaheim Union High School District. Many of them have very challenging behaviors and make very poor decisions. The parents of these kids do not have any idea of how to get control back of their students or even recognize that their child is heading down a dangerous path. The presentation that was given to my parents was enlightening and gave very specific suggestions to the parents of how to get back the control of their child. My teachers and the parents were extremely grateful for the information. We have decided to have GRIP present once a semester to each new group of parents.”

Education of Parents in the Development of Strategies to Keep Their Children Out of Gangs

Appendix Item 2: Gangs Out Of Downey Description of Program

Combating the influence of gangs takes a community-wide effort. A nearby city in southeastern Los Angeles County has a lengthy and multifaceted approach that exhibits the characteristics and best practices identified by the Office of Juvenile Justice and Delinquency Prevention to address community gang problems. The organization includes local residents; civic leaders; business owners; school district employees; City staff; law enforcement officials; and City, State, and Federal elected officials.

Members meet monthly and work together to discuss current issues and identify problems related to graffiti, vandalism, violent crimes, and gangs. They focus on education, prevention, and intervention programs that make their neighborhoods, schools, and the City safer for everyone. This all-volunteer group has been recognized by the State of California for its efforts. It was created in 1989 and has served as a successful model of a non-profit community-based organization. Among the many services supported are the following:

1. Equipment to assist city workers in the removal of graffiti within 24 hours
2. Funding to pay registration fees for sports programs for the children they serve
3. Community college and vocational education scholarships
4. A graffiti tracking computer system used by the Downey Police to identify taggers and graffiti trends
5. Hotline phone numbers to report graffiti or suspected gang activity

A drive through southeastern Los Angeles County will demonstrate the effectiveness of this collaboration. Gang violence and homicides are minimal when compared to surrounding and neighboring cities. Graffiti is removed daily. Crime rates in almost all categories are down. Expulsion rates over the last five years in the local school district have been reduced by nearly 40% and in the last two years suspension days have gone down 32%.

The 10-20 Club, Inc., is a community-based organization that works with at-risk youth in the city of Downey. Gangs Out Of Downey (GOOD) is the parent group for the 10-20 Club. The initial purpose of the club was to provide early intervention for teens and pre-teens that are at risk for joining gangs.

The clients were identified by the administration of Downey Unified School District through pupil services. It has been a collaborative effort with the school district, Los Angeles County Probation Department, YMCA of Downey, the Parks and Recreation Department, the group Gangs Out of Downey (GOOD), and the City of Downey.

The Probation Department provided the school district with a full-time probation officer whose focus was youth as young as nine years of age who were showing severe behavior problems. The probation officer would work one on one with these children in an informal capacity.