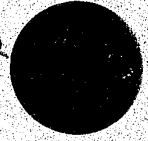


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*RIISING ABOVE  
GANGS AND DRUGS*

How to Start a  
Community Reclamation  
Project

Funded by the Office of Juvenile Justice and Delinquency Prevention  
U.S. Department of Justice  
Washington, D.C.

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**U.S. Department of Justice  
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DEC 12 1991

ACQUISITIONS

Funded by the Office of Juvenile Justice and Delinquency Prevention  
U.S. Department of Justice  
Washington, D. C.

**COMMUNITY RECLAMATION PROJECT  
NATALIE D. SALAZAR, EXECUTIVE DIRECTOR**

**BARRY J. NIDORF, CHIEF PROBATION OFFICER  
ROBERT L. POLAKOW, PROJECT DIRECTOR  
LOS ANGELES COUNTY PROBATION DEPARTMENT**

This manual was prepared by Billie Sargent Hatchell, Information Director, with data supplied by the staff of the Community Reclamation Project (CRP), Lomita, California. The CRP was funded by Grant Number 88-JS-CX-K005 to Los Angeles County from the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

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...rising above gangs and drugs

Natalie D. Salazar  
Executive Director

July 31, 1990

Dear Reader,

When we opened the doors of the Community Reclamation Project in the Harbor Area of Los Angeles County, California, our goal was to design a model anti-gang/drug program that could be used by any community experiencing an emerging gang and drug presence.

Step by step we built the program, drawing on the inspiration and ideas of our staff and the residents of the communities in which we worked. With each step we learned different lessons, and these we pass along to you in this manual.

A community reclamation project deals with much more than gangs and drugs. It focuses on the community as a whole, working to strengthen existing resources from within. You may not be ready to begin an entire project or think you need one, but it is important to look through the manual to take advantage of the tools we have given you to assist in that evaluation. Perhaps you have community-based organizations in place that can incorporate our ideas to join churches, schools, law enforcement, residents and businesses in mobilizing your community. You may want to draw upon one or more of the specific projects that we have outlined. They are challenging, they are rewarding and can be done inexpensively. What's more, they work. We have experienced a bonding with our communities that was beyond our expectations.

This is a working document. Use it any way you see fit. Let us know of your successes--and the things that turn out differently than you expected. This can be the starting point for even better ideas, additional projects and programs that make a difference in your community.

Good luck, and, with all of us working together, we can truly rise above gangs and drugs.

Sincerely,

A handwritten signature in black ink that reads 'Natalie D. Salazar'. The signature is fluid and cursive, with a long, sweeping tail on the 'z'.

Natalie D. Salazar  
Executive Director

## STATEMENT OF GOAL

The Community Reclamation Project (CRP), funded through a discretionary grant from the U.S. Department of Justice, Office of Juvenile Justice & Delinquency Prevention and the Department of Health and Human Services, Office for Substance Abuse Prevention, targeted the communities of Carson, Harbor City, Lomita and Wilmington in the Harbor Area of Los Angeles County, California, to develop a gang and drug prevention program that would coordinate the activities of law enforcement, schools, community-based organizations, churches, businesses and private citizens and mobilize these communities. The target areas were chosen because of indications that they had an emerging gang and drug presence.

The major goals of the project were to:

A. Establish an ongoing, integrated network of community-based organizations, law enforcement agencies, governmental/public agencies, and concerned citizens that would effectively combat drug use and gang activity in the target communities.

The goal was met by accomplishing the following activities:

1. *Community network meetings* brought together specific public and private agencies (community-based organizations, churches and schools) to formulate a cohesive plan to avoid duplication of services (see *Creating a Community Identity*, page 79).

2. *Neighborhood involvement programs* heightened awareness of how entities of a community interact to bring about a gang- and drug-free environment (see *Neighborhood Involvement*, Page 111).

3. *United community activities* provided alternatives to gangs and drugs while combining the community elements in a joint effort.

- a. Sports programs involved recreation centers, school organizations, basketball teams, drill teams, student body and faculty, business people, law enforcement and residents (see *Sports Programs*, Page 129).
- b. *"Follow Me--I'm Gang- and Drug-Free" Walks* involved children contacting businesses, asking them to display gang and drug education material, thus bringing the business community into the mobilization process (see *"Follow Me!" Walks*, Page 141).
- c. Job workshops for youth expanded the outreach efforts of public and private youth hiring agencies to include at-risk youth (see *Job Workshops for Youth*, Page 151).
- d. Graffiti paint-outs provided tangible improvements to community appearance (see *Graffiti Paint-Outs*, Page 161).

**B. Develop a continuing culturally specific program integrating child, parent and teacher training to prevent involvement of youths in drug abuse and gang activity.**

The objectives for this goal were met by accomplishing the following activities:

**1. School Programs:**

- a. **Second Step.** Bringing teacher and pupil together in a violence prevention curriculum (see *Second Step*, Page 183).
- b. **Rites of Passage.** Helping at-risk youth acquire the skills to accept the responsibilities that come with being an adult (see *Rites of Passage*, Page 189).

**2. Parenting Program.** Developed a culturally specific parental competence and personal growth program, integrating the principles of Rites of Passage and Second Step, thus completing the circle of child/parent/teacher interaction (see *Parent Training Program*, Page 201).

It is important to note that the Community Reclamation Project has provided the tools for you as an individual, team or agency to implement programs that work. There may be some resistance from community components to change; it is not easy to alter attitudes and lifestyles. But as the residents begin to see positive benefits, this resistance will change to hope.

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## HOW TO USE THIS MANUAL

This manual is divided into chapters that take you through each step the Community Reclamation Project took to establish this program. Where we thought it would be helpful, an overview statement giving background, explanation and application information is included at the beginning of the chapter set out in a box. This information should be helpful as you apply the task or program under discussion to your particular situation.

Each chapter is divided by subheadings, the first of which is the purpose of the particular aspect under discussion, followed by the CRP staff member who implemented it. In your own program, personnel may be either a staff person or a volunteer; that's why we outlined the attributes we feel are important so that you will be better equipped to select someone who will be appropriate for the job and happy in his work.

The *Purpose* and *Staff* sections are followed by information on how we accomplished the activity here in the Harbor Area of Los Angeles. As you put your own efforts into action, you may find shortcuts or situations that deviate from our path. If we have learned one thing in the past eighteen months, it is that to be successful we have to be flexible, ready to move, adjust and respond with a moment's notice. That has been the challenge and the gratification of our work.

After the description of the event or program developed by CRP, *The Rest of the Story* tells how the activity has been turned over to the community and/or specific results. Then, for those chapters detailing

steps to accomplish an event, a simple *Checklist* is included outlining these steps in review.

We placed *Assessing Your Community Needs: Community Assessments and The Community Survey* as our first chapter to help you determine the nature of the gang and drug problem in your community, what programs are in place, and the community's opinion of the gang and drug situation. Through the answers and information gathered, you should have a better understanding of your community as it relates to gangs and drugs and be better equipped to formulate a plan. Your results will give you input on whether to form a separate community reclamation project, to perform portions of the program as an adjunct to an existing program, or to work with volunteers on specific activities. The results of this study will determine whether or not you need to develop a budget and hire a staff.

One last thing: we elected to use "he" as our universal pronoun for ease in reading (except when referring to a specific person).

So, here it is, the product of eighteen months' work. We hope it will be the beginning of new successes for you and your community in rising above gangs and drugs.



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*ASSESSING  
YOUR  
COMMUNITY  
NEEDS*



The community assessment and community survey can be performed independently of forming a community reclamation project to determine the gang and drug situation, the existing programs and organizations dealing with the problem, and how citizens perceive the seriousness of the problem.

Most communities do not want to recognize that they have a gang and drug problem unless they are experiencing stereotypical drive-by shootings and the sale of crack cocaine on street corners. In order to evaluate your assessment so that it will be most useful in determining your specific situation, you must be objective and accept the evidence of your findings.

The survey and assessment can be done by an existing organization--community-based or governmental--or by a volunteer group. The costs involved in the assessment and survey are primarily personnel time, the duplication of letters and survey forms and postage.

The results will give insight into the different community entities--church, school, law enforcement, government, community-based organizations and private citizens--and how they interact. The assessment and survey can lead to an awareness of the efforts of these components to make your city a better place to live.

Each community is unique unto itself. The following is offered as a starting point for your own research.

# COMMUNITY ASSESSMENTS

## *PURPOSE*

To provide a general overview of community life within specified boundaries; to determine the demographics, number of schools, businesses, churches of the four target areas; to isolate gaps in services, alternatives for youth; to identify known gangs and their habitual meeting places.

## *STAFF*

The Community Reclamation Project staff was divided into teams to cover the cities of Carson, Harbor City, Lomita and Wilmington. Using fact sheets for uniform information-gathering, one person on each team interviewed community members and one person organized and collated the material for written and oral presentations to the target communities.

## *ORGANIZATION*

Most communities have reams of information relating to every aspect of life within their boundaries. For your purposes, this information needs to be organized to specifically document what agencies and programs are available to meet the gang and drug challenge in your area. The commu-

nity assessment you prepare is subject to constant change throughout the life of your project, as demographics and agencies change. It is a living document to which you will refer whenever strategies are being discussed.

### *ASSESSMENT TIMELINE*

Your research could go on forever, so you need to establish a timeline for the data-gathering process and a deadline for the end result. We found a month's time was adequate to gather the information. Another two weeks allowed time to organize our findings and double-check any information that raised questions when coupled with other data.

If you are using the assessment as a preliminary study to forming your own community reclamation project, you will direct your report to the requesting agency/organization, addressing any specific areas of interest they may have outlined for the study.

### *ELEMENTS OF YOUR COMMUNITY ASSESSMENT*

There are two general categories of data that you will be collecting: informational and data intensive. After your team has been organized, it should first identify programs, community leaders and other individuals who should be contacted and categorized as follows:

(1) *Informational.* Facts and figures, names and addresses, including population information, governmental structure, law enforcement, service organizations, and neighborhood groups. These will provide you with critical information on the type of community in which you will be working. It will also help distinguish basic differences that need to be addressed through specific programming.

(2) *Data Intensive*. This section provides specifics on individual programs currently being offered in your target area. Through the compilation of this data, gaps in services will become apparent, and this will give direction for target area program planning.

These areas are more comprehensive in scope and will require interviews with different leaders of the community system. The organizational forms we used will get you started and are located in the Form Appendix, Pages FA-1 to FA-5. Revise them to suit your specific requirements. The categories for the *Data Intensive* section will include schools, churches, park and recreational departments, governmental agency services, community-based organizations, and law enforcement programs.

Both categories are important for the purposes of your research, and dividing them in this way helps in organizing the information for report purposes.

### *INFORMATIONAL*

(a) *Population*. Begin your assessment with the people. How many? What nationalities? What ages? What education level? Registered voters? Average income? How many single-family houses? Apartments? Housing projects or number of low-income housing units available? Much of this information can be obtained through the Census Bureau, and, when the 1990 figures are complete, will be readily accessible to you. There are periodic updates to the 1980 census, and these should be used until the 1990 statistics are available. Your city hall and chamber of commerce may also be consulted as an information source.

(b) *Government Structure*. List the positions of power in your community and the names of the people who hold them. City, county, state and national levels should be considered. Note addresses, telephone numbers and district boundaries.

(c) *Law Enforcement.* List the agency(ies) that has jurisdiction. In some areas, both a municipal police department and a sheriff's department may have authority. The names, telephone numbers, addresses and ranks of law enforcement officers in your community should be on file for quick reference. This should include patrol officers in high crime areas. Make special note of any officers working with schools, community relations/neighborhood watch and specialized units.

(d) *Service Organizations.* Identify local Rotary Clubs, Kiwanis Clubs, chambers of commerce, Lions Clubs, professional women's associations, etc. Note the presidents' names and how to reach them, when and where meetings are held and the types of community projects the club sponsors.

(e) *Neighborhood Involvement Groups.* This list will grow as you become more and more familiar with the block-by-block areas of your target community. It may be difficult at first to obtain this information, as organizations are sometimes hesitant to be documented until they are confident of how the information will be used. This category would include neighborhood/homeowner associations, neighborhood watch groups, condominium associations, etc.

### *DATA INTENSIVE*

For each general classification of this category, you will want to make a list of the components and a matrix chart with specified headings. This is in addition to the fact sheet (see Appendix, Pages FA-1 through 5) that you will modify for each category. Because of the numbers and options in each area, early organization is suggested to control the data you will be obtaining.

Denial is a very common reaction in working with gangs and drugs, so be prepared for it to occur often when gathering your data. It will take patience and perseverance to help people see evidences of gangs and drugs which they may have blocked from their vision for many years.

(a) *Schools.* List all of the schools in your target area, their addresses, telephone numbers, principals/assistant principals and contact persons. Design your matrix with optional programs across the top and a list of schools down the side, such as:

Schools	Graffiti Removal	Parenting Classes	Subsidiary Intervention Program	Drug Preventive/Intervention Program	Gang Preventive/Intervention Program	Vocational/Tutorial Site Training	Counseling
---------	------------------	-------------------	---------------------------------	--------------------------------------	--------------------------------------	-----------------------------------	------------

(See Forms Appendix, Page FA-7, for an example of a completed form. These matrix forms have been refined numerous times since the original fact sheet was designed, and we offer the latest revision for your use.)

Before you make an appointment, compose a one-page fact sheet about your assessment, its purpose, goals and objectives (see Appendix, Page FA 36). This will organize your thoughts for discussion, and will give you information to leave with people as they are interviewed.

Now you're ready to contact the principals. First, send a letter explaining your project and the assessment. Mention that you will call for an appointment to get input, the type of questions you will ask and how long you expect it will take. When calling, tell the secretary who you are, let her know you sent a letter to the principal, and that you are calling for an appointment. Keep working with the secretary until you are able to

schedule a date and time. Check to see if there is an alternative to the principal to answer your questions if he seems difficult to reach.

When you go to meet with a principal (or assistant principal), take the information form (see Appendix, Page FA-5) to organize your interview. Do not exceed the allotted appointment time unless the principal assures you that he can extend the appointment. Fill out all sections you can in advance. The principal is a busy person, and the more complete your homework, the more respect he will give to your questions.

When you return to the office, organize your material immediately and fill out the matrix for that school.

(b) *Parks and Recreation Departments.* The routine outlined for principals should be followed. Be sure to use the specific form for this category (see Appendix, Page FA-4). The matrix to complete is outlined below:

Parks	Graffiti Removal	Parenting Classes	Sports Program	Drug Prevention/ Intervention Program	Gang Prevention/ Intervention Program	Vocational/Nutritional Skills Training	Basketball Court/ Baseball Diamond	Counseling
-------	------------------	-------------------	----------------	--	--	---	---------------------------------------	------------

(c) *Churches.* We had more trouble connecting with church personnel than any other group. Many of the churches in our areas are small and not able to maintain an office with staff. Expect to make contact on Sunday during the regular service hours, and then arrange for a week-day or week-night appointment with the minister. Be sure to use the correct interview form (see Appendix, Page FA-2). You may find the following matrix helpful:

Churches	Graffiti Removal	Parenting Classes	After School Program	Drug Prevention/Intervention Program	Gang Prevention/Intervention Program	Vocational/Tutorial Skills Training	Aftering Services
----------	------------------	-------------------	----------------------	--------------------------------------	--------------------------------------	-------------------------------------	-------------------

(d) *Community-Based Organizations.* Although always busy, most directors of community-based organizations will make time for you. They are interested in spreading their message and letting people know their services exist. They will also be curious about your assessment, and want to be kept abreast of your results. We used the information gathered in this section for our third newsletter (see Appendix, Pages FA 7-9), and it was one of the most sought-after forms put together because of its concise format. The matrix we used is

Agency	Graffiti Removal	Parenting Classes	Gang Prevention/Intervention Program	Drug Prevention/Intervention Program	Recreational Programs	Vocational/Tutorial Skills Training	Job Referral Services
--------	------------------	-------------------	--------------------------------------	--------------------------------------	-----------------------	-------------------------------------	-----------------------

**NON-CATEGORIZED INFORMATION**

*Gangs and Gang Hangouts.* This will be a compilation of the information gathered from law enforcement, community-based agencies, schools, churches, parks and recreation departments, and from your personal knowledge. You will want to touch base with law enforcement officers who are conducting programs in schools. They, along with the patrol officers, will help you amplify your information on geographic areas of the community that are hardest hit by gang and drug problems. You may want to discuss with the officers the possibility of ride-alongs.



This should be a separate section and should identify known gangs by name, tell where they conduct business, recognizable clothing, graffiti, trademarks, etc. Walks with residents or community-based agency personnel in specific areas known to have gang and drug activity can also add to your knowledge of the area.

*Businesses.* It might be impossible to canvass the entire business community for the purposes of this assessment. However, you should contact businesses that appear to be especially affected by gangs and drugs. Perhaps their locations are gang or youth hangouts, have heavy graffiti on the building walls or are known as drug sales areas. We found that the proprietors were hesitant to give information for fear of reprisal. Sensitivity to their situation should be used. A special form (see Appendix, Page FA-1) has been designed for the interview with the business person.

You should also want to contact business leaders known for their community spirit and commitment to contributing to the overall good of the community. This will give you an idea of corporate community involvement, and may provide a key as to how to motivate other businesses to become active. As an adjunct to your assessment, a general overview of the types of businesses in the community--whether they are owned and operated locally and who the primary leaders are--is useful information. Your chamber of commerce and city hall will be helpful in gathering these facts.

### *ASSESSMENT APPLICATION*

The report writer should organize the information and coordinate the process to make certain the format is uniform. Once this has been accomplished, organize the teams to make oral presentations to groups to educate them about the gang and drug problem as it relates to them. Our Target Area Advisory Committee (see *Target Area Advisory Committee*, Page 80), the community-based organizations, and churches were all interested in having presentations made at their meetings. Later in the

project, we organized much of this information into school and community profiles that were distributed by the schools as well as at community meetings (see Appendix, Page FA-6). This was found to be an invaluable tool for teachers, administrators and parents, as it listed all services within a five-to-ten block radius of each school. We advise producing this information as early as possible.

When we presented the information at meetings, each member of the team made an oral presentation of one facet. A written copy of the material should be made available as a handout. This written information should be edited to keep sensitive information confidential (such as interviews with businesses affected by gangs, specific gang data, etc.).

### *COMMUNITY ASSESSMENT CHECKLIST*

1. Establish purpose, goals and objectives of your assessment.
2. Categorize community elements:
  - a. Informational
    - 1) Population
    - 2) Government structure
    - 3) Law enforcement
    - 4) Service organizations
    - 5) Neighborhood involvement groups
  - b. Data intensive
    - 1) Schools
    - 2) Parks and recreation departments

*(Checklist continued on next page.)*

***CHECKLIST (continued)***

- 3) Churches
  - 4) Community-based organizations
3. Prepare matrix for each data intensive category.
  4. Prepare interview information forms for each category.
  5. Prepare an objective "fact sheet" to give to assessment participants.
  6. Make appointments to gather detailed information.
  7. Prepare report compiling information and findings.

# \_\_\_\_\_THE COMMUNITY SURVEY

## *PURPOSE*

To help determine the support base for a community reclamation project (if residents feel threatened by gangs and drugs, most likely they are looking for leadership to help them solve the problems, and will be responsive to your program) and to help measure the success of other programs in the area as it is perceived by the residents.

## *STAFF*

The Community Reclamation Project survey was designed by Bill Collins, Deputy Probation Officer/CRP Project Liaison. University students Dan Dail, Susanna Helmers and Robert Showalter, all attending California State University, Long Beach; Ana Faith, California State University, Dominguez Hills, and Xiaodong Zhang, the University of Southern California, conducted the survey and compiled the results. Celso de la Paz, Research Analyst III, Los Angeles County Probation Department, assisted in technical matters.

### *VALIDITY AND RELIABILITY OF THE SURVEY*

The main principle we followed in the survey design was to make it as simple as possible while not losing sight of the key elements we wanted to measure. We asked community experts, law enforcement, judicial officials and research experts to evaluate the questionnaire to ensure that the measuring instrument suited the demographic characteristics of the area.

In a general sense, any measuring device is valid if it measures what it purports to measure. Rather than dealing with abstract, theoretical concepts that require extensive research and conceptualization to achieve validity, our survey was designed to obtain a general idea of local residents' perception of the gang and drug problem and how they viewed the success of various community organizations, businesses and law enforcement agencies dealing with the problem. Therefore, we examined each question to see whether it appeared to be valid.

Our random sample testing indicated an expected return rate of 40%. Based on standard statistical procedures (*Research Craft--An Introduction to Social Research*, John B. Williamson, et al. Little, Brown & Co., Boston, Massachusetts, 1982), 400 returned surveys would achieve a 95% confidence level for our communities' population base (up to 500,000). Therefore, 1,000 surveys were mailed to each target community with a necessary return of 400 completed surveys.

### *EVALUATIONS OF THE QUESTIONS*

The first two questions were designed to find out just how seriously the gang crime and drug-dealing activities had affected the residents personally. These two variables were measured on a dichotomous scale, with only "yes" and "no" as possible answers.

1. In the past 12 months, have you or any member of your family been threatened or bothered by a gang member? Yes No
2. In the past 12 months, have you or any member of your family been hurt by a gang member or been the victim of a gang crime? Yes No

Questions 3 through 5 were intended to obtain a general idea of the extent of gang and drug-dealing activities in the neighborhoods. The answers were measured on a five-point scale that explained options in simple phrases to make sure that the respondents understood the given choices. The middle option was rather arbitrary since it was difficult to find a justifiable middle point for the scale on these questions. For example, in Question 3 we designated "once a month" as a midpoint after interviewing community experts and justice officers who had extensive experience working with gang and drug dealers in these communities.

3. How often do you observe gang or drug-dealing activity in your neighborhood? a. almost every day b. two or three times a week c. once a month d. once in a few months e. never
4. Overall, do you think the gang and drug activity in your community is: a. a very serious problem b. a fairly serious problem c. about the same as elsewhere d. a small problem e. not a problem
5. During the past six months, do you think the gang and drug-dealing activity in your neighborhood has: a. gone up a lot b. gone up a little c. stayed about the same d. gone down a little e. gone down a lot

Question 6 was constructed to measure local residents' evaluation of the effort of local businesses in helping their communities deal with the gang and drug problem.

6. How much do you think local businesses are doing to help your community deal with the problems of gangs and drugs? a. a lot  
b. a little c. nothing

Question 7 was intended to measure how local residents generally view the efforts of community-based organizations to combat the problem of gangs and drugs.

7. How would you rate the efforts of community groups (teen posts and drug treatment centers) and service clubs (Optimists or Kiwanis) in combatting the problems of drugs and gangs? a. poor  
b. fair c. very good

Questions 8 and 9 were designed to measure local residents' perceptions on the efforts of the two major components of our legal system in dealing with the gang and drug problem. We made an error here in not giving the option of "no idea" as a choice. We did not anticipate that some people would simply not know what was being done by these agencies.

8. In the past twelve months, what kind of job do you think police have done in dealing with gangs and drugs in your neighborhood? a. poor b. fair c. very good
9. In the past twelve months, how would you rate the efforts of our justice system (probation, courts, district attorney and city attorney) in stopping gang and drug dealing activity? a. not effective b. somewhat effective c. very effective

Items 10 through 12 were demographic questions. According to some community experts and probation research staff, asking questions about income, education and racial identity in areas with high concentrations of immigrants would immediately make them fearful. Therefore, we decided to avoid all of these types of questions to secure a higher return rate. Nevertheless, we included three demographic questions, which helped us later in understanding the population characteristics of those responding to the questionnaire.

10. To help us analyze your answers statistically, would you please tell us your marital status: a. single b. married c. separated d. divorced e. widowed
11. Do you have teenage children at home? Yes No
12. Are you \_\_\_\_\_ male \_\_\_\_\_ female.

In the second survey sent out March-April, 1990, we added three questions about the Community Reclamation Project:

13. Have you heard of any Community Reclamation Project activities?  
\_\_\_ Yes \_\_\_ No
14. If you have, how would you rate the effectiveness of these activities? 1. very effective 2. somewhat effective 3. not effective 4. do not know.
15. In the past 12 months, do you think your community has increased its efforts to combat gang activities? \_\_\_ Yes \_\_\_ No

***STEP-BY-STEP PROCESS FOR ORGANIZING A SURVEY***

1. Get the latest revision of the reverse telephone directory. In Los Angeles County, we used Pacific Bell Telephone. It cost us \$63



(in 1989) for a six-month rental period. It must be returned after the allotted time, so save the return envelope included for that purpose. The directory lists areas by street address, the name of the person living there, and telephone number so that you can choose the neighborhoods on which you wish to focus. The directories come out every six months, so be sure to get the most current one.

2. Since the directory must be returned, code and mark entries on a separate record as you go through the steps outlined below.

3. Due to our population base, we randomly selected 1,000 residents from each community surveyed. Depending on your population base, a random selection should be made from each community you wish to question.

Our method of random selection was to use a ruler to measure one inch on the reverse directory page. At whichever name the one-inch mark on the ruler pointed, that person was selected to receive the survey and a mark was placed by that name.

4. Apply for a business rate return/reply permit, a bulk mail permit, and a first class mail return permit at the post office. You will also have to pay a one-time processing fee for bulk rate postage. The bulk mail permit can be used with the newsletter as well as the survey. In 1989, the bulk mail permit cost \$60, the bulk rate postage fee was \$60, the first class postage return permit was \$260. The permit numbers should be printed on your envelopes. You will also be asked to make a deposit with the post office in anticipation of surveys being returned "post paid."

If you are working on a small budget, you may want to send the survey as a joint project with the chamber of commerce or a supportive organization that already has bulk mail permits.

5. Have two sets of envelopes printed: (a) one with your return address and the "Bulk Rate Paid - Permit # \_\_\_" in the postage area of the envelope and (b) one printed with your address in the addressee section and "No Postage Necessary" in the postage area. Have lines added in the return address area. You will need one of each styled envelope for every person to whom you send a survey. (See Appendix, Page FA-13, for examples.)

6. We had a typing service prepare the labels on floppy disks for the first survey. We received quotes from \$1,500 to \$3,500 for 4,000 names input on IBM compatible disks. We used the same list for the second survey, with the corrections we input during the first survey. All labels should be marked "or current resident." Run a master "hard copy" list of the labels from which you will work for the rest of the survey project.

7. Write your cover letter and survey questions (see Appendix, Page FA 10-12). We pre-tested our survey on thirty people in a community-based organization. This gave us valuable input as to which questions/answers were not clear.

8. Take your originals to the printer for duplication. Ask him to collate, fold and staple. This will save a lot of personnel time, and the cost is usually nominal for this service.

9. Each letter was coded so that we would know who responded as the surveys were received and follow up could be made to those not responding. Each person had a letter for the community plus a number--one to one thousand. For example, a Lomita resident may have been coded L-010: the tenth person mailed a survey from Lomita.

Wilmington was coded with a W, Carson with C, Harbor City with HC. Write the code next to the name on your duplicate record. You might want to add a date number if you plan several periodic surveys. Then, your codes would read L-010-3/19/90. For the first survey, each cover letter was run individually on the printer with a merge command, so the number was coded into the program and printed each time. It took approximately 27 hours printer time on the laser for each batch of 1,000 letters. It took 50 hours for each 1,000 on the dot matrix printer.

The second survey was numbered by hand on the reverse side. It was tiresome but took a fraction of the time and saved wear and tear on the equipment.

10. Put the labels on the envelopes, and then stuff them. It took us about 10 hours to put labels on and 30 hours to stuff and seal the envelopes. Each envelope should contain (see Appendix, Pages FA-10-13):

- a. Letter
- b. Survey
- c. Return envelope

11. A week after the surveys are mailed, completed forms should start coming back. As they come in, check off each person returning his survey. If envelopes are returned by the post office as "*Moved*" or "*Undeliverable*," recheck the reverse directory to make sure the label is prepared correctly. If it is correct, call the addressee to verify the address. At that time, explain to them about the survey and ask them to complete and return it to you.

If the party cannot be reached, code your duplicate listing and put the letter aside. Update your mailing list computer disk.

12. Allow three weeks turnaround time. During the second week, we started calling those who had not responded until we had the required number (400) of completed surveys. We asked if they had received the survey. Some wanted to complete the survey on the phone rather than sending it back. Of the 400 returned surveys from each community, about one-third were received by telephone solicitation.

13. As the surveys are returned, put them in numerical order by coded number for ease in handling.

14. If you are figuring the answer percentage manually, list 1-12 for the number of questions. Then under each numbered question, list the option numbers, i.e., (1) yes, (2) no (3) maybe (4) no answer (the applicable alternatives available to the respondent will vary with each question). Then tick off the questions of each survey one at a time. Count the results and figure your percentages. Draw graphs and conclusions.

For example, if you have 400 answers to Question #7, and 200 respond "poor," 100 respond "fair" and 100 respond "very good," then your chart would read "50%--poor," "25%--fair" and "25%--very good."

15. There are computer programs to help you conduct and analyze a survey, and your local computer software store will be able to recommend the ones suitable for your purposes.

16. Be on the lookout for hidden clues to the society you are working with. For example, when we called those not responding to the survey, we found that a majority in one community had answering machines, while the majority of residents in the other three did not. Owning a telephone answer machine might be interpreted as a middle-class convenience. We found that secured mobile home and condo-

minium developments (fences encircling the development, gates with security guards) were least able to relate to the survey. The area with the highest return rate also had the highest dissatisfaction rate with the justice system. Addressees in public housing projects had the lowest return rate. These are just subtle indications that, combined with the more detailed overview, might lead to useful conclusions about the residents with whom you are working. The "Comments" section was very helpful in perceiving residents' opinions, and were analyzed separately by the executive director and CRP project liaison/ deputy probation officer.

*CHECKLIST FOR SENDING A COMMUNITY SURVEY*

1. Order reverse telephone directory.
2. Photocopy the pages concerning the neighborhoods you will be surveying.
3. Randomly select an appropriate number of residents based on population from each community you wish to question.
4. Apply for mailing permits at the post office.
5. Have envelopes printed.
6. Type labels.
7. Compose cover letter and have printed.
8. Compose survey questions and have printed.
9. Code letters.

10. Put labels on envelopes, stuff envelopes with
  - a. Letter
  - b. Survey
  - c. Return envelope.
11. Receive surveys from addressees/check off list/code returned packets.
12. Make follow-up telephone calls to encourage return of surveys.
13. Put received surveys in numerical order.
14. Compute responses.
15. Examine goals and objectives as they apply to survey results.



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# *BUDGET*

The following budget analysis may appear to be non-specific as far as amounts are concerned. That's because it is. Salaries and costs vary so much throughout the United States that to put dollar amounts would be a study in futility. In addition, there are so many options for starting a community reclamation project that to try to cover all contingencies would take a separate book altogether. For instance, a community reclamation effort could be started within an existing agency or organization by hiring additional staff or making assignments; many of the activities suggested could be performed by volunteer groups so that a formal project structure and office base would not be necessary; or you may be able to receive donations or discounts, which make certain categories exempt from your budget.

Our budget topics were determined by and conformed to contract/grant terminology. You may wish to seek an accountant's advice for structure and detail.

We chronicle our experience starting from ground zero. Throughout this chapter, we offer suggestions for alternatives, ideas for corporate participation and hints for improvement over our own methods. Good luck!



# BUDGET

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## *PURPOSE*

To determine the amount of operating money necessary for start-up and operation costs for at least one year.

## *STAFF*

One person should be selected to organize the budget considerations for your project. The help of an accountant is desirable, and this may be an area of corporate donation/assistance. The Los Angeles County Probation Department submitted the budget proposals for the Community Reclamation Project to the Office of Juvenile Justice and Delinquency Prevention and the Office for Substance Abuse Prevention.

## *ORGANIZATION*

General budgetary categories established by the contract/grant and used for the Community Reclamation Project are:

1. Staff salaries, employment taxes and benefits
2. Equipment
3. Housing and utilities
4. General business expense
5. Newsletter
6. Drug prevention program
7. Travel and training
8. Insurance

***STAFF***

How many staff members do you need to get started? This depends on how serious the gang and drug problem is perceived to be in your community, what priority your community has for the gang and drug problem, and what kind of funding sources are available to you. We suggest three options:

**Minimum -**

- (1) Director
- (1) Clerical/Bookkeeper
- (1) Community Specialist

**Better -**

- (1) Director
- (1) Typist/Bookkeeper
- (1) Secretarial/Newsletter
- (3) Community Specialists

Best -

- (1) Director
- (1) Assistant to the Director
- (1) Clerical/Bookkeeper
- (1) Secretarial
- (1) Newsletter/Public Relations Director
- (1) Drug Prevention Coordinator
- (4) Community Specialists

(See *Selection of Your Staff*, Page 57, for details on desired qualifications and duties of the staff assembled.)

*Computing Personnel Costs:*

1. *Salaries.* You must have competitive salaries to attract talented people to fill the slots. If you have no knowledge of relative salaries, a few telephone calls to other community agencies should establish wages typical for your area.

2. *Social Security.* If you've never been involved in a small business before, you may not realize that social security is a joint tax--one-half is paid by the employee and one-half by the employer. At the time this manual was being prepared, the employer's share is 7.65% of the gross salary.

3. *Workman's Compensation Insurance.* Required in most states, you should check with local agencies for applicable rates.

4. *Other taxes* may be your responsibility as the employer. Check with a local accountant to make sure you have considered all necessary taxes.

5. *Paid vacation, insurance, over-time and sick leave.* You will need to establish a policy before you interview for staff. Because of grant guidelines, CRP did not offer any of these benefits. This had a distinct disadvantage when recruiting and keeping staff over a long period of time. In lieu of over-time, compensatory time (time off for hours worked over the 40-hour workweek) and flex-hours (coming in late or leaving early to compensate for hours other than normal work-day) were offered. Employees were able to accumulate up to forty hours, and this gave them sick leave security and vacation options. This approach was taken by the authors of the grant because of the short-term aspect of the project. Obviously, if any or all of these benefits are offered by your community reclamation project, adequate funds need to be computed in budget considerations.

6. *Employee evaluation/pay raise periods* should be considered in advance. Raise percentages should be competitive with similarly structured organizations in your community. (See staff performance review form, Appendix, Pages FA 28 and 29.)

### *EQUIPMENT*

Naturally, the quality and quantity of equipment you purchase will be dependent on your overall budget, the number of staff members and your ability to find corporations who are willing to donate equipment at discounted prices, free or used (see *Corporate Sponsorship*, Page 105). The following will provide you with a starting point:

1. *Desks and chairs.* One per person. For clerical staff, a secretarial extension is needed for the typewriter.

2. *Filing cabinets.* One three-drawer cabinet per person. Locks should be considered as much of the record-keeping is considered at least semi-confidential.

3. *Typewriters.* One for each clerical position. If you are able to purchase computers, used typewriters can be purchased to type forms and envelopes.

4. *Computer/Printer/Desk.* At least one computer and printer station should be established. Ideally, every employee is (or will become) computer knowledgeable, and one computer terminal per employee with network capability is the optimum. It will be in your best interests to consult several computer stores in your immediate area, and work with one whose employees appear helpful, knowledgeable and personable. You'll save time and money by getting expert advice from the beginning. Be sure to ask about computer warranties and about staff assistance hours included in the purchase price. These may vary from dealer to dealer. It is better to have a local source of repair if your computer malfunctions than having to box it and send it to the factory. Get the details before you buy.

A computer software expert often is available at the same store and will be able to advise you on software. CRP used the following programs for our IBM-compatible systems:

- a. *WordPerfect.* This is an easy-to-learn, user-friendly word-processing program used for letter-writing and reports.
- b. *Corel-Draw.* Useful for flyers and charts, even the non-computer-literate on our staff were able to master the skills involved in this program.

- c. PageMaker was installed in the second half of the project to produce the newsletter and project manual. It was not used by all the staff, as the applications were limited to coordinating components of the newsletter, report or manual for offset printing. This manual was typeset with PageMaker.
- d. Laser vs. Dot-Matrix Printer. We had both. With five computer terminals, we set up two Epson LQ-850s and one Hewlett Packard Laserjet. Most employees preferred the laser, and for graphics it is necessary.

6. *Adding machine/calculator.* One for the bookkeeper.

7. *Room dividers.* This depends on your office space. The office we occupy has one large room where ten staff members have work stations. We found the room dividers provided privacy and sound buffers.

8. *Bookcases.* At least one, but more should be added for technical books, computer manuals, newsletters, etc.

9. *Copy machine.* We bought a heavy-duty copier at the outset. We have used it more than we ever anticipated, and the dependability of the large machine, along with sorting and two-sided copy options, give it definite advantages over the smaller desk-type models. Your budget will dictate what you purchase, but ask your dealer for a trade-in option to upgrade your equipment.

Though the copy machine was covered by a warranty, we elected to purchase the service agreement and found this to be cost-saving over the year because of the number of copies we generate.

10. *Telephone.* Telephone systems can be as simple or as complicated as you want them to be. Again, our advice is to consult two or more firms and get the system that seems to fit your needs best. We had ten incoming/outgoing lines for twelve staff members, and that seemed adequate most of the time.

Do not forget to include telephone installation costs. If your office space already has wiring, there will be considerable savings. If you are moving into a new office that must have cable and wiring installed, you may want to obtain at least two installation quotations.

11. *Conference table and chairs.* A neutral meeting room can be valuable for hosting visitors and staff alike. A conference table with eight or ten chairs creates a friendly atmosphere. A separate room also provides a private, quiet working space for employees.

12. *Fax machine.* In California, this is considered a necessity. We shared one with a neighboring office.

13. *Work table.* We have two and they are in constant use. Perfect for organizing mailings, sorting documents, collating information packets--the list of uses is long.

14. *Supply cabinet.* At least one upright cabinet to keep paper, pens, pencils, etc.

15. *Burglar alarm.* Our insurance required that we install a burglar alarm and maintain a central reporting burglar alarm system.

16. *Beepers.* We rented beepers as it was often necessary to have access to staff while they were in the field.

## *HOUSING AND UTILITIES*

*Physical office facility.* The help of a knowledgeable realtor was invaluable in the Los Angeles area. You can make the decision whether you need this expertise, but regardless, keep several things in mind:

You will need to be in a central location, accessible to your target area. We found that owners of mini mall units prefer retail stores as their tenants, and owners of traditional office buildings did not want to have any business connected with gangs and drugs as a renter. Both wanted three-year lease commitments. The search can be time consuming.

With the help of a realtor, we were able to locate safe, affordable, accessible housing in a central location. The realtor negotiated a favorable lease, and we have been very comfortable. Our office consists of a total of 2,000 square feet, including a private office for the executive director and a private conference room. The rest of the staff share a large, one-room space, with dividers.

When considering an available office space, check for adequate wiring for lighting, heating and air conditioning, handicap facilities and the convenience of restrooms. If parking is scarce, be specific as to where parking is allowed and how many spaces your office is allotted.

*Utilities.* When calculating your budget, make sure that you have listed, besides rent:

- a. Telephone
- b. Gas
- c. Electricity

*Other.* Don't forget to consider (a) miscellaneous repairs and maintenance and (b) cleaning service. Our office building had one



person who cleaned most of the offices, and we were able to employ her on a twice-weekly basis at a reasonable rate. Check with your landlord as to the availability of this service.

### ***GENERAL BUSINESS EXPENSE***

This includes every-day office and copier supplies: stationery, pens, pencils, tape, postage, copier paper, toner, membership fees to chambers of commerce and local organizations, participation in community events and fundraisers, professional conferences and registration fees.

### ***NEWSLETTER COSTS***

There are three basic costs (besides personnel) involved in producing a newsletter:

1. *Printing/Reproduction.* If you have a choice of several printers, give yourself the luxury of chatting with at least three. You can compare price, services and compatibility. Approach printers with the idea of becoming a corporate sponsor, with credit given in the newsletter to that effect. See *Corporate Sponsorship*, Page 105, for other ideas.

If you do not plan to use a printer, photocopying costs should be computed. You may use your own machine and just compute the cost of paper. If you have a lengthy mailing list, it may be more cost-efficient to use a quick-copy service when you consider the wear and tear on your machine and the cost of toner for a large copy run. Again, consider asking for a discount or corporate sponsorship.

2. *Camera, film, processing.* 35mm photography can be almost fool-proof with the new point-and-shoot cameras available. We rec-

ommend that you purchase one with the best lens for your money. If you can afford \$300, you should be able to get sharp images and have a 35-70 zoom feature, along with other handy tricks. Use black and white film for your newsletter prints. We usually included four or five photos per issue, and felt they were important. The printer processing costs \$10-\$15 for the screen. In addition, the residents become familiar with staff faces and enjoy seeing themselves in the *News*, too!

If you can't afford a camera, you may want to approach a photographer to become a corporate sponsor, giving him credit (and thanks) in the newsletter.

3. *Postage.* The post office has a bulk rate permit that costs \$60 (in 1989) and allows a discounted postage rate for bulk mailings. Your local post office can give you all the details applicable when you visit the bulk mail department. (This permit was also used in mailing the surveys.)

See *How to Produce a Newsletter*, Page 89, for further details on producing a newsletter.

### ***DRUG PREVENTION PROGRAM***

To carry out a basic drug prevention program, your project should expect to budget at least \$15,000.

This would cover basic costs of the Second Step Program curriculum, training/travel, Rites of Passage bibliography and training/travel, parenting consultation programs, training/travel, and a minimum of training equipment, such as overhead projectors, transparencies, etc.

### ***COMMUNITY INVOLVEMENT ACTIVITIES***

Community involvement events discussed in *Specific Community*

*Activities* (see Page 127) can be done with very little cost, or with such items as tee-shirts, refreshments, banners, certificates, trophies. These enhancements can be obtained through corporate sponsorship, or may be carried by your project. If you wish to include these items, budgetary consideration should be made.

### *TRAVEL AND TRAINING*

*Auto expense reimbursement.* CRP employees are reimbursed for local miles traveled on project business at twenty-five cents a mile. Check with your accountant to see what the local mileage reimbursement figures are. Parking fees incurred while on CRP business were also reimbursed. The employee was asked to submit receipts along with a reimbursement form (see Appendix, Page FA-25) no more often than bi-weekly, no less often than monthly. In order to receive reimbursement for mileage, staff was required to show a current driver's license and insurance papers. We retained copies in their personnel files.

*Travel to state and national conferences.* This includes airline, hotel accommodations, meals and incidentals of travel. You can use a per diem basis, or reimbursement of actual, documented expenditures. We used the latter method at first, then changed to a per diem reimbursement using Los Angeles County guidelines. Initially, out-of-town travel was minimal, but, because of the emergence of the community mobilization theory and availability of related seminars, travel became a necessity and thus a larger percentage of the overall budget. In many of these instances, the executive director was asked to make presentations concerning the project, and in these cases she requested the host sponsor to fund the travel and lodging costs.


*Training.* Upgrading the skills of your employees will enhance your project's efficiency and ability to expand its services. Courses offered at local colleges and regional seminars should be considered when developing your budget expenditures. Seminars on community mobilization techniques are offered throughout the country and can be invaluable sources of information, inspiration and networking with people with common goals.

### *INSURANCE*

*General liability insurance.* Our grant specified that we have one million dollars' liability insurance coverage. Our insurance broker advises at least \$500,000. You will want to receive advice from your local agent.

*Office equipment insurance.* This would cover replacement value of your equipment.

*Special endorsement.* We also obtained a specific endorsement to cover staff while they were working in the community, and to protect the Community Reclamation Project should a mishap occur during one of our sponsored events, such as the "*Follow Me!*" walks.



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*SELECTION  
OF YOUR  
STAFF*

**The Community Reclamation Project staff guidelines were set out in the contract and were designed with the goal of hiring a research and development team. Your staff will be determined by the goals and objectives you define after assessing your community. You might decide that you will carry out one or more of our specific community projects (beginning on Page 127). Or perhaps you could add a staff person to an already-existing organization or agency to implement some of the ideas outlined in this manual. Or you may be part of a volunteer group that will be using other unpaid workers to carry out a part of the CRP program.**

**If you decide to start a community reclamation project, hiring your staff will be your first task after establishing your budget and receiving funding.**

**We offer our staff and the skills and attributes we found helpful in achieving our goals as a guideline to your fulfilling your individual needs.**

# SELECTION OF YOUR STAFF

## *PURPOSE*

To hire a staff to perform the research and develop the programs in a format that could be replicated throughout the United States by community-based organizations, agencies or volunteers.

## *STAFF*

The executive director organized two hiring panels to help in the interview process. In the case of interviewing for the community specialist position, she asked someone active in the government and community process and a law enforcement representative to assist her and the probation department representative. With the drug prevention coordinator interviews, she asked an expert in drug prevention to assist in the interview process. See Appendix, Pages FA-15 and FA-17, for interview staff and questions.

*EXECUTIVE DIRECTOR*

Regardless of the budget limitations on the size of your staff, if you form a community reclamation project, you must have someone who is in charge, someone who is ultimately responsible for the performance of the project.

When our Community Reclamation Project was being formed, the Los Angeles County Probation Department had been established as the monitoring agency by the Office of Juvenile Justice and Delinquency Prevention. An interview panel was assembled, composed of the probation department staff in charge of the project, high-level management staff from the Los Angeles County Sheriff's Department, the Los Angeles City Attorney's office, the Los Angeles County District Attorney's office, the Los Angeles Police Department, the Mayor of Los Angeles' office and the Countywide Criminal Justice Coordinating Committee. These panel members also served in the capacity of advisory council to the project as the oversight committee.

The probation department advertised the position of executive director throughout the state, concentrating particularly on the Los Angeles area. Out of twenty resumes received, six people were interviewed for the position. Natalie D. Salazar was chosen to fill the role of executive director of the Community Reclamation Project.

Most of the applicants reaching the interview level had experience in community-based agency work, or counseling work on the street, but Natalie brought with her a variety of applied experience that made her the panel's choice. She had a master's degree in criminal justice, which gave her a foundation in law enforcement technology. She had 14 years' experience in working with community-based agencies on juvenile justice and delinquency prevention issues, the last six years focusing on gang prevention and intervention programs. Part of this



experience was gained as the executive assistant to the director of the Los Angeles-based Community Youth Gang Services Project. She was appointed by the Governor of California to serve as executive assistant to the executive director for the Governor's Office of Criminal Justice Planning, where she worked for two years staffing the California Council on Criminal Justice State Task Force on Victims' Rights and the State Task Force on Gangs and Drugs. She is also a native Southern Californian, familiar with the Los Angeles cultural milieu.

She was retained as a contractor by the Los Angeles County Probation Department, and was under contract with them to fulfill certain objectives. As outlined in that contract: "...contractor...will be the lead person in developing support within the community and among existing community-based organizations, spending 100% of her time on the project. She will be the primary contact between the project and the community. She will be selected for her managerial abilities; knowledge of gangs, drugs, community-based organizations, all justice agencies and schools; and will have a history of building community response to problems."

### *EXECUTIVE ASSISTANT/NEWSLETTER DIRECTOR*

Natalie had recruited Billie Hatchell to work with her on the State Task Force on Gangs and Drugs in Sacramento as an administrative assistant, and asked Billie to join her in Los Angeles in the capacities of executive assistant/newsletter director. Billie's credentials, besides having a solid office background, included creating and organizing innovative programs to attract guests to a five-star Georgia resort hotel and the conception and implementation of a highly detailed operational plan for her and her husband's tourism business on the Georgia coast. Billie had also helped produce *St. Simons*, a history book authored by her husband. Natalie knew that she would

need someone to create office systems for the project, and someone who could plan, write and produce the newsletter.

Billie's position could translate several different ways according to the needs of your project. With the manual as a guideline, you may want to have an office-manager/secretary position, which is how we converted that aspect of Billie's duties when she assumed responsibility for writing and producing the project manual. The background you would seek for this position would be

1. Strong typing skills--at least 60 WPM
2. Bookkeeping experience--payroll, check-writing, ledger accounts
3. Touch control calculator skills
4. At least five years' office experience
5. Computer expertise
6. High level of organizational skills: filing, compiling information, etc.

We suggest that this position be filled as soon as possible so that the office organization may be accomplished while the rest of the staff is being interviewed and hired. This position can also help to organize the recruitment of the community specialists.

Billie was the first person hired by Natalie.

### *COMMUNITY SPECIALISTS*

The grant originally set out specifications for seven "technical specialists." We changed the title to "community specialists" to better reflect the job orientation. The qualities you will seek in your community specialists will depend on what you hope to accomplish as the main thrust of your project as identified by your assessment and sur-

vey (see *Community Assessments*, Page 19). The attributes we feel are important to consider in hiring community specialists are:

1. *Organizational skills.* Since almost all of the activities assigned to the community specialists require organization, this is one of the main qualities you will need. Community specialists will be organizing neighborhoods, job development programs, sports activities for youth, reports to determine the success of these programs, and various materials necessary for the completion of these duties. We found that those specialists with some program experience were the most effective in organizing their events.

2. *Knowledge of the community.* Residency in the target city can have an advantage. As a resident, they will know the neighborhoods and many of the leaders. A drawback might be that there might be difficulty in being accepted with a new role as community specialist. Naturally, the benefits of community knowledge should be weighed against the personality and flexibility of the person being interviewed.

3. *Self-starting.* As everyone within the project works on an independent schedule, it is important that all staff be disciplined and that each member work on his own with a minimum of direct supervision.

4. *Ethnic considerations.* If your target area is ethnically diverse, then every effort should be made to have staff members represent that diversity as close as possible.

5. *Language skills.* This is a two-fold recommendation. First, since the success of the project is being able to communicate, both orally and in writing, it is necessary to have these skills to carry out the

goals that you establish. The staff should be able to converse comfortably with all types of people, and should be able to write findings and assemble information.

Secondly, if you are in an ethnically diverse community where Spanish or another language is the first language of many of the residents, then you must have at least one staff person who can speak that language. We found that Spanish translation skills--both written and oral--were a necessity in our target areas.

6. *Role model attributes.* Several of our staff members had been involved with gangs during their youth, and some were recovering substance-abusers. This gave them rapport with those with whom we were trying to work. It gave their statements credibility and their experiences an entree in areas that would have otherwise been inaccessible.

7. *Computer skills.* Because of the documentation required by the grant mandate, computer skills were very important for all the staff. Even though only one of the CRP specialists had a computer background, by the renewal of the project five were able to produce their own reports and flyers.

The job announcement located on Page FA-14 of the Appendix may be helpful in recruiting for community specialists for your organization. Our community specialist team was composed of the following individuals:

*Irene Barraza Campos:* Irene brought with her a varied background that included a very active level of community work, residency in our target area of Harbor City, and counseling with at-risk youth. She is fluent in both Spanish and English, and served in the representative position of president of the Harbor City Coordinating Council.

Irene worked closely with the Harbor City civil gang abatement effort, on the neighborhood involvement team and initiated several independent projects. Irene was a former gang member and is highly influential with at-risk youth.

*Janice Garcia:* Janice, too, was a former Southern California gang member, and her path was changed by a dedicated counselor who encouraged Janice to complete her education through a local CETA program. After receiving her medical assistant's certificate, Janice worked for twelve years as a medical technician. Her personal commitment to education as a way out of gangs and drugs prompted Janice to spearhead the job development component and to work with the Private Industry Council and the California Employment Development Department under the Job Training Partnership Act in the presentation of job workshops. Because of Janice's ability to relate to at-risk youngsters, she was also selected to develop the Rites of Passage Program for young women.

*Tim Gilroy* came to Southern California from Virginia and approaches his work from a more objective point of view. He received a master's degree in health at George Mason University and is currently enrolled in a master's degree program in counseling at California State Long Beach. He feels strongly that families have the power to reclaim their communities through participation in parent support groups and associations. Because of his strong organizational talents and commitment to the family unit, Tim was chosen to lead the neighborhood involvement team for the Community Reclamation Project.

*Marlon Morton* moved from Akron, Ohio, to South-Central Los Angeles when he was ten years old, and almost immediately became involved in gangs. However, a park director noticed that Marlon had

unusual athletic talent and introduced him to supervised youth programs. This ultimately led to two years' association with the Globetrotters, during which Marlon traveled all over the world. Upon his return to California, Marlon looked for a way to help others rise above gangs and drugs and became a part of the Community Reclamation Project. Marlon organized the sports events for the CRP and conducted open discussions on gangs and drugs with at-risk students by special arrangement with the Los Angeles Unified School District.

*Wallace Rank* became the first Samoan in the National Basketball Association and for six years played with several international basketball clubs. In 1986, he returned to his native Carson (a target community) where he recognized a growing gang and drug influence among Samoan youth. He became involved in several anti-drug/anti-gang movements before joining the Community Reclamation Project. Wallace worked with Marlon to bring about an innovative sports program that could be replicated throughout the United States. He also worked as project liaison with the religious community and with at-risk youth as a positive role model.

*Arturo Sanchez*, a resident of target area Harbor City, has a strong human services background concentrating on drug and AIDS prevention within the black and Latino communities. Speaking both English and Spanish fluently, Arturo was able to communicate with at-risk youth and their parents. He assisted the drug prevention component, and organized the "Follow Me!" walks for area children. His ability to identify with children's struggles about joining a gang or taking drugs was augmented by his own experiences as a former gang member.

*Elizabeth Taylor* brought with her over fifteen years' experience in community service and youth programs, which culminated in her

receiving the Award of Excellence in Youth Programming in 1987, presented by the U.S. Navy. Her organizational talents were invaluable in the Harbor City civil gang abatement. Elizabeth served as assistant to the director, and represented CRP at community meetings, seminars and a variety of events throughout the area.

### *DRUG PREVENTION COORDINATOR*

A drug prevention specialist position was designed to plan and coordinate drug prevention activities in the target location schools, as well as activities for parents and local businesses and organizations. The qualifications set out in the contract called for specific knowledge and training in drug education and prevention. The title was changed to "drug prevention coordinator" to reflect the emphasis the selection brought to the position. Our job announcement for this position is on Page FA-16 of the Appendix.

*Marilyn K. Marigna*, Drug Prevention Coordinator for CRP, received her bachelor's degree at Glassboro State College in New Jersey, and earned her master's degree from Ohio State University in 1978. She worked with emotionally disturbed children and developed programs for their parents at St. Vincent Children's Center in Columbus, Ohio. In 1982, she moved to California and continued her work, first with the Psychiatric Clinic for Youth/United Way Diversion Program and then at the Center for the Improvement of Child Caring. She was the co-author of the "Effective Black Parenting Program," a parenting curriculum funded by the National Institute of Drug Abuse, in 1988.

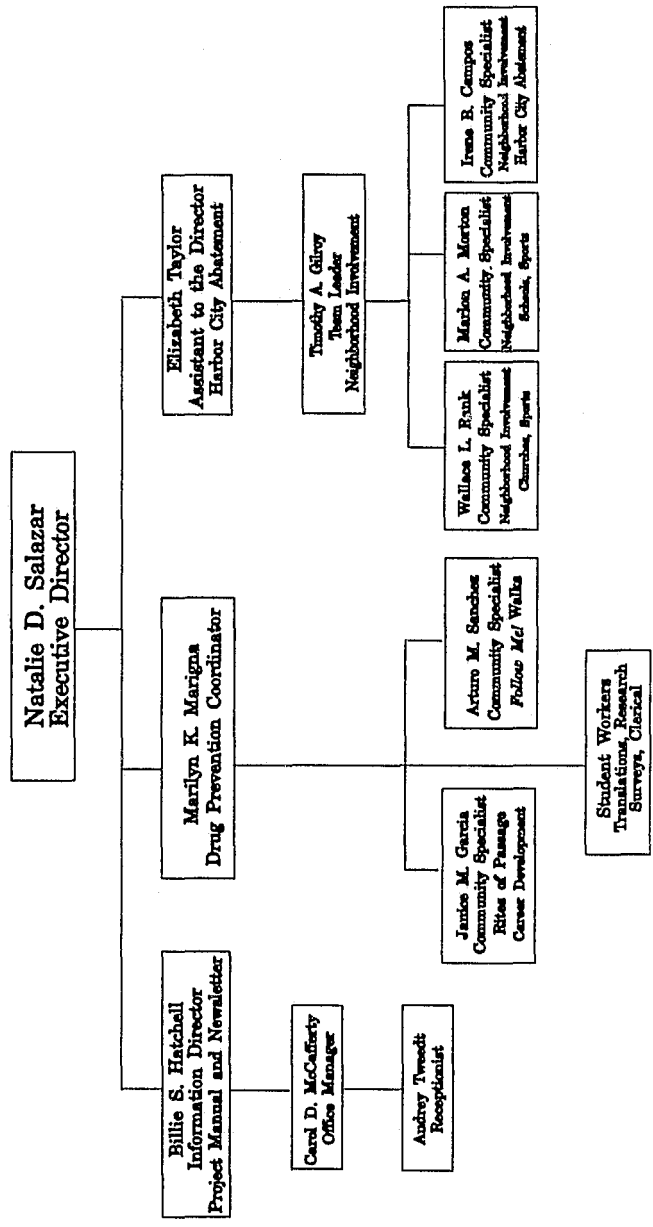
### *RECEPTIONIST*

Carol McCafferty filled this capacity until Billie assumed responsibility for writing and formatting the project manual. At that time,

**Carol became office manager, and Audrey (Mickey) Tweedt became our receptionist. The receptionist should have excellent telephone and typing skills. She should have knowledge of whatever computer system you install. She may organize and maintain the mailing list for the newsletter. The office manager skills are discussed on Page 60.**



# COMMUNITY RECLAMATION PROJECT ORGANIZATIONAL CHART



*SUGGESTIONS  
FOR GENERAL  
OFFICE  
PROCEDURES*

# SUGGESTIONS FOR GENERAL OFFICE PROCEDURES

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## *PURPOSE*

To establish procedures for the smooth operation of the office, for tracking of staff projects and for establishing office systems to manage the accounting of funds.

## *STAFF*

All staff participated.

## *OFFICE ROUTINE*

The CRP office was officially open from 8 a.m. to 5 p.m., Monday through Friday. The receptionist elected to work from 7:30 a.m., which allowed for early coverage, and there was almost always someone staying until 6 p.m. All employees worked a 40-hour work week. Flex-hours--employees coming in at other than regular hours to compensate for evening or weekend duties--were arranged as necessary.

Even with the receptionist and office manager to cover the telephones, we found that the telephone load was such that a third, backup person was desirable. Each community specialist was asked to take a four and one-half hour period--8-12:30/12:30-5--during which he had floor duty. This meant that any questions regarding upcoming CRP events were directed to him, and, if necessary, he would answer the telephone. The floor duty gave the specialist an opportunity to complete written reports and other desk tasks.

Each employee was asked to sign in (see Appendix, Page FA-19) and sign out as a general accounting of his time for payroll purposes. These completed forms were kept by the office manager/bookkeeper as permanent payroll records. We did not have a time clock.

Newspapers were reviewed daily by the receptionist and office manager for articles concerning gangs and drugs generally, and for any articles covering activities and interests of the specific communities with which we worked. Important articles were clipped and pasted to letter-sized paper for continuity in photocopying and filing. Copies of the articles were given daily to the executive director and staff members. The originals were kept on file. We subscribed to the Los Angeles *Times* and two local newspapers, the *Daily Breeze* and the *News Pilot*, covering the communities of Carson, Lomita, Wilmington and Harbor City.

### *DAILY/WEEKLY PLAN*

Each specialist was asked to submit a daily and weekly plan (see Appendix, Pages FA-20/21) of his activities to the receptionist. They were used by the receptionist for daily schedules, by the executive director when making assignments, and by the specialist to recount his activities for his weekly report.

### *WEEKLY REPORTS*

Each community specialist prepared a report of his week's activities addressed to the executive director. The general outline was to detail any meetings attended by the individual (specifying other people in attendance and general topics of discussion as they related to the CRP mission), to detail progress of specific projects on which the specialist was currently working, to give highlights and victories achieved during the week, and to outline any complications or concerns that the specialist had encountered during the previous week. These reports were due every Friday afternoon and maintained by the executive director.

### *MONTHLY REPORTS*

There were three monthly reports directed to the Los Angeles County Probation Department: (1) one submitted by the executive director detailing all activities of the project during the previous month, (2) a report of accounting activities (see Appendix, Page FA-22) giving the exact expenditures for the preceding month, along with receipts, balanced checking account statement, copies of the ledger, and petty cash reconciliation (see Appendix, Page FA-27), and (3) a quarterly report that the probation department forwarded to the Office of Juvenile Justice and Delinquency Prevention in Washington. Your funding sources will outline their specific requirements.

### *PAYROLL*

We issued payroll every other Friday. The time cards (see Appendix, Page FA-23) were turned in to the office manager on Thursday evening, and checks were written on Friday morning. Any ap-

proved leave schedules were attached to the time cards, along with compensatory-time authorization forms (see Appendix, Pages FA-24). All forms were signed by the employee and approved by the executive director. The executive director was paid on a monthly basis as required by her contract. The time cards and attachments were maintained by the office manager in a permanent file.

### *CHECK-WRITING ACTIVITIES*

The checkbook was maintained by the office manager/bookkeeper. A one-write system was chosen, where carbonized checks automatically post to the journal. Two signatures were required on each check: the executive director and office manager. The drug prevention coordinator was on the signature card as a backup for emergencies.

The office manager/bookkeeper paid all bills as they were received. Major purchases were substantiated by a memo of authorization signed by the person requesting the expenditure and approved by the executive director. Minor purchases required a simple purchase order request (see Appendix, Page FA-26) which was signed by the requesting party and approved by the executive director.

Receipts were required for each check issued. Copies were kept in the permanent file system, with the originals submitted to the Los Angeles County Probation Department in our monthly accounting report.

### *PETTY CASH*

A petty cash account of \$50 was maintained by the office manager for miscellaneous purchases under \$10. Receipts for all purchases made out of the petty cash account were kept with the reconciliation.

Employees understood that purchases had to be approved by the executive director and that reimbursement could not be made without the receipt.

### *SUPPLIES*

General office supplies were maintained and replenished by the office manager on an as-needed basis. A "want list" was kept at her desk, and requests were written there so that a complete list was on hand when supplies were procured.

### *STAFF MEETINGS*

Staff meetings were held twice a month, although meetings could be called spontaneously if the need arose. All staff, including the office manager, attended these meetings and was expected to be prepared to report on activities to the group.

### *PERIODIC JOB REVIEW AND PERFORMANCE RATING*

Personnel reviews were given nine months (halfway) into the project (see Appendix, Page FA-28/29). Merit raises were given according to these evaluations. A copy of the evaluation was given to the employee at the time of the review, and the original, signed by the employee, and the rater (the executive director), was kept in the employee's personnel file. If an employee wanted to have an interview with the "reviewer," he would have contacted the program director at the Los Angeles County Probation Department.

*PERSONNEL FILES*

A personnel file was maintained for each employee of the Community Reclamation Project. In it were the application form, federal and state withholding tax forms, the employee's resume, the interview panel's comment sheets, a copy of the employee's driver's license, automobile insurance forms and social security card. Miscellaneous memos regarding personnel performance or leave requests were also kept in this file.

The personnel files were maintained by the office manager, and kept in a confidential, locked file.





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*CREATING A  
COMMUNITY  
IDENTITY*

When a new program comes into existence, often one of its first challenges is to make those in the area it serves aware of it. Sometimes a small item may appear in the newspaper, or an astute reporter might write a longer article. There can be a wariness or cynical reception by the residents at a new project's arrival. They've seen programs come and go, making promises, and often not keeping them.

It is important to get the organization's name, goals and objectives before the people as quickly as possible, and then to make and sustain a reputation in the community in a consistent fashion. It goes without saying that the project will be judged by its performance.

Therefore, here is offered a series of community-oriented activities to illustrate ways to get the people's attention, advice and support. This is an ongoing process, and should continue from the first to the last day of the program.

# CREATING A COMMUNITY IDENTITY

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## *PURPOSE*

To make the community aware of the project's existence, its goals and objectives, and to propel the project into the community orbit as soon as possible.

## *STAFF*

All staff participated.

## *OPEN HOUSE*

When our staff was on board, we started the process by holding an open house at the office site, inviting community and regional leaders to the event, as well as friends and supporters (see Appendix, Page FA-30). The reception lasted three hours, with a half-hour program including an introduction of the project by the executive director and featured the Chief Probation Officer of the Los Angeles County Probation Department, the person who actually spearheaded the application effort for the federal grant that funded CRP, the Los Angeles County Supervisor and the City Councilwoman's Field Representative. They welcomed the project to the Harbor Area. The support of these dignitaries gave credibility and substance to the project.

We had an invitation list of 750, which included people who were outside the immediate area but whom we felt needed to know that we were opening our doors. We invited community-based organizations, law enforcement officials, mayors, city council members and other local governmental representatives, chamber of commerce personnel, community service club leaders, parks and recreation personnel, church leaders, school principals and counselors--anyone we felt might need our services or need to know that we were now in existence.

CRP staff was on hand to meet the guests, and 200 people attended the festivities. We rented a public-address system, used a local caterer for snacks. We asked each guest to sign in to help get our newsletter mailing list started.

### *OVERSIGHT COMMITTEE*

The oversight committee was established as part of the Office of Juvenile Justice and Delinquency Prevention requirements and the members were responsible for selecting the executive director. The committee served in an advisory capacity similar to a board of directors during the length of the project. The committee was composed of law enforcement, probation, school and local government officials (see Page 84 for a complete list).

### *TARGET AREA ADVISORY COMMITTEE*

The Target Area Advisory Committee (TAAC) was and is one of our strongest links to community opinion. We worked with a four-city population base of 206,000, and the support provided by the TAAC was invaluable. We asked a broad spectrum of community representation and leadership to serve on the committee (see Page 85 for a

complete list). The support of the TAAC as a facilitator allowed CRP direct access to information and community positioning. Whenever we planned a project or program in a community, the TAAC members for that city were contacted for support and guidance.

The first meeting was held April 13, 1989, a month after our open house, and the community specialists presented the findings of the community assessments. This accomplished two things: (1) the TAAC was introduced to the specialists through their presentations; and (2) the findings of the assessments were presented in a timely, logical fashion. Even though the members of the TAAC were well-informed about their cities, they were surprised at the in-depth information on gangs and drugs. One of our greatest initial tasks was to have the community residents accept the fact that they had a gang and drug problem. No one wants to believe that this problem is in their own neighborhood. So the presentation to the TAAC was a key move in breaking down this denial-stage thinking.

Quarterly meetings were planned to keep the TAAC informed of CRP progress and to receive group input and discussion for future direction and the needs of the community.

### *COMMUNITY NEWSLETTER*

The *CRP News* (see Appendix, Page FA-31) was an integral part of our community identity. Over the course of the project, we found that the newsletter gave information on our strategies and activities, and was a useful tool at community meetings as well as national forums to present a brief history. It gave the project high visibility, and concisely detailed the project's activities. Considerations for creating a newsletter can be found in *How to Produce a Newsletter*, Page 89.

### *ATTENDING COMMUNITY MEETINGS*

There are (seemingly) a thousand meetings held in every community each year, and by the time you're six months into the project, you will think that you attend every one of them. They are the conduit to valuable opinions, to business and community leaders, and the inspiration for new and different ways to look at the same old situations. In turn, your interest and participation reinforces your position in the community.

All community specialists should be assigned to meetings that affect their areas of interest. But there will be overview meetings and functions that deserve the executive director's personal attention, and these will be many in number. Therefore, it is recommended that the director select an assistant to help attend these functions. The specialist should be recognized as the personal representative of the director so that it will not be taken as a slight when he attends rather than the director. The specialist chosen should be congenial and enjoy being with many different types of people. He should be able to discuss the goals and programs of the project backward and forward and make a nice personal presentation. Elizabeth Taylor filled this capacity for the Community Reclamation Project.

Beside attending meetings, thought and preparation should be given to making presentations on the project for the programs offered at the meetings. Particularly at the outset, these presentations are valuable in letting the community know what you're doing. Chambers of commerce, Rotary, Kiwanis, professional clubs, even other community-based organizations are glad to add a speaker to their guest list. Again, not only the director, but the assistant and specialists should be able and willing to give presentations on the project and its goals. This effort should continue for the life of your project.

### *HOLDING YOUR OWN MEETINGS*

An important function of a community reclamation project is to bring together groups of leaders with common goals who do not currently meet to share ideas. We chose to focus on the religious leaders and the directors of the community-based organizations, both of which did not have a lateral communication network.

Make your meetings count. Have a specific message you wish to deliver, and make that part of your invitation. Prepare an agenda and stick to it! Sometimes it is helpful to have a sponsor for your meeting. For example, our city councilwoman and county supervisor hosted a breakfast for the religious leaders. This endorsement encouraged their attendance to hear the community specialists' presentations of the community assessments.

We called meetings of the directors of the community-based organizations periodically to discuss strategies--particularly before school closed for summer break and after they reopened in the fall.

### *LAW ENFORCEMENT AND THE PROJECT*

Community-based organizations focusing on gangs and drugs may hire staff who are former gang members and/or substance abusers. This prior association can make law enforcement personnel hesitant in their dealings with your staff. Therefore, the executive director should establish a personal relationship with local police and/or the sheriff's department, and then make introductions. Primary contact people from your project and from law enforcement should be established so that information can be handled expeditiously and uniformly.

It is extremely helpful in fostering a good working relationship to have staff introduced at a roll call. Ask for time to explain who the staff is, what the project is doing and hopes to accomplish. This will also give the officers the opportunity to ask questions and make recommendations for cooperation on specific activities.

*MEMBERS OF THE OVERSIGHT COMMITTEE*

R. Bruce Copen, Supervisor, Gang COPE Section, Los Angeles City Attorney's Office.

Michael Genelin, Head Deputy District Attorney, Hardcore Gang Division, Los Angeles County District Attorney's Office.

Captain Raymond Gott, Juvenile Operations Bureau, Los Angeles County Sheriff's Department.

Commander Lorne Kramer, Commanding Officer for the Narcotics Group, Los Angeles Police Department.

Dr. Lilia Lopez, Coordinator, Office of Instruction, Los Angeles Unified School District.

Robert Mimura, Executive Director, Countywide Criminal Justice Coordinating Committee.

Rose Ochi, Director, Criminal Justice Planning Office, Executive Assistant to the Mayor of Los Angeles.

Robert Polakow, Project Director, Los Angeles County Probation Department.

Gaye Williams, Assistant Chief Deputy to Los Angeles County Supervisor Deane Dana.



***MEMBERS OF THE TARGET AREA ADVISORY COMMITTEE***

***Carson:*** Director of Public Safety Lawrence Olson, Councilmember and former Mayor Michael Mitoma, Los Angeles County Sheriff's Department Sergeant Jerry Kaono and Employment Specialist Joe Serrato.

***Lomita:*** Councilman Bob Hargrave, Los Angeles County Sheriff's Department Captain Dennis Gillard and Commissioner Virginia Hogan.

***Harbor City:*** Teen Post Director John Northmore and Director of Public Affairs, Kaiser Permanente, Abelardo de la Pena, Jr.

***Wilmington:*** Commissioner Eleanor Montano, Wilmington Homeowners Association President Peter Mendoza, Teen Center Director Consuelo Calderon, and Wilmington Coordinating Council President Ernie Tarango.

***Members at Large:*** Leslie Mattingley, Region A Guidance Advisor for Los Angeles Unified School District; Captain Joseph De Ladurantey, Los Angeles Police Department Harbor Division; Ernie Paculba, Director, Harbor Area Gang Alternatives Project; Susan Prichard, Wilmington Field Deputy for Los Angeles City Councilwoman Joan Milke Flores.



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*HOW TO  
PRODUCE A  
NEWSLETTER*

# HOW TO PRODUCE A NEWSLETTER

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## *PURPOSE*

To publish a newsletter to be distributed throughout the community informing residents of CRP's goals and activities and emphasizing the positive events and people within the target communities, primarily relating to gang- and drug-free activities.

## *STAFF*

One person should be in charge of the design and layout, writing and editing, working with the printer and distributing the newsletter. The newsletter will be enhanced by articles contributed by the staff or community, but the newsletter director should coordinate the articles to give cohesion to the letter. The person selected should have some experience with printing and design, should enjoy writing, and have an overview and interest in the project's goals and objectives. Billie Hatchell filled this capacity for the Community Reclamation Project.

## *GETTING STARTED*

One of your first considerations is how much money you will

spend on the newsletter. This will determine the length and number of articles, whether you photocopy your newsletter or use a printer. In either event, a desktop publishing program will allow a selection of fonts, column diversity and design flexibility. If you do not have a laser printer, your floppy disk can be taken to a service that will print camera-ready copy at a small cost. If you have access to a desktop publishing package, you may only have to bear the expense of having photos screened (we pay \$15 per photo) to produce a top-notch product. (See *Budget*, Page 51 for additional monetary considerations for the newsletter.)

If you don't have access to a computer or a desktop publishing system and you can't afford a printer's service to type-set a publication, you can still publish an attractive, newsy bulletin with a typewriter and duplicate it on your own copy machine or at a quick-copy service.

## *ARTICLES*

To give the communities an overview of the project, Billie focused on the staff and goals in the first issue, featuring a group picture and biographies of each staff person. The executive director's message, planned as a regular column, outlined the goals of the project. In the second issue, the drug prevention format was the lead article, outlining the drug prevention coordinator's program for the project. The third issue detailed information on community-based agencies with gang and drug prevention/intervention programs in the target area (see Appendix, Page FA-7). Compiled from information gathered in the assessments (see *Community Assessments*, Page 19), this was one of the most popular issues and it was reprinted and distributed many times. In the fourth issue, the results of the community survey gave the communities an overview of their opinions about

gangs and drugs. Issue by issue, the newsletter reinforced the credibility of the project. When put together, the newsletters told a coherent story of the project and gave examples of the strategy used, and thus were used effectively at meetings, conferences and seminars.

The subsequent issues had at least two articles on community events and two articles on project activities. The *Calendar* and *Executive Director's Message* were featured in the same position in each issue.

Be kind to your reader and do not put too many articles on one page. Delineate the beginnings, endings, and continuation of your articles clearly. There are several excellent magazines and publications on design and layout. Start a file of newsletters you receive. Look in magazines and newspapers for design ideas that please you. If you have access to a university extension course in newsletter composition, take it! Not only will you learn from your instructor, others taking the class will be a terrific source of information.

### ***SIZE AND DISTRIBUTION***

Most newsletters appear in standard 8-1/2" x 11" format. We used 11" x 17" paper, allowing a folded, finished product of four 8-1/2" x 11" pages, with an insert for the *Calendar*. Whatever size you choose, be sure to select a paper that won't allow the ink to bleed through to the other side. Consult with your printer or paper salesperson about that point. Be sure to see samples with print on both sides before you select.

We produced our newsletter every six weeks, and distributed it to over 2,800 addressees throughout our target area, as well as to interested people in other cities.

## *MAILING LIST*

To create our mailing list, we worked with the chambers of commerce membership list, community-based organizations, churches, schools, information from the community assessments, and the sign-up sheets from all of our activities. We also included a mail-back form in our first few issues asking for subscriptions. As the newsletter was part of the grant mandate, all costs were included in the budget, and we distributed it without charge to the general public. You may want to apply a small subscription fee, or take advertisements to help cover costs.

The mailing list was maintained by the receptionist on the Word Perfect mailing list format. We ran the labels at the office, and organized the mailing for the bulk mail rate.

## *DESIGN*

Develop a "look" that readers will be able to identify. Your audience should be able to recognize an issue of your newsletter immediately.

After you have chosen a paper size, decide on the number of columns (Billie experimented with two and three columns, and decided on a three-column letter), margins, type style and size (we used Times Roman, 10 point). Consider which articles you wish to feature each month or periodically. The *Executive Director's Message*, *Calendar Section* (a list of upcoming community meetings and activities), *Et Cetera* (an update on previous events such as fundraising results, etc.), and *Around the Block* (a profile on a community resident) were regular features in the *News*. The better you plan now, the easier it will be working month to month with your designated format.

### *NAME YOUR NEWSLETTER*

The other recognition point of your newsletter will be the name and how it is displayed--or the "nameplate." If you don't have money to invest in a specific design, you may know an amateur calligrapher or someone with a graphics computer program. Of course, if you have money to spend, hire someone to make your nameplate, either an artist or a typographer. Whether you create it yourself or have it done, consider having several blank front pages, complete with nameplate, run off.

We experimented with our nameplate and design format for several issues (see Appendix, Page FA-7, for initial design which grew into what we considered a smoother format as shown in Appendix, Page FA-31).

### *MASTHEAD*

Your readers will want to know who is creating your newsletter, and the masthead is the place to list individuals who produce the publication and the name and address of your organization. Put your masthead in the bottom corner of one of the first few interior pages.



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# *PUBLICITY*



# PUBLICITY

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## *PURPOSE*

To increase community awareness of the project, its activities and goals, and to increase local participation in the project's events.

## *STAFF*

Each member of your project is an ambassador to the public for your work. A well-schooled staff will represent you accurately at public functions and on a one-to-one basis within the community. So, do your homework to make sure that everyone--from the receptionist to the executive director--is well-versed on all project activities and goals.

## *THE MEDIA--NEWSPAPERS*

To have your event covered by the media, it must be perceived as a significant happening in your community. Local newspapers have their priorities, and to send a reporter and/or photographer an editor must feel that your event plays an important role in community life.

Find out who covers community events for your local paper. Get to know him as well as the editor. Make sure they have your fact sheet

and information on the project. Put both on the newsletter mailing list so that they will stay abreast of your activities. Ask them how and when they would like to receive your press releases. Editors are dependent on the public for calendar information, and will generally work with you.

We notified our local newspapers of upcoming events through press releases (see Appendix, Page FA-47) a week in advance. The release should have the contact person's name and telephone number, be double-spaced and have the narrative in a form that can be used by the editor. If you have a black and white photograph that can be featured with the article, include it. As mentioned in the *How to Produce a Newsletter* chapter (Page 89), all pictures for media reproduction should be taken with black and white film for the best results.

Most of our events were placed in the calendar section of the local newspaper. For the basketball clinic and Wilmington "Follow Me!" walk, a reporter and photographer were sent to take pictures and a photo story appeared in the newspaper. Most often, an abbreviated form of our press release appeared in the paper. If you have an active community newspaper, your work will be of interest to them. When the editor was unable to send a reporter or photographer to an important or particularly well-attended event, we submitted an after-the-fact press release (with picture, if possible).

### *THE MEDIA--RADIO*

Most radio stations have a certain amount of "free" time allotted for public service announcements (PSA) of community activities. Contact your local stations to determine what procedures are necessary in your area to have announcements made for your project's events.

When composing your announcement, a primary consideration is the length of reading time. Read your text aloud to make sure the announcer can read it within the time frame given to you by the sta-

tion. We found that 10 and 30 second spots were the most common, but your local stations should be consulted.

An example of a "*Follow Me!*" PSA can be found in the Appendix, Page FA-46. In your announcement, the following items should be included:

1. Name and telephone number of person submitting PSA;
2. The dates to "start using" and "stop using" clearly outlined (when you want the announcement aired);
3. Reading time;
4. The "audio" text should be double-spaced. (This is what you want the announcer to read about your event.)

We found that sending the announcement a week prior to the event was ample time to get on the radio station's calendar. Check with your local station to determine specific deadline requirements.

Develop a friendly relationship with your local stations' staff by sending them information on the project, placing them on the newsletter mailing list, and by keeping them informed of your activities. If they have an interview/talk show featuring local guests, particularly in smaller communities, they may want to have your executive director for a program, as well as other staff members who are spearheading specific community events.

### ***THE MEDIA--TELEVISION***

In Los Angeles, catching the attention of the local network television stations posed quite a challenge. The competition for air time is fierce. However, we were able to capture the imagination of our local cable television company, and we were fortunate to have both the Harbor Area Basketball Classic championship game and the basket-

ball clinic, featuring professional basketball players Byron Scott of the Los Angeles Lakers and Anthony Fredericks of the Indiana Pacers, covered by Copley/Colony Television. (The basketball clinic was first developed to bring Normont Terrace kids to the Wilmington Boys and Girls Club as a result of a discussion at the civil gang abatement meetings.) Their management saw this as an excellent opportunity for a public affairs program to emphasize a positive community activity. The executive director and community specialists involved in organizing the basketball clinic were interviewed on "Direct Access," a local talk show, and the coverage allowed a warm reinforcement of the project and staff to the community. Television stations also have public service announcements that you might want to investigate.

### *THE MEDIA--VIDEO*


Because of a previous business relationship of the CRP executive director with Medina Productions, a Los Angeles producer, marketer and distributor of video productions, the project was able to receive exposure through an excellent video "Gangs--A Matter of Choice."\* You may not have this opportunity, but with video production companies becoming as accessible as professional photographers, you may want to develop your own tape featuring your project, its goals and objectives and highlighting specific programs. We suggest that you receive professional help in putting together such a tape to get maximum benefit from your investment of time and energy. This might be another area where corporate sponsorship can play a part in funding a facet of your project.

## ***PUBLIC RELATIONS***

A concerted effort to put your project in the community's consciousness can be achieved through staff presentations at service club organizations (Rotary, Kiwanis, Lions Clubs), chamber of commerce meetings and neighborhood/homeowner associations, press releases, newsletters, and video production. Even the most effective public relations program will be enhanced by sincere, capable and friendly staff visible throughout the community.

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**\*This film can be obtained through Medina Productions, Inc., 19360 Rinaldi Street, Suite 234, Northridge, California 91325 (818/363-6099). This video, and others like it, can be used to educate parents on the warning signs of gang membership and drug use, and teach young people alternatives to these lifestyles.**



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*CORPORATE  
SPONSORSHIP*

Throughout this project manual, we have made suggestions for items that are particularly suitable for a business to donate as a service or ways to make a dollar contribution for a specific item (tee-shirts, trophies, meals or refreshments, printing flyers or certificates, etc.) necessary to carry out a program or event. This chapter is designed to help you approach a potential sponsor and be better prepared with the information they will need to assess your request.

# CORPORATE SPONSORSHIP

## *PURPOSE*

To involve businesses in their community; to obtain funds or services for specific project programs.

## *STAFF*

The person in charge of the individual event should coordinate sponsorship for specific facets of the activity.

## *ORGANIZATION*

When considering business involvement in a specific program, your first concern is to define exactly what you want from the business community--lunch for kids on a "*Follow Me!*" walk? Printing services for your newsletter? Tee-shirts for participants of a sports event? A contribution for a large outlay such as leasing a van for transportation of children to attend an out-of-town event?

Once you have decided what you need, then look at your list of local businesses in your community assessment. You may live in a small city where business people are very active in community events. Or



you may live in an industrial area where large corporations dominate the business population and seem difficult to approach. Most likely, your community has a combination of small and large businesses.

Large corporations require a little more advance work than small businesses. Because of the numerous requests they receive, many have corporate fund administrators, and you need to find out who the person is to handle your request. The public affairs department usually does this, and it will supply you with information on guidelines for corporate sponsorship. Most corporations plan their budgets a year in advance, but may also have "ad hoc" funds--a general fund from which small contributions can be made.

Many large corporations have areas of special emphasis that they support actively, i.e., youth programs, programs for the elderly, educational endowments, homeless- and family-oriented programs. These will be covered in their guidelines and will save you valuable time in sorting out which sponsor to seek for a specific program. You should obtain the name of the person to whom you should direct your request, his title and the specific office address (if the corporate offices occupy several buildings).

Smaller corporations are more easily approached, although much of your preparation will be the same. Chambers of commerce will know which businesses participate actively in community affairs, and may have suggestions on which people to approach for certain ideas. Service clubs may also help locate sponsors for your activities. Your personal involvement through meetings and community mixers will give you introductions and relationships with business people.

Once you have your possible corporate sponsors identified, prepare a packet of information for the meeting. This should contain the fact sheet on the project (see Appendix, Page FA-36), the details of the program for which you are asking his participation (i.e., the "Follow Me!" walk, basketball tournament, etc.), and a letter officially

and specifically requesting what you want (i.e., tee-shirts--how much they will cost; lunch--how many children you expect his restaurant to feed; flyers--how many you need to have printed and the cost, etc.).

### *MEETING WITH THE PERSON IN CHARGE*

When your packet has been prepared, send it with a letter explaining your request to the person in charge of funding requests. Tell him in the letter that you will call for an appointment. Your familiarity with him will determine the nature of your actual visit, but regardless of your closeness, make an organized presentation of your request. You are the salesperson in this case, and you are asking him to give you funding to support your idea. The better organized you are with facts and figures, the more secure the business person will feel in your handling of his contribution.

He may not be able to commit to your project at the time of the meeting. Be prepared to leave another packet with him so that he can follow through with your request. Give him a time frame within which to work so that you can both conclude the matter in a timely manner. If he declines participation, find out what areas are of interest to his business and how you might approach him in the future. Just because he didn't contribute this time, doesn't mean he won't commit in the future. Regardless, you will have valuable information about the company's donation policies, and he will have information about your project. He may also have suggestions as to others who might be interested in your work.

After the meeting, send the person with whom you met a letter thanking him for his time and interest. If he was able to commit funding at the time of your meeting, confirm the arrangements for collecting the check or services you negotiated. If he was not able to commit, note when you will be back in touch with him for his answer.

As the event draws nearer, invite the business person to attend the event, if appropriate. Even if he chooses not to participate, this may make such an impression on him that he may offer assistance in the future.

***CHECKLIST FOR OBTAINING A CORPORATE SPONSOR***

1. Organize a list of possible corporate sponsors.
2. Determine which businesses would be interested in supporting which type events.
3. Get the names and titles of the people who handle corporate sponsorship within that organization.
4. Assemble an information packet outlining the project's goals and objectives, the specific event for which you are asking support, and a letter of request that the business person may keep on file.
5. Make an appointment to meet with the business person.
6. Make your presentation specifically detailing your needs.
7. Write a thank-you letter for the time and consideration that person has given your project.
8. Invite the business person to the event.



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*NEIGHBORHOOD  
INVOLVEMENT*

**Our community assessments (see Page 19) revealed that certain areas heavily impacted by gangs and drugs--crack houses, street dealers, drive-by shootings; residents securing their houses with iron bars and the interruption of neighborhood routine because of fear and intimidation--did not have any resident or homeowner associations. Often residents did not know the names of their neighbors. In addition, they did not know there were agencies and services available to help them.**

**Therefore, we concentrated on devising a strategy to integrate all the community components: schools, law enforcement, residents, churches, government, community-based organizations and businesses. Contending with residents' fear and neighbors not knowing or trusting each other, we started bringing them together through neighborhood involvement meetings, reassuring them that there was power in numbers and support available to them.**

**The plan is not complete, nor is it fool-proof. Nevertheless, it is a start for people to accept responsibility for their quality of life. We offer our experience as a frame of reference for your own community mobilization effort.**

# NEIGHBORHOOD INVOLVEMENT

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## *PURPOSE*

To provide guidance and leadership to the community members and to assist them in identifying their concerns; to help them in mapping communication paths to government, law enforcement and community-based agency personnel; and to encourage community initiative and responsibility in changing existing conditions by working together.

## *STAFF*

The person chosen to lead the neighborhood involvement component should be interested in working with different kinds of people, be familiar with community dynamics and have a basic understanding of how government works on several levels: local representation and accountability, law enforcement structure, and education systems. He should not be intimidated by gang- and drug-impacted neighborhoods.

The person selected should be a problem-solver and a communicator with written, verbal and organizational talents. Bilingual skills should be considered if applicable in your target community.

Community Specialist Tim Gilroy led the neighborhood involvement team, coordinating the efforts of Irene Campos, Marlon Morton and Wallace Rank.

### *PHILOSOPHY AND STRATEGY*

Our approach to community involvement is based on a systems model. In that model, the community system is comprised of schools, law enforcement, residents, churches, government, community-based agencies and businesses. The characteristics of the community are determined by how these members work together. Refinements in these working relationships improve the character of the community.

A primary focus when developing community strategies is how interaction between these components occurs. Faulty communication patterns may isolate, segregate, disenfranchise or align the community members in inappropriate ways. The goal of intervention is to restructure community relationships over a period of time by using a series of meetings, programs and activities to encourage people to relate and communicate in new and different ways. Changes brought about in these adjusted inter-community relationships will bring about changes in the whole community system.

### *PREPARATION FOR INVOLVEMENT*

The first step of the intervention process is to clearly define the community with which you will be working. A careful examination of the community assessment will give you the neighborhoods hardest hit by gangs and drugs for your initial efforts. Once you have pinpointed

the area to start, fine-tune your assessment by detailing the following: *dominant parental traits*, i.e., a predominance of single-parent families, working mothers, a prevalence of alcohol/drug abuse; *gang children*, i.e., ages of gang children, nature of gang activity--graffiti, drug dealing, level of violence--number of gang members; *other children; neighbors and residents*, i.e., level of interaction, efforts to curb graffiti, litter, minor crimes, etc.

Start talking to people. Talk to the principals at the schools, religious leaders, law enforcement officers, agency directors and parks and recreation department personnel. Tell them that you will be organizing a "neighbors helping neighbors" (see *Neighborhood Tree*, Page 117) system in the area. Discuss their support and participation. The schools and churches may have meeting facilities they will offer for your group's use; they may also help disseminate flyers and make announcements. With church and school support, the credibility of your first meeting will grow within the residential community.

If there is a public housing project within the area, contact the managing city, county or state agency for its support and assistance. With that endorsement you will be able to go into the project with a power base.

Note the ethnic makeup of the community. Will you need an interpreter at the meeting? Will you need a bilingual flyer? Is there an immigrant situation that makes the residents fearful about speaking out in public?

What is the relationship between the residents and law enforcement? In some CRP cases, the residents weren't sure who had jurisdiction (Wilmington and Harbor City are under LAPD jurisdiction, with a part of Harbor City being in the Los Angeles Sheriff's jurisdiction--Carson Station; Carson and Lomita each have a Los Angeles County Sheriff's Department Substation). Do the residents have dissatisfaction with police reaction to their problems? Is there fear that if the residents do get involved the gang members will retaliate by



damaging their property or physically harming the residents or families?

Consider newspaper and postal delivery in your target neighborhood. In some of the CRP target areas, residents were unable to get newspaper or mail delivery because of the danger coming into the community.

What alternatives for youth are there? Parks? Recreation facilities? After-school programs conducted by schools and churches? Your community assessment should help you answer many of these questions.

Our experience shows that these will be some of the issues at the initial meetings. The better prepared you are for the spate of questions and complaints, the better able you will be to provide facts and to win the confidence of the residents as a well-informed, concerned person.

### ***COMMUNITY MEETING GOALS***

When we began to plan our community meeting structure, we thought that we would be in a guidance position, helping people get together to solve their problems. But we found that residents of dysfunctional neighborhoods simply did not know what to do and that they needed help in articulating their concerns and finding routes to possible solutions. Therefore, we suggest that overall conceptual goals derived from the results of your preparation study be established at the outset with enough flexibility to make adaptations as they become necessary.

### ***PHASE I - ORGANIZATION***

The initial meetings should be designed to give the residents an opportunity to vent their frustrations and concerns about what is hap-

pening (or not happening) in their neighborhood. Community involvement goals for the first few meetings, the accomplishment of which may take as long as a year, are to

1. *Introduce your organization to the community.* It is important to let residents know that you are there to assist them in making changes they want to make. The purpose for community action is to help residents organize and develop strategies to solve problems that they identify. As an agency or as an individual, you are not there to do anything *for* or *to* their community.

2. *Begin to establish a relationship between you and the residents.* Become someone familiar and safe to them, someone who can assist in identifying resources.

3. *Look for a natural leader.* This person doesn't necessarily have to be a skilled organizer, but may be someone who drives neighbors to the doctor's office, visits others on the block, or just a longtime, well-known resident. The individual needs to be a law-abiding person.

Work to develop a personal relationship with him. Ask him to help you reach more people. Begin to groom that individual for leadership by asking him to accomplish tasks involved with organizing the meetings. Give him gradual exposure and practice in talking to community groups.

4. *Identify the residents' concerns.* They must create their own agenda for change. The commitment for change has to come from within for the people to have the dedication necessary to bring changes about. Your purpose is not to impose priorities from the outside.

We used a flip chart at the meetings to write down concerns as they were identified. Then the group prioritized them. The list was

sent to the attendees in a follow-up letter, and discussed in full (with possible remedies) at subsequent meetings.

The five most common concerns brought up by residents at CRP neighborhood meetings were (a) police relations and community organization; (b) drug activities: drug dealers' residences and street sales; (c) graffiti; (d) loud music both in homes and moving vehicles; and (e) lack of alternatives for youth.

5. *Network resources through initial meetings.* Begin the process of establishing communication between the different community services (i.e., government, police, community-based organizations, churches, etc.) and the residents by inviting representatives to speak to the group. Whenever possible, provide written materials for review. This creates a feeling of empowerment to elicit response from community institutions.

During these meetings, leaders may be identified. Work with these individuals to encourage their interest and suggest simple ways for them to participate in the meetings more actively.

## *PHASE II - STRATEGY*

If you are working with more than one city or community, there will be a core of concerns consistent with all. The five most common concerns we found are listed in #4 above. After you have isolated these matters, concentrate on developing strategies to correct them.

### *Strategy Packets*

A strategy packet should be compiled for each topic of concern listed on your flip chart. These packets can be developed by a committee formed within the group and given out at the regularly sched-

uled meetings. The packet should contain simple steps to solve specific problems. For instance, our strategy packet on graffiti included the following items:

1. Local and state laws were obtained from the city attorney's office so that the citizens would know their rights.

2. Community-based and government agencies dealing with graffiti removal were listed with telephone numbers, persons to call and the specific services they offered.

3. Private graffiti removal companies were listed, with prices of their services included.

4. Information on special paints developed to repel graffiti was included--pros and cons--so that residents could make their decisions as to the value of this investment.

5. Information on steps to be taken when certain people were repeatedly committing graffiti crimes in their neighborhood.

These strategy packets can be developed by a committee formed within the group and given out at the regularly scheduled meetings.

### *NEIGHBORHOOD TREE*

There will come a time when the residents will trust each other to the point of exchanging names and telephone numbers and organizing among themselves to report crime in their community. The basic concept of a neighborhood tree is to have all names, addresses and telephone numbers in one place, with one person identified as a captain.

When a resident witnesses a crime or identifies a situation that needs attention, he calls the captain and together they develop a strategy to involve the rest of the tree members. (See Appendix, Pages FA-32/33, for the tree form and explanation letter used by the neighborhood involvement team.)

### *AREA MEETINGS*

After you have held a series of neighborhood meetings in a number of locations, it is time to bring leaders together in an area-wide meeting to go over mutual concerns and strategies. Discussion of successes can be beneficial to the whole group.

When concerns have been consolidated and prioritized, choose a single issue and develop a plan of action to implement in each neighborhood. With this joining of small neighborhood groups, an organized force has been developed that can address its problems with the strength of one voice.

### *HOW TO ORGANIZE A NEIGHBORHOOD INVOLVEMENT MEETING*

1. *Choose a theme for your first meeting.* We used "Neighbors Helping Neighbors," bringing people together in a friendly atmosphere to identify their concerns.
2. *Select a date and time.* We found that early evening--6, 6:30, or 7--was the best time of day to start, and the first of the week--Tuesday primarily--the most convenient.
3. *Arrange for a location.* A school, church or community meeting room central to the neighborhood and easily accessible should be chosen. There should be adequate parking with lights so that people

will not be afraid to walk to and from their cars. If you are working in a public housing development, there is usually a meeting facility within the complex.

Whatever option you choose, be certain to confirm with a letter outlining the time, date, how to enter the meeting room if the meeting is held when the facility is not normally open, and what time you will leave. If there are any special considerations as far as food or drink, or straightening up after the meeting, be sure to include these details.

4. *Design, print and distribute a flyer.* This should be done at least one full week in advance of the meeting unless otherwise requested by schools, churches or housing authorities. Any earlier, and people tend to forget about the meeting. Any later, and it is difficult for them to arrange their schedules. An example of the flyers we used can be found in the Appendix, Page FA-34.

For door-to-door distribution, you may want to canvass the neighborhood personally, talking to people, telling them what you are doing, encouraging them to get out for the meeting. This is a very time-consuming process, but a very valuable one. We found that even with direct canvassing, the initial meetings usually had low attendance. When asked, those who did attend said that similar programs had come and gone quickly, delivering little of what they promised. Suspicion seemed to be the primary reason for initial ambivalence.

Do not put the flyers in mailboxes. The U.S. Postal Service has laws against this, which they enforce with fines. If you have people helping you distribute the flyers, be certain that everyone involved understands this rule.

If schools and churches are actively involved in the community, you may be able to distribute flyers through them. This may be a good way to begin their involvement in the community.

5. People you need to conduct the meeting:
  - a. Yourself as the leader
  - b. Someone to write notes on the flip chart
  - c. Interpreter (if necessary)
  
6. Items you will need to have at the meeting:
  - a. *Flip chart and markers.* We used the chart for writing concerns, ideas, elections of officers--anything that the group needed to see. Even if the room you are using has a chalkboard, use the flip chart for permanent record. You will refer to these lists in future correspondence and in summarizing the meeting in minute form.
  
  - b. *Sign-in sheet.* Be certain to have everyone sign in as they enter. The sheet should ask for name, address and telephone number. Your list will be used to send letters announcing future meetings and to add to your newsletter mailing list.
  
  - c. *Name tags.* When each person signs in, a name tag should be made so that people can be identified by name.
  
  - d. *Project information.* We developed a one-page fact sheet that gave an overview of the goals of the project (see Appendix, Page FA-36). Since we worked with a high percentage of Spanish-speaking people, we had a Spanish translation on one side and English on the other. We also took all issues of our newsletter, along with flyers announcing any future events. All information was located near the sign-in sheet so that it would be noticed by attendees as they entered.

e. *Refreshments.* Coffee, cream, sugar, juice, cups, napkins and stirrers.

f. *Agenda.* So that your meeting will flow smoothly, develop an agenda outlining the people who will be speaking and the issues to be addressed. Make enough photocopies of your agenda to give each person one as they arrive.

Have a separate agenda for your staff and any guest speakers. This will outline the time allotment for each item. Include the makeup of the group and the specific points you would like them to address. Your neighborhood meeting should be structured to last about one and one-half hours.

g. *Miscellaneous.* Pencils and pads, a stapler, scissors, paper clips, cellophane tape, the project banner, posters featuring pictures of past events.

### ***THE INITIAL MEETING***

7. *Greet each person* to foster a sense of community. Be conversational. Explain who you are and the reason you are there. Be a good listener.

8. *Call the meeting to order.* Ask each person to introduce himself telling where he lives, what he does for a living, why he came to the meeting and what he hopes to get out of it.

9. *Start a dialogue* to get an idea of what the group wants to change or wants different in their neighborhoods. Let them know that



future meetings will evolve from their ideas and from what they want. Tell them that you will be recording their ideas at every meeting.

10. *Write their suggestions on the flip chart* so that they are visible to the group. Clarify any statements that seem vague. Be prepared to open any idea for general discussion.

11. *Assist them in prioritizing the list.*

12. *Ask for their suggestions* as to what might be done in the meetings regarding a particular concern; i.e., inviting guest speakers to address their questions, forming a fact-finding committee to research laws and related information for a strategy packet. Residents often have good suggestions, but aren't aware of the resources available. Using their suggestions and your knowledge of these resources will invoke a team spirit which will form a bond that will help get over difficult hurdles together.

13. *Ask for ideas* to increase attendance and for help in distributing flyers. Make sure that everyone has signed in at the information desk so that you have an accurate list of people attending. Identify possible leaders as discussed in #3 on Page 115. Begin the process of having them do some of the tasks necessary to hold meetings. The sooner they become involved, the sooner you will be able to elect officers and turn the meetings over to the community.

14. *Set a calendar for future meetings.* This provides a routine that can be easily remembered, so that people can plan to attend.

### ***SUBSEQUENT MEETINGS***

15. *Relinquish responsibilities* to the community participants by asking them to perform specific tasks and to work with your assistance to plan future meetings.

16. *Invite resource people* who can address a specific concern identified at an earlier meeting. Law enforcement officers, school administrators and city service personnel are excellent speakers who applaud neighborhood efforts and can serve as future contacts when problems arise.

17. *Continue to be available* as a source of advice and encouragement to the residents.

### ***THE REST OF THE STORY***

The neighborhood involvement team started eight community groups during the first year of the project. Of these eight, two were able to function independently after we gave initial direction to the group. Three of the groups are still dependent on CRP for leadership, but have been able to identify leaders and have good attendance at their meetings and neighborhood events. The three remaining groups are highly dependent on CRP, and, while residents are involved in certain tasks of the organization, no real leaders have come forward to take charge of these groups.

The difference seems to be that those neighborhoods that were most highly impacted by gangs and drugs have the most difficulty organizing. There was a higher instance of fear of reprisal, and the residents had to be led and encouraged step by step to overcome these feelings. Also, those communities with a broader education base and

higher employment percentage seemed to have more experience in organizing and were able to do so more adeptly.

Regardless of the demographics of a neighborhood, we found that immediate successes often provided the impetus to galvanize the group for greater challenges. Projects such as graffiti paint-outs to improve the appearance of the neighborhood and pot-luck dinners to acquaint neighbors with each other on an informal basis were good places to start. Addressing "fixable" concerns such as repairing street lights and installing stop signs also gave results which encouraged residents to have more faith in the system. When residents met law enforcement officers and public officials face to face at these meetings and could call them by name, they began to relate to the systems through which they could have their concerns addressed. On the other side of the coin, the public officials could hear residents' side of the story and better understand their situations and frustrations by hearing them first-hand.

This is not a speedy process. It takes months to accomplish these goals and patience to guide residents through the process, but the rewards are equal to the effort and even small victories can be sweet.

*NEIGHBORHOOD INVOLVEMENT CHECKLIST*

1. Develop philosophy and strategy.
2. Preparation:
  - a. Pinpoint areas with gang and drug problems.
  - b. Identify components of community.
  - c. Start talking to people.
    - 1) Introduce your organization to the community.
    - 2) Establish a relationship with residents.
    - 3) Identify residents' concerns.
    - 4) Network resources through initial meetings.
    - 5) Look for natural leaders.
3. Organizing a meeting:
  - a. Choose a theme.
  - b. Select a date and time.
  - c. Arrange for a location.
  - d. Design, print and distribute a flyer.
  - e. Arrange for volunteers to help with meeting duties.
  - f. Prepare an agenda.
4. Items necessary for meeting:
  - a. Flip chart and marker.
  - b. Sign-in sheet.
  - c. Name tags.
  - d. Project information/handouts.
  - e. Refreshments.
  - f. Agenda.
  - g. Miscellaneous supplies.

*(Checklist continued on next page.)*

***CHECKLIST (continued)***

5. Holding the first meeting:
  - a. Greet attendees.
  - b. Call meeting to order.
  - c. Ask attendees to introduce themselves.
  - d. Open dialogue on major concerns.
  - e. Write comments on flip chart.
  - f. Ask for recommendations/make suggestions.
  - g. Develop a plan.
  - h. Ask for volunteers to develop strategy packets.
  - i. Set calendar for subsequent meetings.
  
6. Coordinating subsequent meetings:
  - a. Identify potential leaders.
  - b. Gradually relinquish responsibilities to these residents.
  - c. Invite resource people.
  - d. Maintain ongoing relationships making suggestions to help keep plans on track.
  - e. Assist in setting up area/regional meetings to strengthen the neighborhoods.

*SPECIFIC  
COMMUNITY  
ACTIVITIES*

The following chapters outline three specific activities developed by the Community Reclamation Project staff. The fourth, graffiti clean-ups, is included because these clean-up campaigns are an integral part of any gang and drug effort, and because they are a natural extension of the community involvement process.

Ideas for CRP events came from anywhere and everywhere--free-flow exchanges in staff meetings, conversations with community residents, driving down the highway (where Marilyn saw a "Follow Me! I'm Drug Free" bumper sticker), or while taking a shower. Never dismiss an idea before talking to others about it. Even if it doesn't jell, it may lead to another inspiration that would not have otherwise been conceived.

The activities we offer can be initiated by volunteers, agencies or parks and recreation departments. They can be accomplished on a shoe-string budget, or with corporate backing and donations to make them world-class events. The important thing is to start, to encourage citizens to take charge of their community's destiny.

There's a wonderful by-product of every community involvement activity--fun. So, enjoy yourself!

# SPORTS PROGRAMS

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## *PURPOSE*

To teach youth discipline and sportsmanship, to integrate school and recreation center activities and to provide youth with a positive alternative to gangs and drugs.

## *STAFF*

If you want to develop a sports program, one community specialist who is proficient in a particular sport or has recreation program experience should be hired. The person should work well with adults and children, have a knowledge of the school systems, have a familiarity with parks and recreation facilities within the community and know the intricacies of at least one sport thoroughly. For the Community Reclamation Project, Community Specialists Marlon Morton and Wallace Rank jointly filled this capacity. They are both former professional basketball players and, thus, known and respected in the sports community.

## *CHOOSING AN EVENT*

Because of Marlon and Wally's background, basketball was the



easy choice for our sports program. Also contributing to this decision was the Wilmington Boys and Girls Club's excellent basketball court and equipment.

The next consideration was which age group to target. In our community assessment, we noticed that there was a scarcity of activities for junior high school kids. Because of California's Proposition 13 cutbacks, funds for many activities were discontinued in the late 1970's. During the 1980's, requests from schools for special programs were dependent on a teacher's volunteering to coach a team or organize a club or event. If a junior high school did not have a teacher willing to coach a basketball team, they probably would not have one organized. Therefore, some of the junior high schools in our target areas did not already have basketball teams in place.

When we talked to schools and the Los Angeles Unified School District (LAUSD) Youth Services Program, they felt that additional programs would help youth cope with the difficult adolescent years in providing alternatives to gang and drug involvement, and offered to lend their support to the event. This included insurance coverage as a LAUSD-sanctioned tournament.

We wrote letters of invitation to all target area junior high schools. Then we talked personally with coaches and teachers who were willing to put together a team if one was not already formed. We discussed the feasibility of their participating in a program, who would be in charge for the school and if they felt they would have enough players to participate.

We received enthusiastic acceptances from eight junior high schools and decided we had sufficient support from the schools to proceed with the Harbor Area Basketball Classic, a four-Saturday, round-robin competition.

The initial considerations you need to keep in mind are

1. Are there facilities in the area capable of hosting a sports event?
2. What is the best type of sporting event to sponsor to allow for greatest participation and most successful competition? A tournament? A clinic?
3. What age group will you target?
4. What will be the length of the event? One-day clinic? Four-day tournament?
5. Will schools be involved? Parks and recreation facilities?
6. What governmental/school board clearances are necessary for teams to participate?
7. How will insurance be handled for the event?
8. Are teams already formed or will coaches have to be designated and tryouts for the team held?

### *LOCATION*

We had two offers to host the Harbor Area Basketball Classic: the Wilmington Boys and Girls Club and California State University at Dominguez Hills. We chose the Boys and Girls Club because of their flexible schedule. The Dominguez Hills' basketball team would have been involved in their own basketball season, and our program would have been an inconvenience at the time of year we wanted to hold the tournament. The Boys and Girls Club filled all of the qualifications for our event: a high-quality basketball court, spectator seating, basketball equipment, central location and enthusiastic staff.

To secure your best facility:

1. List all of the participating teams and their locations.
2. List all available facilities, even those you are not certain would be interested in hosting such an event. Put them in order according to desirability: central location, excellence of facilities, possibility of providing equipment, spectator accommodations, locker facilities, knowledge of staff, etc.
3. Meet with the facility directors in order of your priority to determine their level of interest in hosting an event, and the level of enthusiasm they will bring. Ask for an activities calendar to see where you would fit in their schedule.
4. Obtain a commitment from the facility you choose.
5. Confirm in writing any conditions that should be observed.

*DATE*

You do not necessarily need to hold your event during the usual season for that sport. For instance, a late fall or early spring baseball tournament may serve as a bridge to keep interest going before or after the normal season.

We chose the month of January because there was very little going on in the schools or the parks and recreation facilities at that time. There was a drawback in that the coaches had to organize their teams before and after Christmas vacations. But we found the tournament occupied a time slot that would have otherwise gone empty.

Be sure to check all local schedules for conflicting activities before you set your date: schools, parks and recreation centers, chambers of commerce, city halls, etc. This will be not only for the participating players, but also for your spectators. The families and school personnel were a big part of our event.

When considering a date, give the teams enough practice time to get ready for the event. If tryouts are necessary to form teams, allow extra time. We gave two months' lead time for the teams to prepare for the event. Even so, we lost two schools because they were unable to assemble a team. We considered inviting two other teams, but, since we had all target-area schools involved and would have to go outside the target area for replacements, we decided to go with six schools instead of eight. Give yourself enough time to make adjustments as they become necessary.

### *TEAM QUALIFICATIONS*

Because our theme was youth for a gang- and drug-free lifestyle, we expected all players to endorse our slogan by wearing tee-shirts with "Follow Me! I'm Gang and Drug Free" printed on them, and this was outlined in advance. We also found that some schools were able to get 20 youngsters on their team and others were able to get only eight. Therefore, we limited the total number of active players to 12. Because of a LAUSD requirement for its sanctioned events, a grade point average of 2.0 for participants was established. You may want to structure your activity to include both high and low achievers. Outline these expectations in your letter to the individual coaches.

Team qualifications were

1. Endorsement of gang- and drug-free lifestyles.
2. Limit number of team members to 12.
3. Minimum grade point average of 2.0.
4. Players must be in junior high school.

### *ORGANIZING THE EVENT*

*Community recognition.* As a part of our community recognition strategy to promote a gang- and drug-free philosophy, each team member wore a "Follow Me" tee-shirt (see *Community Recognition*, Page 143, for a description). We gave the shirts to the teams--a different color for each team. Consult your local law enforcement about gang colors to make sure these are not used. All CRP staff members also wore the tee-shirts at the tournament. The shirts were so popular that we had additional shirts printed and sold them at the championship game for \$5 each to cover our costs.

*Publicity.* We publicized our basketball tournament through a series of press releases (see Appendix, Page FA-47, for format). We printed flyers and distributed them to the schools and parks and recreation departments. Our local cable television station filmed the championship tournament, and found it very popular with area viewers. (See *Publicity*, Page 97, for additional ideas.)

*Referees.* We had one referee for the first Saturday's schedule. A referee who had worked with the Los Angeles Unified School District in previous events heard about the tournament and offered his services. So we used two referees for the remaining games, which

worked out much better. Because of the nature of the event, our referees gave us a discounted fee structure for their services. It added a certain dignity to have professional referees, and the coaches and the players appreciated having the experience of working with them.

*Half-time entertainment.* The school drill teams and cheerleaders were delighted to have the opportunity to participate in the half-time shows. There were no organized bands at the participating junior high schools, or they would have been invited to join the half-time entertainment program. Any possible sources of entertainment should be contacted as soon as the teams are established so that they can prepare and practice their programs. Confirm the dates and approximate performance times by letter.

*Food.* We did not have the staff to provide food for the event, but it would have been a popular feature. Perhaps a local service club, school or church would want to sponsor a food and soft-drink booth as a fund-raising project.

Do plan to have some sort of liquid refreshment for the players. Our local McDonald's supplied two coolers and punch for the teams.

*Programs.* Get a roster of the teams from each of the coaches. We prepared our program on the computer and photocopied it for the tournament on different colored paper each week. Besides the team players, we included a brief summary of the previous week's play, along with information about the Community Reclamation Project (see Appendix, Page FA-43).

*Banner.* We had a banner prepared with "Harbor Area Basketball Classic" and hung it on one of the gymnasium walls. Be sure to include all sponsors' names!

*Trophies.* A local corporate sponsor, Southern California Gas Company, was interested in making the tournament an annual event with a perpetual trophy being housed in the winner's school for the year following the tournament. A trophy was also given for first-, second- and third-place winners for the school's permanent trophy case.

*Public-address system.* A resident loaned a public-address system for the championship game so that the presenters of the trophies and awards could be heard.

*Security.* We worked with the Los Angeles Police Department's Community Relations Office to arrange for the Explorer Scouts to be ushers: giving out information, keeping people off the court, keeping food out of the gym, etc.

*Photographer.* You may be able to find a professional photographer who would be willing to donate his time and charge only for the film and developing. Or your newsletter editor could cover the event.

### *THE EVENT ITSELF*

Marlon and Wally were at the Boys and Girls Club an hour before the start of the tournament. They made sure the equipment was in place, the court in order, set up the locker rooms, gave instructions and programs to the Explorers.

Because it was a four Saturday, round-robin tournament, each of the six teams rotated play the first three Saturdays, with the teams playing each other once. The highest scorers played for the championship on the fourth Saturday, with the lower-scoring teams playing for second and third places.

Each team was allowed 15 minutes warm-up time on the court. Before the action started, Marlon and Wally met with the teams and gave them the rules of the court (good sportsmanship, clean language, etc.) and wished them luck. The games lasted about an hour, and ran amazingly on schedule.

At the end of the championship game, the trophies were presented. We asked several local dignitaries to make remarks at the presentation, and the corporate sponsor made the presentation of the perpetual trophy. They reinforced the gang- and drug-free philosophy, and their presence and support gave participants a feeling of importance.

### *AFTER THE EVENT*

At the conclusion of the event, compose a press release detailing the results of your activity (see Appendix, Page FA-47, for format). Include a photograph if possible.

Write thank-you letters to each of the coaches, corporate sponsors and contributors. If you have any pictures that you think would be important to the team, send them along as a gift. They'll thank you for it!

### *THE REST OF THE STORY*

The four-Saturday event built momentum during the course of the month to become an unqualified success. The first session had about 75 spectators, the second close to 200, the third almost 400 and the championship over 500--standing room only! Friends, family and interested residents filled the bleachers, and one of the often-heard statements made by the players was the thrill they experienced knowing so many people cared about them.



The championship game brought together law enforcement, church leaders, government representatives, business people, school principals and teachers and prominent community leaders to cheer the teams for their performances. Everyone was a winner that day.

Southern California Gas Company, the sponsor donating the trophies, decided to assume organizational responsibilities for future annual tournaments as part of its community participation program. Thus, the Classic will be continued as a model of youth/school/business/community interaction.

### *SPORTS PROGRAM CHECKLIST*

1. Decide on the sport, event and the facility where it will be held.
2. Decide target age group.
3. Select tentative date.
4. Contact schools or recreation departments concerning participation.
5. Establish team qualifications.
6. Determine exact date.
7. Contact drill teams and cheerleaders for half-time entertainment.
8. Contact local Explorer Scouts for ushers/crowd assistance.
9. Design flyers.
10. Contact local business leaders for corporate sponsorship.
11. Order tee-shirts.
12. Contact referees.
13. Arrange for any food concessions.
14. Design programs listing team rosters.
15. Prepare banner.

16. Order trophies.
17. Arrange for public-address system.
18. Issue advance press release.
19. Invite dignitaries (for trophy presentation).
20. Issue press release announcing event.
21. Have a terrific event!
22. Issue press release covering event.
23. Write thank-you letters to all involved.

# *FOLLOW ME! WALKS*

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## *PURPOSE*

To notify the business community, through direct contact with children participating in a series of "Follow Me! I'm Gang and Drug Free" walks, that a network is being formed to help them with problems associated with gangs and drugs; to give business people a feeling of community participation by displaying anti-gang/drug literature; to unite families in a single activity promoting gang- and drug-free lifestyles.

## *STAFF*

One community specialist should be in charge of the event. The specialist should enjoy working with children, have contacts with businesses, schools, parks and recreation centers, and churches, and should have organizational and leadership skills. Arturo Sanchez was chosen to lead this event for the Community Reclamation Project.

## *COLLECTING LITERATURE*

It was decided that distributing anti-drug, anti-gang literature to businesses would be the initial focus of the CRP walks, so Arturo first

collected a variety of material to have on hand. Since large quantities were necessary to last for seven events, he found that national agencies had great volumes of brochures, which they were happy to have distributed in our area. Local private and nonprofit centers and agencies were limited in what they were able to contribute because of their modest supplies and the cost to produce more. In some cases, CRP reproduced the pamphlets if it was decided that they would be a valuable addition to the handout collection. The agencies who were able to supply the largest number of brochures were:

1. The National Clearinghouse on Drugs and Alcohol  
P. O. Box 2345  
Rockville, Maryland 20852
  
2. California State Attorney General's Office  
Crime Prevention Center  
P. O. Box 944255  
Sacramento, California 94244
  
3. Boy Scouts of America  
2333 Scout Way  
Los Angeles, California 90026

Arturo also found that local school bookstores and libraries had catalogues of publications on drugs and alcohol (ask the Reference Section for assistance). State governments sponsoring anti-drug campaigns such as Red Ribbon Week may also be willing to contribute literature. The children will need sacks to carry the brochures easily. Stores are happy to contribute bags for this purpose.

The walks can also be conducted effectively without literature, resulting in a rally-type parade through residential and/or business districts.

### *COMMUNITY RECOGNITION*

To give the walk high visibility in the community, the children wore bright goldenrod tee-shirts with "Follow Me! I'm Gang and Drug Free" printed on the back. The CRP slogan "rising above gangs and drugs" was imprinted on the front below the left shoulder. The children enjoyed receiving them as part of the walk, and every time they are worn they reinforce the gang- and drug-free message. If you do not have funds to purchase the shirts, perhaps a corporate sponsor will donate them. A local tee-shirt company may be willing to give a discount because of the theme of the project. Tax benefits are given for these types of gifts. We paid \$4 for a child's tee-shirt; \$4.50 for an adult's at bulk discount. When choosing a color, check with local law enforcement to make certain you are not using a color associated with a gang.

Wherever we walked, people stopped and asked what was going on, and after a few walks, the communities recognized our shirts as a symbol of gang- and drug-free philosophies.

We also used yellow helium balloons with our slogan printed on them to attract attention. With the ecological impact of the balloon residue, this is being reconsidered for future walks. Nevertheless, there are countless ideas for banners, flags and stickers that can be used and reused for the walks.

### *TIME AND PLACE*

When choosing a date for your walk, be sure to check with local schools, chambers of commerce and city halls so that you will not have conflicting activities. Saturday mornings worked well for us, and the meeting time of 10 a.m. was convenient to most kids and parents.

The meeting place should be central to the walk, and well-known to everyone. Remember that participants will have to walk to the targeted business district as well as the designated route. It is desirable to have indoor and outdoor access, so a recreation center or school yard is ideal. Confirm the arrangements in writing.

### *THE WALK ROUTE*

Keep in mind that if you are distributing literature to businesses, you need to plan the walk in a populous business district when designing your route. This is easy in Los Angeles where mini malls dominate the major thoroughfares. If you are in a small community, the downtown area may be the business district, or you might want to consider a mall-walk.

The length of the walk should not be longer than one mile as the kids will be stopping frequently to go into the shops and businesses to hand out material, and will get tired if it's too long. Walk the route personally before establishing it so that you know precisely how long it is and how many businesses will be targeted for the day. Talk to the business people and drop off flyers so that they will expect the children when they come. Make notes about any businesses not open on Saturday (or your day of choice) so that they can receive the literature at a later date. If you have a large area to cover, the children can be divided into groups, each having its own route, and ending at a designated point for lunch or refreshments. Again, personally walk each route separately. Do not omit this step, even if you have been to the area a million times. You will see it in an entirely different light when you start counting businesses and footsteps from a child's point of view.

The walk should last about an hour and cover around fifteen businesses per group. This will put the end of the march at lunchtime, and give another business a chance to donate lunch for the children. Res-

restaurant possibilities should be approached at least two weeks in advance. (See *Corporate Sponsorship*, Page 105.)

### ***RECRUITING CHILDREN***

So, now you have literature to hand out, tee-shirts and balloons to attract attention, a planned route, and a lunch or refreshments. . . all you need are the kids!

Develop a flyer to hand out to the children (see Appendix, Page 41) along with a permission slip for the parents to complete (see Appendix, Page FA-42). The ideal number is 25 children and five volunteer adults--one adult for every five kids. Prepare a synopsis of the walk: the details of when, what, where and why. Decide which organizations you wish to pursue in recruiting the children: schools, churches, Boy and Girl Scout troops, recreation centers, etc. Meet with the person in charge of the selected group; i.e., the principal, minister, Boy or Girl Scout leader, the director of the recreation center. Explain the walk, its purpose and how you plan to carry it out. Have a sample bag of literature that is representative of what will be passed out at the actual walk. After you have received approval from the people in authority, confirm the arrangements by letter.

Ask to make a presentation to the children in their natural surroundings: the classroom, a scout meeting, a Sunday school class, etc. Give yourself a two-week lead time for organizing the number of children, following up with the person in charge to see how many have responded. *Each child must have a permission slip signed by a parent or guardian to participate.*

If you're having difficulty recruiting children, you may also want to use public service announcements on the radio (Appendix, Page 46) and place articles in the local newspaper (see Appendix, Page 47). Be

certain to specify the age group you are targeting; we suggest elementary school children. Also include in your announcement that adult volunteers are needed to help supervise the children. Ask for advance sign-up so that you can control your group size.

### ***THE WEEK PRIOR TO THE WALK***

Organize the literature you have collected and put packets together for the children. The filled sacks should weigh not more than two pounds. If they are too heavy, the children will not be able to carry them. You will want to take extra brochures to the walk, and refill the bags as the literature is given out during the walk.

Stay in touch with your contacts throughout the week to keep abreast of the number of children you expect for the walk. By the day before the walk, you should have a good idea of how many youngsters will show up. If you can get names of the participants in advance, call the parents and ask if they can help supervise. Or ask your contact for names of adults who would be willing to help. You must have adult volunteers! Always be prepared for more children, as inevitably there are kids who come along with friends at the last moment.

Call the restaurant donating lunch and refreshments to reconfirm arrangements and confirm your estimated number of participants.

### ***THE EVENT ITSELF***

You need three volunteers--whether they are CRP staff members or friends who owe you favors--to meet at 9 Saturday morning, one hour in advance of the children's arrival. Balloons should be inflated and packets organized for distribution. Children will start arriving



around 9:30. One person should be in charge of the sign-up sheet for the children and collecting the permission slips.

The second volunteer should be equipped to write name tags for each participant and to give out the tee-shirts. Parents should be reminded where and what time to pick up their offspring when they drop them off.

The third volunteer assists you in controlling the group and keeping the children occupied while waiting for the walk to begin.

The walk should start no later than 10:30 a.m. No matter how well-organized you are, there will be late arrivals and last-minute considerations that could cause delay. Organize the kids in groups of nine with adult volunteers and a designated leader. The leader should go over the details of the walk and what is expected of the youngsters' behavior. Let the children know that when the group stops to approach a business, three children will go in with one adult to give out the literature. This is a good time to form these teams. Practice with the children the exact words they will say so that they will feel comfortable approaching adults with their message. We said: "Hello! My name is \_\_\_\_\_. I am \_\_\_ years old, and I want my community to be gang and drug free. Will you help me by putting some of our literature on your counter and/or hanging one of our posters in your window?" Keep it simple.

### *DURING THE WALK*

When everyone is comfortable with the plan, the march begins! Our kids enjoyed singing and chanting "Follow Me! I'm Gang and Drug Free" as they walked along. While the children were walking, Arturo circulated to make sure that there were enough brochures in

the packets as the children distributed them. Most of our walks required two or more groups of nine children, and Arturo kept track of each group's progress. This kept him busy for the duration of the walk.

One helper can assist as a leader, take pictures or fill whatever void occurs at the last minute.

Another helper should be designated to go to where the walk is ending. If a restaurant has offered its premises for the lunch, the helper should go in advance to make sure that everything is ready for the kids when they arrive. The helper should work with the manager to confirm where the meal will be served in the restaurant and to receive any other instructions to insure the smooth flow of the meal. This helper should usher the children in when they arrive and assist the waiter/waitresses.

If the walk ends at a park and the meal or refreshments are imported from a restaurant to the park, the advance-person should be at the park to accept the food, or go by the restaurant to pick it up, whatever the arrangements are. Serving tables, plates, napkins, cups and beverages need to have been organized and ready for the kids by the time they arrive. Arrangements also need to be made for bathrooms and trash disposal.

### *AFTER THE WALK*

Parents should arrive to pick up their children on time. However, there is usually a late one or two, and someone should be designated to stay until every child has been retrieved by his parents. At all times, be sure that the areas used are tidied completely and the trash properly disposed.

The following week, thank-you letters should be written to all involved in making the walk a success: the restaurants, the beginning

and end site managers, the volunteers. Without them, you could not have conducted the walk! On our later walks, we mailed certificates of participation to the children. Be certain to keep lists of your participants and invite them to future walks. Every time a child's involvement is recognized and he is made to feel special by this attention, the gang- and drug-free message is reinforced.

### *THE REST OF THE STORY*

A total of seven walks were organized from October, 1989, as part of Red Ribbon Week, to January, 1990, for the communities of Carson, Harbor City, Lomita, and Wilmington to distribute literature. As a result of these walks, we found that businesses wanted to donate time and money to this and other CRP programs. Business people began to ask for ways they could help their community in promoting a gang- and drug-free environment.

Another benefit was the reinforcement of the children's involvement in a positive activity. They liked feeling that they were making a worthwhile contribution to their community, which was reinforced by proprietors' reactions when the children presented the material.

In March, 1990, we decided to hold a parade-like walk through neighborhoods as part of Los Angeles County's Drug and Alcohol Abuse Awareness Month. This did not involve the distribution of literature, and, as such, we were able to handle larger numbers of children. Parents and grandparents participated, and as we walked through the neighborhoods, the whole community became involved. If your walks become large, you may want to consult the city about a parade permit.

The walks were so effective that in June, 1990, the chamber of commerce, political leaders, community-based organizations, neighborhood associations, and law enforcement jointly sponsored a *Follow Me!* walk that drew over 300 participants in Wilmington. The Los Angeles *Times* and local television stations covered the event, and the camaraderie experienced that day gave a reference point for future events. The sponsorship by these community entities leads the way for other cities, agencies and organizations to do the same.

### *WALK CHECKLIST*

1. Collect an assortment of anti-gang, anti-drug literature.
2. Designate a time, date, starting and ending points for the walk.
3. Develop a route and prepare a map showing the route and distribution points.
4. Walk the route, touch base with the shopkeepers, make any adjustments necessary.
5. Design a flyer and permission slip.
6. Recruit kids from schools, recreation centers, etc.
7. Recruit adult supervisors.
8. Arrange for three staff people or helpers.
9. Arrange for refreshments/lunch.
10. Stuff sacks with literature.
11. Enjoy yourself at the walk!
12. Write thank-you notes to all involved.

# JOB WORKSHOPS FOR YOUTH

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## *PURPOSE*

To expand present job development efforts to reach at-risk youth where they congregate; to expose these youth to business people and the realities of the workplace through job workshops; and to assist them in employment-seeking skills, i.e., completing job applications, taking employment skills tests, conducting an interview with a prospective employer.

## *STAFF*

One community specialist should be in charge of the job development component. The person filling these duties should be someone who is comfortable with and enjoys the company of business people and youth. The person should be a good organizer, should have leadership abilities, and be able to coordinate the activities of up to 15 volunteers needed to fill the tasks of a job workshop. Janice Garcia filled this capacity for CRP.

## ***BEFORE YOU BEGIN***

The first task of the specialist is to find out what job opportunities for youth exist in the community. The federal government administers funds under the Job Training Partnership Act (JTPA) to state service delivery areas that in turn allocate contracts through the Private Industry Council (PIC). In California, the Employment Development Department (EDD) works to connect local employers with youth seeking jobs as well as the PIC. Agencies in your area may be under different headings, but PIC is the standard allocation point for job training funds throughout the United States.

In our target areas, we found that at-risk youth were not being actively sought out and encouraged to participate in job-seeking activities. With the skills Janice acquired through helping in PIC job workshops, she developed a program to take the workshops directly to at-risk youth at teen centers, recreation centers and public housing projects.

When you identify existing employment agencies working with youth in your area, offer to help with any programs in progress. Once you become familiar with what they are doing, you can offer suggestions. They may already conduct job workshops, have a well-developed program and need helping hands only. If they do not outreach at-risk youth, this may be an area you can spearhead.

## ***JOB WORKSHOPS***

Job workshops not only give the job-placement agency a working list of youth looking for jobs, they also provide youth with an opportunity to learn something about applying for a job. This knowledge gives youth confidence to pursue employment.

## *TIME AND PLACE*

Since CRP target area high schools operate on a September-to-June schedule, Janice planned job workshops in the spring, specifically April and May. Give yourself at least six weeks lead time to put together your first workshop. As you become more experienced, it will take less time to cover all the bases necessary to have a successful event.

Janice found that Saturday morning from 10 to noon is the best time to hold the workshop. She experimented with vacation periods, such as spring break, but had little turnout. When considering a date, be sure to check school calendars, the chamber of commerce and city hall to make sure there are no conflicts with school projects or festival dates. Give yourself every advantage to have a well-attended workshop.

Location is also a critical factor to your workshop's success. Look for an environment where youth will be comfortable, and a physical location that will be accessible to them. There may be local politics involved. Also, when trying to reach youth who may be connected with a gang, gang territories need to be considered. Janice worked with several highly competitive communities, and found it necessary to maintain neutrality. We held workshops in several locations: a city/county housing project social hall, a park, a youth activities center, a civic center meeting room and a corporate meeting facility.

The size of meeting space should be around 1,000 square feet, ideally one large room that can be divided into sections, and one smaller room to accommodate 15 people in seminar fashion. Eight to 10 utility tables and 50 chairs are needed for the registration and math test area. If you have exhibitors of alternative programs for youth (i.e., conservation corps, skills centers, military, etc.), you may need an additional room and tables for them to set up their displays and brochures.

## *PUBLICITY*

Once the date and location have been determined, publicity is the next consideration. Flyers were used as our primary form of notification (see Appendix, Page FA-38), which we distributed two weeks before the workshop. Include the items they need to bring: birth certificate, social security identification, proof of residency. These items are required by employing companies. The printing of the flyers may be donated by a local print shop. If you have a bilingual target youth population, you may want to use both languages--English on one side and a translation on the other.

It's important to not only distribute the flyers through schools and churches, but also in neighborhoods, youth centers, parks and recreation centers. All at-risk youth hangouts that have been identified in the community assessment should be targeted. Go personally and talk to the directors and youth and answer questions as you pass out the flyers. If the flyer is enlarged, it can be used as a poster in store windows and on school, church and recreation center bulletin boards. A school assembly announcement is excellent exposure. Local newspapers will usually give space to an announcement in the calendar section.

## *FORMS, SIGNS AND EQUIPMENT*

While you are getting this accomplished, attention should also be given to the forms necessary to conduct the workshop. To keep a record of everyone participating in the workshop, we used a registration form/youth fact sheet, we called a qualification brief (see Appendix, Page FA-39). If you plan to have skills tests as described in (d), Page 156, you will need to design a math test (see Appendix, Page 40).



A five-minute typing test can be obtained from the high school typing class. There may be employers in your area who will accept applications completed by youth at the workshop. These should be assembled in advance.

You will also want to prepare posterboard signs entitled *Registration, Seminar, Interview, Testing Job Applications* and *Alternative Programs*, and directional arrows for each section of the workshop.

If you are going to have typing skills testing, you will need at least three electric typewriters. We suggest you contact typing instructors at local schools to see if you can borrow their equipment and a sample test.

### ***VOLUNTEERS***

Adult volunteers are needed for the workshop programs. Hopefully, staff from the JTPA and any state or local agencies will make up the greater part of the work force. However, you will want community leaders and business people to conduct part of the workshop (see (b) below). Your assessments and the chamber of commerce will be helpful in locating candidates for these slots.

Design an organization chart to give to each volunteer so he'll know where he fits in the program. Janice found that five to eight volunteers were adequate to conduct the workshop. This is how it breaks down:

- (a) One or two volunteers to help youth fill out qualification briefs. They also need to check for proof of residency and social security cards. Choose people who are able to put the youth at ease.

- (b) Up to four local business people to speak about their personal careers, to give tips on being interviewed, how to dress for an interview, how to fill out applications. Janice allowed about 15 minutes for this section, and handled youth in groups of 10.
- (c) Two or three volunteers to interview the young people and find out what areas of interest they have. We allowed about five minutes per interview. Though brief, the interview gave youth an opportunity to formulate his desires and ambitions.

All volunteers should be carefully selected because of the impact they could have on the youth.

**Optional Sections:**

- (d) Three volunteers to administer and correct the math and typing tests. Janice experimented with giving tests for students to gain confidence, and decided to eliminate this section from the later workshops. The teenagers didn't seem to want the practice, and by eliminating this section she kept the workshop schedule flowing more quickly. You will want to make your own experiments.
- (e) One or two volunteers to help youth complete job applications of any employers, or JTPA applications. There may or may not be any employers who want applications filled out in advance.
- (f) As an added feature to your workshop, contact local vocational and alternative career centers to see if they would

like to host a booth. The California Conservation Corps, military, and local skills centers all welcomed the opportunity to participate in our job workshops.

Backup volunteers are a good idea in case someone cannot participate at the last moment. We usually asked five to eight people to assist us in conducting the workshop.

A few days before the event, hold a meeting of your staff to give instructions and let them know the overall plan for the day. Organize your meeting so that it will take less than 45 minutes. Have an agenda of the workshop activities and a list of the volunteer staff with a brief job description so each person knows what is expected of him. A drawing of the room layout is also a good idea. The more questions answered before the workshop the better. If you are not able to have a meeting, be sure all instructions are very specific as to whom is to cover which station and what their duties will be.

### ***THE EVENT ITSELF***

Janice arranged to have coffee and juice for the volunteers at the job workshop. If your project cannot afford to provide this, a corporate sponsor may want to donate. Doughnut shops are often willing to give pastries. Local sandwich or pizza shops may be willing to contribute lunch. If lunch can be provided, it's a great opportunity to go over what worked and what didn't work for the workshop while you have everyone together.

Be at the workshop at least an hour early to make sure that everything is in place: the tables and chairs are arranged correctly, all tests, pencils, paper, and work stations are properly stocked and arranged. Posterboard signs should be in place for the *Registration*, *Seminar*, *Interview*, *Testing*, *Job Applications* and *Alternative Programs* sections along with directional arrows.

## *WORKSHOP FLOW*

Janice never worked at a designated station, but kept herself free to make sure everything was running smoothly. Each young person should stop at the stations in this order:

*Registration.* Fill out a qualification brief. Youth should have proof of age, proof of residency and his social security card. (Room 1)

*Seminar.* A local business person will go over interview skills; i.e., how to dress for an interview, filling out an application, how to ask and answer questions at an interview session, what to expect from a prospective employer. (Room 2)

*Interview.* One-on-one with interviewer to determine areas of interest and to help identify prospective employers. (Room 1)

*Skills Testing* (Optional). Math tests and/or typing tests may be given at this time.

*Job Applications* (Optional). If there are any employers who want job applications filled out at this time, appropriate candidates should complete these forms. (Room 1)

*Alternative Programs* (Optional). Exhibits and representatives from conservation corps, the military, skills centers, etc. (Room 3)

As you experiment with your own workshops, you will find the order that works best for your program.

### *AFTER THE WORKSHOP*

The week after the workshop, send every volunteer and corporate sponsor a thank-you letter for participating in your event.

A month after the workshop, Janice called each participant to find out if he had secured a job, how the job was working out and impressions from the youth. This gave her a yardstick to measure the success of the workshop programs, and ideas for improvements for the next series of workshops.

### *THE REST OF THE STORY*

The EDD found the outreach approach so effective that it has incorporated it into its regular format.

### *WORKSHOP CHECKLIST*

1. Target locations where at-risk youth congregate.
2. Select a date, time and location for your job workshop.
3. Design a flyer.
4. Distribute flyers at schools, recreation centers, churches and in the neighborhoods.
5. Prepare registration form, math and typing tests.
6. Collect applications from employers who would like to have them completed at the job workshop.
7. Contact local business people to speak to youth about their careers.

*(Checklist continued on next page.)*

*CHECKLIST (continued)*

8. Ask local skills centers, military recruitment centers, conservation corps, etc., if they would like to participate.
9. Make posterboard signs for all sections.
10. Recruit volunteers.
11. Arrange for coffee/Danish; luncheon.
12. Hold job workshop--have fun!!
13. Write thank-you letters to all who helped.
14. Follow up with youth to see if they have been placed.

# GRAFFITI PAINT-OUTS

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## *PURPOSE*

To start an ongoing program where the residents of a neighborhood organize with the intent of removing graffiti immediately as it may appear on buildings, in both commercial and residential property.

## *STAFF*

The neighborhood involvement team worked very closely with neighborhood associations and the Harbor Area Gang Alternatives Program (GAP) to help organize graffiti paint-outs. One of GAP's primary functions is to help the Harbor Area eliminate graffiti through education of what graffiti is and through organizing paint-outs to eradicate it. If you have no such community-based organization, you may want to spearhead your own graffiti-removal effort. One community specialist could make this his area of expertise.

## *ORGANIZE YOUR FACTS*

As part of an existing neighborhood involvement program or as an issue to start a neighborhood involvement program, a group of

citizens can effectively organize and implement a graffiti cleanup program. The first goal of the group will be to create an awareness of the seriousness of this problem. Graffiti is a form of vandalism. Gang members use graffiti to mark their gang's turf or territory, to advertise the gang's status or power, and to declare their personal allegiance to a gang. When a neighborhood is marked with graffiti indicating territorial dominance, the entire area and its inhabitants become targets for violence. A rival gang identifies everyone in the neighborhood as a potential threat. Consequently, innocent residents are often subjected to gang violence by the mere presence of graffiti in their neighborhood.

To educate people in your area, take pictures of graffiti as it appears, putting the location and date on the back of the print. Draw a map of your community marking the locations of the graffiti. Document all of your findings specifically so that when you organize your cleanup, you will have all facts readily available.

### ***HOLD A NEIGHBORHOOD MEETING***

Seek the help of a community-based organization (if available) that removes graffiti or the law enforcement officer in your neighborhood to help interpret the graffiti. Your pictures will help them in this effort. Ask them to present a workshop on local graffiti at a neighborhood involvement meeting. If you do not have an association in place, arrange a meeting (see chapter on *Neighborhood Involvement*, Page 111). Graffiti could be the rallying issue around which to begin organizing your neighborhood. Go door-to-door and talk to your neighbors about how graffiti affects the community and invite them to the meeting.



### *AT THE MEETING*

Introduce your speaker to the group, citing the fact that the appearance of a considerable amount of graffiti in your community has prompted you to hold the meeting. Display your pictures of graffiti and the map show the locations where it appears.

After your speaker's presentation, there are a number of issues that the community must decide. The most important is whether or not the group is willing to work together to paint out the graffiti. Once that has been established, use your pictures and map to identify which walls attract graffiti. Painting these walls alone will go a long way towards beautifying the community and will give a sense of accomplishment to the residents.

Areas that have no uniformity in cleaning graffiti often have cover-up programs that are as unsightly as the graffiti itself. Although the danger associated with graffiti is removed, the neighborhood may become scarred by the paint-out unless a strategy is taken in advance.

Since commercial property is often a primary target of graffiti, suggest to business owners that they paint with a single color their buildings from the ground to a height of six or seven feet. The same strategy might be applied to subdivision walls. Our suggestion is to let the businesses and residents choose a color at your initial meeting. The main criterion is a standard color not likely to be discontinued.

Request volunteers at the meeting to make contact with businesses and residents in the graffiti areas marked on your map. Releases to remove graffiti must be obtained in writing before the paint-out (see Appendix, Page FA-37). It is helpful to have a fact sheet prepared outlining the primary points of your graffiti campaign, along with a ballot for color selection, so that citizens will understand what you are doing and why. A graffiti-free environment is a better place to live and to do business.

***MEETING FOLLOW-UP***

You now have

1. Pinpointed the high graffiti areas with picture documentation.
2. Prepared community maps with graffiti locations clearly marked.
3. Held a meeting to have official input (by either law enforcement or an experienced community-based agency) on local graffiti.
4. Gathered a core of enthusiastic residents to hold a graffiti paint-out.
5. Notified law enforcement of your intentions to hold a graffiti removal event.
6. Contacted any community-based agencies involved in graffiti removal.
7. Selected a community color.
8. Determined a unifying pattern to keep the paint-out attractive and coordinated.
9. Obtained permission slips from residents and businesses granting you the right to rid their property of graffiti.
10. Obtained paint, paint trays and brushes/rollers—either provided by a community-based or governmental agency or through contributions and business donations.

Now it's time to

11. *Select a time and date.* We found that Saturday mornings were excellent with an early start--usually 8 a.m. Check with your chamber of commerce and city hall to make sure there are no conflicting community events.
12. *Arrange for a meeting place* that has a large parking lot where people can park and which will give you plenty of room to organize your paint supplies and equipment. We found that the library and churches were happy to let neighborhood groups use their parking lots. Obtain drop cloths to protect pavement from any paint spills. If possible, arrange for a place to clean the brushes and rollers after the paint-out on the premises. One person should be designated in charge of clean-up so that there is no doubt that your base camp will be left as clean as you found it.
13. *Prepare a flyer* that can be distributed door-to-door by your paint-out committee. Make announcements at community meetings and in the community section of your local newspaper. Put notices in church bulletins and in community newsletters giving location, time, place, what to bring and person to contact for further details.
14. *Coordinate transportation of volunteers* and equipment. If participants are expected to supply their personal vehicles, be certain that this is clear.

15. *Draw a neighborhood map to show individual buildings, walls, garages, etc. for which you have permission to paint, and make enough photocopies so that each group can have one. Also include photocopies of the permission slips.*

### ***THE EVENT***

When people arrive, break them up into teams and assign them specific areas to paint. Give them a map, copies of the applicable permission slips, paint, trays and brushes. Be certain that they understand the unifying pattern that has been selected for the paint-out. Have a handout with a picture and instructions if you feel it will be helpful. If you are able to provide coffee or doughnuts from local merchants, it is always appreciated by the participants.

Two committee members should stay at the meeting place to coordinate teams of painters as they arrive or return from a completed mission. If you have enough volunteers, one car (or truck) can circulate throughout the neighborhood, replenishing paint supplies and making new assignments as old assignments are completed. Take a camera. Pictures of the event are a fun way to involve everyone at a neighborhood meeting following the graffiti paint-out.

### ***AFTER THE GRAFFITI PAINT-OUT***

Write thank-you notes to everyone who donated time or materials to make your paint-out a success.

Plan a community meeting following the paint-out, inviting all participants, residents and business people. Resolve to paint future graffiti as soon as it appears. Organize an adopt-a-wall strategy where members take responsibility for removing graffiti from a particular wall

immediately. If you have this part of the graffiti strategy in place, then you are making a large impact on your neighborhood.

### ***INTELLIGENCE-GATHERING AND DOCUMENTATION***

Through the links you have made in your program, it is now time to tackle the source of the problem through community pressure and legal action.

As stated earlier, an important source of information is the graffiti itself. Accumulate as many examples and as much information as possible. The goal is to identify who is doing the painting, where and what time the painting is being done. Law enforcement, residents' awareness and community-based organizations can assist in gathering this data. Using the neighborhood tree (see Appendix, Page FA-32) as a method of neighbors talking to neighbors can be an excellent tool in gathering and substantiating your committee's information.

If your community has a community-based organization that works with graffiti-interpretation/removal, it may also offer intervention/prevention programs for gang members who may be responsible for the markings. It can also assist in organizing a meeting with the gang members and their parents to address the graffiti issue. In our area, Mothers Against Gangs (a group of mothers who have founded a support organization for mothers of children involved in gang activity), and other parents of the youth responsible, have removed the graffiti themselves. A powerful message is sent to youth when their own parents are painting their names off walls in their community.

If you don't have such an organization in place, report what you know to the police and keep a record of the date and person to whom the reports were made. Ask for their help in working with the perpetrators of the graffiti and their families. Ask law enforcement and the community-based organization for assistance in making the family

more aware of their child's involvement in painting graffiti. Record your meeting and the date, and have one person start a file to document the specific problem you are addressing.

If the graffiti continues, contact law enforcement about the possibility of filing a civil action. Civil action could result in being awarded damages, and can be handled through the small claims court. You might want to suggest that the youths be involved in painting a community mural where their graffiti once appeared. Try to work out an agreeable solution. Record all contacts and keep copies of everything.

### *GRAFFITI PREVENTION SUGGESTIONS*

It has been our experience that where graffiti has been removed immediately indicating that graffiti will not be tolerated, it has been significantly--if not completely--eliminated. This does not happen overnight. You may experience a continuous power struggle between residents and those putting up the graffiti. But persistent residents are almost always the victors.

Once graffiti has been eliminated, there are landscape designs that can be used to discourage graffiti. Use of prickly shrubs, climbing plants, and closely planted hedges have proven to be deterrents.

There are also graffiti-resistant paints available. However, these tend to be expensive, and it must be kept in mind that the elements that make it graffiti-resistant also make it difficult to repaint. Therefore, future removal (for change in color, etc.) can be a problem.

***CHECKLIST FOR A GRAFFITI PAINT-OUT***

1. Pinpoint high graffiti areas on a map.
2. Take photographs and put identifying information on the reverse.
3. Notify law enforcement and any community-based organizations working with graffiti of your concerns and ask a representative to give a graffiti workshop at a neighborhood meeting.
4. Hold a community meeting.
5. Select a community paint color.
6. Determine a unifying pattern.
7. Select a time, date, and meeting location for the paint-out.
8. Obtain written permission from people owning involved property.
9. Obtain paint, paint trays, brushes, rollers and dropcloths.
10. Prepare a flyer/graffiti fact sheet.
11. Distribute flyer, advertise and announce event.
12. Make copies of maps and permission sheets for each group.
13. Divide participants into teams with specific assignments. Make certain they have
  - a. paint and trays
  - b. brushes and rollers
  - c. instructions on uniform pattern to be used
  - d. map with specific locations marked
  - e. permission slips for pertinent locations.
14. After assignments have been completed, congratulate yourselves on taking the first step!
15. Hold a meeting to discuss strategies for prevention of future graffiti and other community concerns.

*(Checklist continued on next page.)*

*CHECKLIST (continued)*

16. Organize an adopt-a-wall paint-out program.
17. Work with a graffiti-oriented community-based organization or law enforcement to identify the source of graffiti.
18. Work with law enforcement, community-based organizations and residents to make parents of youth identified putting up graffiti more aware of their child's involvement and the damaging effect graffiti has on the community.
19. Hold periodic graffiti paint-outs involving the entire neighborhood.



*CONDUCTING  
A CIVIL GANG  
ABATEMENT*

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A civil gang abatement program is a highly technical procedure involving the city attorney's office and law enforcement. The role of the Community Reclamation Project was to facilitate community meetings and to provide a liaison between the city attorney's office, law enforcement and the residents of the target community, Harbor City. CRP staff also assisted the city attorney's office in obtaining statements from citizens documenting experiences of gang and drug involvement in their community.

Before you consider the feasibility of a civil gang abatement for your community, consult the city attorney's office and law enforcement to see if it is a possible avenue to pursue.

# CONDUCTING A CIVIL GANG ABATEMENT

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## *PURPOSE*

To join the efforts of the community and law enforcement to declare specific gangs to be a public nuisance, and to stop activity associated with gangs in a concentrated area; to instill in the neighborhoods the need for and value of self-policing.

## *WHAT IS A CIVIL GANG ABATEMENT?*

The basic concept of a civil gang abatement is that the actions of a criminal street gang create a public nuisance as much as a house of prostitution or a crack house. There are civil laws to deal with public nuisances through complaints and court-issued injunctions. Simply put, a civil gang abatement uses these methods to stop gang activity in a specified area through a high level of community involvement.

## *THE HARBOR CITY CIVIL GANG ABATEMENT*

Usually, a civil gang abatement is the result of a request by a resident's group for help in removing the destructive influence of gangs from a community. Because the documentation of a civil abatement process was part of the mandate of this project, a community was

chosen by the Los Angeles City Attorney's Office, the Los Angeles County Probation Department and the Los Angeles Police Department. Because the Harbor City abatement was initiated from without rather than from within, many of the situations presented by this abatement team will be unique to Harbor City. Nevertheless, the steps and principles followed here will be the same with any civil gang abatement.

Harbor City was selected because of the strong influence of gangs concentrated primarily in the Normont Terrace Housing Project. The physical dimensions of the city were considered manageable, and there were some neighborhood involvement groups already in place.

In direct relationship to the abatement, LAPD had already profiled two active criminal street gangs in Harbor City to be targeted for the Street Terrorism Enforcement Prevention (STEP) Act. The STEP Act defines the criteria of a criminal street gang and uses penalty enhancements as a means of dealing with the increase in violence and patterns of criminal activity (California Penal Code Section 186.22(a)(b)). It also serves as a warning through notification to gang members that they are liable for prosecution under the act. Thus, the Harbor City Civil Gang Abatement was partnered with the STEP Act, even though they may operate separately.

### ***STAFF***

It was very important that involved community leaders from Harbor City have an advisory role from the outset, and Irene Campos and Arturo Sanchez of the Community Reclamation Project staff who lived in Harbor City helped lay the groundwork for the initial steps taken in the abatement process. Afterward, Elizabeth (Liz) Taylor led the organizational effort of the community involvement aspect of the abatement.

Whoever is chosen for this position should enjoy working with all types of people (residents, business people, church leaders, personnel in community-based organizations and politicians), have a basic understanding of law enforcement methodology, and be able to work with various personnel in all aspects of law enforcement. The person selected should also have organizational and leadership abilities.

### ***OTHER TEAM MEMBERS***

a. *The Los Angeles City Attorney's Office* took the lead in the abatement program from its inception. It helped coordinate all aspects of the civil abatement, but particularly in the initial explanation of the process to the residents of Harbor City and the writing and coordination of the distribution of the abatement warning notices, signed by the city attorney. The office also set the criteria needed for citizens' declarations. (Though referred to as "citizens" declarations, this terminology does not preclude other residents who are not citizens from providing a statement.) Upon reaching the injunction stage, this office will spearhead this effort.

b. *The Los Angeles County Probation Department* also worked with the program from the outset by helping with the initial strategies for the Harbor City civil gang abatement. The probation department and the city attorney's office had jointly conducted a civil gang abatement in West Los Angeles, and this earlier experience, the first civil gang abatement to be conducted in Los Angeles, was drawn upon by the Harbor City civil gang abatement team in the initial stages.

c. *Local Law Enforcement Officers.* Before the abatement process could begin, a geographical profile--including the identification of gangs in the area, their members and documented, specific

criminal activity in a designated geographical area--was developed in accordance with STEP regulations. LAPD officers supplied crime and arrest statistics to prove the need for the STEP Act and the civil abatement, and assisted with the distribution of the abatement warning notices that were posted in locations where gang members were known to congregate. They attended many of the informational neighborhood involvement meetings, and their support gave the local populous a feeling of safety and an assurance of protection.

### *COMMUNITY MEETINGS*

Since the complaint must come from the citizens, a civil gang abatement starts with a series of community meetings. Here problems will be learned directly from the population and proposals for solutions might be made. At first there may be a denial period where the community does not want to admit that gangs are a problem, that they are afraid of gang members, or that they have altered their personal habits because of gang activity in their community. As gang activity in Harbor City dates back three generations in some cases, the gang as a social entity may be considered part of the neighborhood. Be prepared for the unexpected.

Before our first publicized community meeting, we held several staff meetings including all entities of the abatement, along with Irene Campos and Arturo Sanchez, for input and to anticipate the best method for the initial community meetings. Generally speaking, the plan was to follow the same approach used for the West Los Angeles abatement, i.e., let the people air their complaints at the first and second meeting; explain the abatement process, and then work together through the community meetings to follow the abatement procedure.

Our first community meeting was held July 7, 1989. It was here that the abatement process was first explained to the residents of Harbor City. The program included all the team members: representatives from the city attorney's office, the probation department, the Harbor Area LAPD, and CRP.

We did not use an existing neighborhood involvement group as a nucleus for this first meeting. Rather, through the distribution of flyers, we invited the entire Harbor City community and planned it at the Normont Terrace Housing Project Community Center. We thus attracted large numbers of people who were personally involved as victims of gangs as well as gang members themselves in addition to interested residents.

We found in this first meeting that there was hostility directed toward law enforcement because of the serving of the STEP Act notices, and, after the initial introduction to the civil abatement process by the city attorney's office, this was the focus of discussion. We did not try to manipulate the meeting, feeling that people should be able to air these feelings to the individuals who could best address the issue.

The second meeting was held three weeks later (July 31st) at Normont Elementary School. Residents of Normont Terrace and the surrounding area attended, and LAPD held an open forum to answer questions regarding the STEP Act and the civil abatement.

We moved the third meeting (September 12th) to a more neutral location--a meeting room at Kaiser Permanente Hospital in Harbor City--and found that the level of discussion changed from airing general complaints regarding the STEP Act to identifying specific problems within the community. A broader spectrum of Harbor City residents attended the meeting, and discussion groups of five to eight people were formed to encourage individual participation. Each breakout group was led by a CRP staff member previously briefed by the abatement team. At the end of the meeting, the group

of some 50 residents came back together to discuss the findings. Basically, the concerns of the people who met were (1) drugs--their sale and use; (2) violence and personal safety within the community; and (3) lack of parental responsibility.

Subsequent meetings held October 3 and October 24th defined these problems more specifically and the attendees worked on possible solutions. Liz worked with the city attorney's office to identify people who might be willing to write down happenings in their community to be used as a declaration, the key document that moves an abatement to the injunction stage. These written comments are formalized into legal documents that are presented to the court to help prove that the gang and its activities are indeed a nuisance to the community.

Lists were maintained of all attendees, and, each time a meeting was planned, letters, flyers and phone calls were directed to those who had participated in previous meetings.

### *ABATEMENT WARNING NOTICE*

In November, the city attorney's office determined that the time was at hand to deliver the abatement warning notice (see Appendix, Page FA-44). This document was prepared by the city attorney's office to officially describe the public nuisance the gang created in the specified area. It detailed individual gangs by name, gang hangout by location, and gang activities that were being targeted by the abatement as defined by the residents in the community meetings and by law enforcement.

A call for immediate cessation of these activities was declared by the city attorney, who formally issued the letter. The formality of this complaint changed the actions described from being merely an annoyance to a misdemeanor, which is prosecutable and may carry up to six months' jail punishment.



During the week of November 15, 1989, these notices were delivered throughout Harbor City by the city attorney's staff and law enforcement officers, as well as posted in conspicuous locations so that everyone concerned would be advised. Because almost 35% of the residents of Harbor City are Hispanic, the notices were printed in Spanish as well as English.

Just prior to their distribution, a community meeting was held at the Kaiser Permanente Hospital meeting room, where the residents were advised that the notices had gone out and the next step would be the monitoring of gang crime. The city attorney's office and law enforcement officers were on hand to answer all questions concerning the warning notice. This was the only public announcement that the warning notices were being issued.

The notice was a highly effective tool, as it gave youth the "excuse" to back out of gang activity and still save face with their peers. Foot patrol officers encouraged youngsters to stop any behavior that may be construed as affiliating them with a known gang. During the period from the time the warning was issued to May, 1990, gang activity in Harbor City dropped by 40%.

### *MONITORING*

A caucus of the Community Reclamation Project staff, the city attorney's staff, and LAPD officers met in December to determine how to proceed after the notices had been handed out. We entered the monitoring period of the abatement process during which an emphasis was placed on neighborhood policing, awareness and the need to strengthen existing groups throughout the community. Natural leaders needed to be identified and given leadership roles.

It was decided to divide Harbor City into geographic, established neighborhoods. Those areas where neighborhood watch or neighbor-

hood involvement associations were already in place were identified. Those areas without an organizational base were pinpointed.

Liz began to work through her contacts within Harbor City to make a concerted effort to coordinate these neighborhoods into an effectual citywide governing force. This would facilitate the declarations that were necessary in the abatement process and enhance the self-policing aspect, which is the ultimate goal.

### *THE REST OF THE STORY*

Three new neighborhood associations have been established with CRP help since the first of the year in Harbor City. One association functions almost independently. The other two are in the process of identifying leaders and forming a neighborhood network.


In mid-May, 1990, the number of gang crimes in Harbor City began to rise. CRP, the city attorney's office and LAPD are working to obtain additional citizen declarations to strengthen their documentation and move forward with the injunction.

### *THE HARBOR CITY CIVIL ABATEMENT TEAM*

Bob Ferber, Assistant Supervisor of the Gang Division, Los Angeles City Attorney's Office.

Bill Collins, Deputy Probation Officer, Los Angeles County Probation Department.

Captain Joseph De Ladurantey, Lieutenant Michael G. Markulis, Officers Robie McIntosh, John Frietas and Don Linfield, Harbor Division Los Angeles Police Department.



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*SCHOOL  
PROGRAMS*

The drug prevention component has worked with specific programs in our target area schools. In order to assess these programs' strengths, weaknesses and adaptability, testing and evaluation procedures are currently under way. The results of these findings, in addition to a more detailed approach to the studies, will be made available in a separate document through the Los Angeles County Probation Department Special Services Branch and the Department of Health and Human Services Office for Substance Abuse Prevention in the fall of 1990.

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# SECOND STEP PROGRAM

## *PURPOSE*

To assist elementary children in acquiring personal skills to relate to others and to promote self-esteem.

## *STAFF*

Drug Prevention Coordinator Marilyn K. Marigna attended a Second Step training program in Seattle in order to train selected elementary school teachers in our target area. These teachers implemented the program in the schools.

## *SELECTION OF THE SECOND STEP PROGRAM*

The Second Step Program, a violence prevention curriculum, was designed by the Committee for Children as a model program for decreasing the tendency of children to develop impulsive and aggressive behavior. Although other programs were considered, the Second Step Program appeared to best lend itself to adaptation in an overall approach to impacting the fundamental social systems: parents, school, community and peers. Another key factor in making the decision to use Second Step was the issue of violence prevention. Although several

of the other programs addressed the dual issue of gang involvement and drugs, they did not address the development of aggressive and impulsive behaviors in children.

### ***PROGRAM DESCRIPTION***

The Second Step curriculum emphasizes the development of social competence through assertiveness training, decision making, use of community resources, empathy training, interpersonal cognitive problem solving/behavioral social skills training (impulse control) and anger management. Research has shown that children who lack the aforementioned skills are more likely to exhibit "high risk" behaviors, which are a prerequisite for (1) under-achievement in school, (2) dropping out of school, (3) social isolation, (4) drug and alcohol use, (5) early parenthood, (6) involvement in violent peer groups (gangs), (7) underemployment/unemployment, (8) imprisonment for adult crimes and (9) physically or sexually abusive behaviors towards spouses and children. The program is culturally sensitive, which gives the child an opportunity to relate to the information and to use the positive social skills at home, in the community and with peers.

In 1989/90, the training tuition was \$275 plus travel to Seattle. The curricula cost \$225 (each) for grades one through three; \$200 for fourth and fifth grades; and \$200 for grades six through eight (available in September, 1990).

To obtain more information on the Second Step Program and teacher training, contact their headquarters at

The Committee for Children  
172 Twentieth Avenue  
Seattle, Washington 98122  
(206) 322-5050

The Committee for Children believes that training gives the instructor the skills, confidence and practice that is needed to effectively present the lessons in the classroom and/or work with parents and community groups to prevent youth violence. They are supportive of your efforts, and have several training alternatives. One-day teacher trainings and two- and three-day trainer trainings are among the options.

### *HOW TO IMPLEMENT A SECOND STEP PROGRAM*

Before any program can be introduced into most school systems, approval must be obtained from the district administrator. If you feel that Second Step, or other programs mentioned at the end of this chapter, would benefit the children in your area, obtain complete information from the distributor of the program to include with your presentation to the administrator.

As a caution, be aware of the political climate in your school district. Are there pending teachers' strikes? Are district administrators preparing to retire? Are principals being transferred? If any of these elements come into play in your school district, your approval time may be lengthened or starting time may be delayed.

The Los Angeles Unified School District had already begun to implement the Second Step curricula, and the Community Reclamation Project decided to enhance their efforts by training all of the teachers in one elementary school and providing curricula for teachers who taught students in grades one through five. The curriculum for grades six through eight was not available at the time CRP obtained Second Step from the Committee for Children.

If you plan to implement a research component that involves children to measure the success of the curriculum, be certain to inquire

about the appropriate procedures and time lines. Program evaluation that involves teachers will not cost as much in time, effort and expense. Early decisions about the type of evaluations are imperative to the process.

### *SELECTING A SCHOOL*

Many school systems operate on what is called a "feeder system." This is the movement of students from elementary to junior high or middle school to senior high school in a systematic way. Research and assess the schools in your district to determine the senior high school that has a significant number of high-risk students. This can be determined through the dropout percentage, truancy suspensions, low achievement, etc. Reverse the feeder system to select an elementary school.

### *ESTABLISHING A PROGRAM*

After approval of the program from all authorities, including the principal of the school you wish to target, you are ready to proceed with the following steps:

1. Schedule a meeting with the teaching staff to discuss the plan. Provide them with detailed information on Second Step (or the program you wish to implement). Be prepared to discuss the benefits that such training will provide for administrators, teachers and students. Also provide them with a clear time line of your proposed effort.

Be prepared to deal with resistance issues of teachers teaching social skills versus academics, use of staff time--both training and



implementation--cost to the school, personal and professional threats (capability issues related to behavior management in the classroom), handling disclosure, and the reporting of suspected child abuse as a result of exposure to the curriculum.

2. Some school districts compensate teachers for staff development. Explore the possibility of using staff development time for instruction in Second Step. Your project may have to shoulder some of the expense if the school cannot budget the entire cost.

3. Schedule the training of teachers early in the year. Two three-hour trainings scheduled at the end of the school day are sufficient.

4. You may want to consider providing curricula to the school cost-free as an incentive for them to become involved. This could be an area where corporate sponsorship could bring community support into action. The cost is nominal, and the curricula can be shared by several teachers. Contact the Committee for Children for current rates.

### *THE REST OF THE STORY*

Thirty-three teachers were trained in one target area elementary school for the winter semester. They implemented the program for approximately 400 children. A continuance of Second Step for the 1990-91 school year is planned.

Teacher program evaluations will be reported in a separate document available through the Office for Substance Abuse Prevention, 5600 Fishers Lane, Room 9A-40, Rockville, Maryland 20857, after October 1, 1990.

***DRUG EDUCATION/VIOLENCE MANAGEMENT PROGRAMS***

Besides Second Step, you may want to consider the following programs:

Here's Looking at You, 2000/Preparing for the Drug Free Years  
Comprehensive Health Education Foundation  
20832 Pacific Highway South  
Seattle, Washington 98198  
(206) 824-2907

Project DARE (Drug Abuse Resistance Education)  
Los Angeles Police Department  
P. O. Box 2090  
Los Angeles, California 90051-0090  
(800) 223-DARE

Operation SANE (Substance Abuse Narcotics Education)  
Project SMART (Self Management and Resistance Training)  
Los Angeles County Sheriff's Department  
11515 S. Colima Road, Building D-111  
Whittier, California 90604  
(213) 946-7263

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## rites of passage

### *PURPOSE*

To assist adolescents in making the transition to adulthood through teaching skills and providing experiences related to personal tasks necessary for exercising adult responsibility.

### *STAFF*

We suggest that you choose someone not currently part of the school system, but with life experiences that relate to youths' problems. This person can be from a community-based organization, the parks and recreation department, a church or part of your community reclamation project staff. The youth may not feel threatened by an outsider, as they may with a teacher. There are no preconceived opinions about the students on the part of the instructor, and after the students learn of the facilitator's experiences, they feel a kindred spirit to the facilitator, which may not occur with a known teacher or counselor.

Janice Garcia, CRP community specialist, and Ron Johnson, creator of the program, instructed the students at White Junior High School.

### *SELECTION OF THE PROGRAM*

The Rites of Passage Program that was chosen by the Community Reclamation Project was developed by Ronald Johnson, a consultant with the California State Department of Education. Mr. Johnson's program was originally designed to increase awareness and develop skills associated with a positive masculine identity. Community Specialist Janice Garcia and Drug Prevention Coordinator Marilyn Marigna were trained by Mr. Johnson to adapt and implement the school-based segment to meet the needs of adolescent females. There are three additional components in Mr. Johnson's curricula, but, because of time constraints, CRP used only one segment.

### *PROGRAM COMPONENTS*

Mr. Johnson's Rites of Passage Program is formulated through identifying and addressing 10 specific areas of growth. The areas covered, along with a synopsis of what each lesson hopes to achieve, are

*Personal Rite of Passage.* The premise that life is hard for everyone and can be further complicated by race and gender. The major goal is to prepare the individual to succeed in the "hard" life ahead.

*Spiritual Rite of Passage.* Through positive thinking and behavior at an individual's highest and best level, he is spiritually developed and supported by a higher power (God, Allah, Buddha, Universal Spirit).

*Cultural Rite of Passage.* The understanding of one's culture gives perspective to one's values and perceptions.

*Emotional Rite of Passage.* Suppression of emotions can be a hindrance to growth in at-risk children, and learning to understand and to respond to emotions rather than to react unthinkingly is an important part of gaining maturity.

*Historical Rite of Passage.* Emphasis that history is a part of everyone's heritage, and that each country has had a role in bringing the world community to where it is today can reinforce a youth's growth and struggle for individual development.

*Social Rite of Passage.* The world, the community and the family should benefit--not suffer--from a person's presence on earth.

*Political Rite of Passage.* A responsibility of becoming an adult is to take an active role in community, state and federal government.

*Economic Rite of Passage.* The responsibility of establishing and maintaining a sound economic base is basic to becoming an adult.

*Mental Rite of Passage.* The acquisition of knowledge is a continuing, life-long process.

*Physical Rite of Passage.* How a person treats his body determines how he lives.

### ***IMPLEMENTING THE RITES OF PASSAGE PROGRAM***

If there are a number of at-risk youth in your area, if there is a high truancy/dropout rate or a dominant gang influence and drug activity, you may wish to consider holding a rites of passage program at your

school. The school administrative personnel must be in support of any such program before you can proceed. Therefore, proper application and support documents should be submitted for their consideration and approval.

After such approval has been given, you will need to determine which school group you wish to target. In your district, it may be easier to target the school first and then get approval. We used a junior high "feeder" school to work with in the Second Step Program. A feeder school is one that accepts several different elementary student bodies, and one that sends its graduates to more than one high school. Thus, by using a feeder school, we felt that our program would gain greatest impact through reaching the greatest number of different students.

After all official approval has been obtained, meet with the principal to seek his input and support of the program. Bring an outline of the guidelines of the program along with the requirements he will need to meet when he commits to holding the Rites of Passage program at his school. You and he will need to decide:

1. What day of the week the class will be given (we held classes one day, Wednesday).
2. Whether it will be a full class period (50 minutes); if so, will classes be alternated so that the student will not miss too much of any one class. We alternated with the first three periods of the day: 9:30, 10:30, and 11:30 a.m., and that worked well.
3. How long to conduct the program. We held the program for 13 weeks, and found that this was not long enough to complete the 10 Rites of Passage. We suggest that the classes be scheduled twice a week for 13 weeks to give yourself ample time to complete the program, or once a week for 26 weeks.

4. Where to hold the class. We held the program in a regular classroom.
5. Which students to enroll in the program.

### ***DETERMINING THE CLASS***

The youth participating in our program were referred by the principal, the vice principal and by teachers based on the youth exhibiting a history of high-risk behavior, truancy, suspected or known gang/drug involvement and/or a history of dysfunctional family relationships. A letter explaining the Rites of Passage program was sent to the parents along with a consent form (see Appendix, Page FA-50). Any youth wishing to participate with parental permission was able to do so.

We had several different ethnic groups represented, and it worked well to integrate the classes. This engendered a sense of understanding, learning and interaction within the class, rather than segregation and separation.

### ***TRAINING A FACILITATOR***

The facilitator can be trained through apprenticeship with an experienced Rites of Passage instructor, through classes that are conducted periodically throughout the country, or through personal study (see *Bibliography*, Appendix, Pages FA-48/49) and adaptation of the program outlined here. You might want to add biographies of people in the different ethnic groups as well as books on cultural music, art, poetry, philosophy, spiritual issues, economic, politics and history. Janice used a combination of the above techniques to help her facilitate discussions in the group.

## ***ACTIVITIES FOR THE GROUP***

The following list of class and homework activities will give you a starting point for structuring your program. We hope that they will lead to other ideas tailored to the needs of your group.

### ***Personal:***

1. Help each youth begin a scrapbook on himself/list things he likes about himself.
2. Provide opportunities for the youth to meet and connect with adults (other than the instructor) who can serve as role models and may provide sympathetic ears in stressful times.
3. Talk to the youth about their dreams for the future.
4. Tell stories/read stories.
5. Teach the youth how to develop a family tree.

### ***Spiritual:***

1. Teach the youth about nature.
2. Plan field trips away from the city.
3. Have guests with religious training give non-denominational talks to the class.
4. Make a list of things for which to be thankful (group).
5. Have each youth make a list of things for which he is personally thankful.

### ***Economic:***

1. Have a successful local businessman talk about his own prosperity.
2. Develop ways that youth can earn money: recycling cans, delivering newspapers, holding a group car wash.



3. Arrange with a local bank to have a tour for the youth.
4. At the completion of the tour, encourage each youth to open a savings account.
5. Have an accountant talk to them about bills, credit and the responsibility of taxes.

*Physical:*

1. Arrange a tour of the local hospital.
2. Talk to the youth about personal hygiene, how to bathe.
3. Have a local dentist talk to the youth about tooth care.
4. Plan a discussion about sex and be prepared to answer all questions frankly.
5. Teach relaxation techniques.

*Emotional:*

1. Discuss and define all the emotions the class can identify by name.
2. Discuss crying--why humans cry and the purposes of crying.
3. Talk about expressing feelings to friends and family, as well as to adults--teachers, ministers and other adults outside the family.
4. Help the youth learn to solve their problems caused by emotions.
5. Teach the youth to use words rather than fists or weapons to solve disagreements.

*Political:*

1. Watch the evening news as a class--perhaps a video of the previous night's broadcast--and discuss the importance of the issues.
2. Ask an editor or reporter with a local newspaper to discuss the press.

3. If an election is in progress, have students give reports on the issues and candidates.
4. Bring politicians/candidates into the classroom to discuss the political process.
5. Encourage involvement in school politics and activities.

*Social:*

1. Discuss ideas on how the youth can help those who are less fortunate than they are.
2. Discuss family interaction—household chores, and how each member should benefit the family unit.
3. Arrange for a visit to older people in a retirement home; have a special project (making things for gifts) that can give them a purpose for going.
4. Discuss litter and how it affects the community.
5. Discuss dating and boy-girl relationships.

*Mental:*

1. Suggest a reading program.
2. Ask the school or local librarian to give a tour of the library.
3. Arrange for a tour of a local college or university. If this is not possible, perhaps a professor can make an informal presentation to the group.
4. Have a class on how to work crossword puzzles and other brain teasers.
5. Have a class on the importance of free mental space.

*Cultural:*

1. Ask each youth to tell the group about his country of origin.
2. Pinpoint countries represented on a globe or world map.
3. Discuss the American culture and their ancestral country's role in America's development.

4. Visit a restaurant featuring a cultural food that no one has eaten before. Ask the owner/manager to give a brief explanation of the menu.
5. Develop a cultural chart listing important attributes that all peoples have in common.

*Historical:*

1. Help each youth develop a family tree.
2. Show each youth how to trace the origin of his family name.
3. Ask a local historian to talk to the youth on their community's history.
4. Bring old pictures to class, telling who the people are.
5. Ask a school history teacher to give an informal talk on the importance of world history in their lives.

*ACTIVITIES WE FOUND PARTICULARLY SUCCESSFUL*

*Personal.* When Janice assigned each girl to list what she liked about herself, she was not prepared for the confusion and soul-searching that followed. This turned out to be a major project for the class--lasting over two weeks--and one which increased the self-esteem of each member.

*Economic.* Janice and her girls held a car wash to raise money for a group dinner at a local restaurant at the end of the school year. This taught the girls responsibility of earning their way, and gave them a reward.

*Physical.* A makeup session taught the girls how to apply cosmetics. It was fun, and the topic was of personal importance to each member of the class.

*Emotional.* Janice found that developing a "feeling vocabulary" helped the students identify their emotions and made it easier for them to cope with emotional situations. This understanding gave the girls courage to express their feelings openly instead of supressing them, which Janice felt was a major breakthrough. This activity took three class periods.

### *THE REST OF THE STORY*

The Rites of Passage program was presented to 20 adolescent females and 20 adolescent males at one target-area junior high school from February to June, 1990. Program evaluation results will be available October 1, 1990, through the Office for Substance Abuse Prevention, 5600 Fishers Lane, Room 9A-40, Rockville, Maryland 20857.

### *rites of Passage Program*

For further information on the rites of passage program used by CRP, please contact: Ronald Johnson, Ward AME Church, 1177 West 25th Street, Los Angeles, California 90007, (213) 964-2692/(213) 747-1367.



*PARENT  
TRAINING  
PROGRAM*

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# PARENT TRAINING PROGRAM

## *PURPOSE*

To develop parental competence and personal growth in order to enhance their children's self-esteem, self-discipline and social competence. The foundation of the program rests on developing deep meaningful familial relationships through an ethnically based and culturally sensitive program and by coordinating the school (see *Second Step*, Page 183, and *Rites of Passage*, Page 189) and parental programs.

## *STAFF*

Nineteen people applied for instructor training in the parenting program given by Marilyn K. Marigna, Drug Prevention Coordinator, and Marilyn L. Steele, Ph.D., Child Clinical Psychologist, Consulting and Clinical Services. Five people were selected as instructors. These five represented the Filipino, Samoan, African-American, Mexican-American and Anglo-American ethnic groups, which complemented the project's culturally sensitive program. This selection was based on completion of the 36-hour parenting course and the availability of the instructor as it related to class facilities and parent scheduling.

### ***SELECTION OF THE PROGRAM***

The Community Reclamation Project Parent Training Program was designed by Ms. Marigna and Dr. Steele to be a comprehensive program that incorporates conventional behavioral-based parenting techniques. It stresses positive discipline as a means to increase parents' ability to enhance family functioning. Parenting skills are taught in the context of ethnic and cultural values in one standard curriculum appropriate for all ethnic groups in the target areas. The method of integrating cultural and family values into the curriculum was developed by Jerry Tello, Project Coordinator, California Consortium of Child Abuse Councils. In the program, parents are encouraged to model responsible citizenship through community involvement. Personal parent/child involvement is developed by directing parents to take an active role providing important lessons for children's growth stages.

The parent training program consists of an orientation, ten weekly sessions and a termination session integrating lessons and exercises that focus on enhancing relationships, positive discipline and rites of passage. The "building blocks of success" (see Appendix, Page FA-57) provide parents with the program components that help raise gang- and drug-free children.

### ***BENEFITS OF THE PROGRAM***

1. *Enhances effectiveness of methods* parents are already using to increase positive behavior and decrease negative behavior for children specifically between the ages of four and twelve.

2. *Exposes parents to other positive discipline methods* and provides alternatives in an atmosphere where corporal punishment is discouraged (child abuse laws).
3. *Provides parents with a process of discipline*, starting with the most positive discipline methods, moving on to more direct discipline methods only if necessary.
4. *Provides group support* and an opportunity for parents to share the difficulties of being a parent as well as successful approaches to modify different discipline methods to meet specific family needs.
5. *Provides information and activities to enhance the parent/child relationship* as well as family communication and cooperation.
6. *Enhances parent's and child's ability* to recognize and express a variety of emotions, with special emphasis on the development of empathy, impulse control, anger management and problem solving.
7. *Provides information and activities that will increase the child's knowledge* and ability to make the transition through childhood and adolescence to adulthood in such a way as to contribute positively to the community and larger society, i.e., economical, political and cultural issues addressed (see *Rites of Passage*, Page 189).
8. *Provides information, prevention/intervention strategies* and resources for drug use and gang involvement.
9. *Enhances parents' knowledge* of services offered by different community agencies and parents' ability to utilize community resources to address individual and group needs.



10. *Provides direction for parents to become involved* in community action groups and part of the decision-making process in their community.

You may want to develop your own program. We believe the comprehensive approach of empowering parents, enhancing relationships, positive discipline and assisting children and young adults through their rites of passage are important components of change. However, we do recognize there are different ways of accomplishing these goals. We encourage you to be creative.

In reviewing our curriculum, there is a considerable emphasis on the need for a variety of parenting techniques. The rationale is that when parents use only two or three methods to teach a child right from wrong, these techniques may eventually stop working. The parent may then use more and more of the same thing or begin to use harsher methods to change the child's behavior, possibly inflicting emotional or physical abuse. The more techniques the parent has to call upon, the more effective positive techniques will be. To assess the attitudes of the parents involved, a questionnaire was developed (see Appendix, Pages FA-52/56).

### ***HOW TO ESTABLISH A PARENT TRAINING PROGRAM***

1. *Decide on a parenting curricula.* There are a number of positive discipline programs that can be used for the parenting skills portion of your program. Evaluate your needs and your target population, then evaluate several of the available curricula and training programs. Choose one that fits your needs and your budget. Lessons designed for the Community Reclamation Project will be available through the Office for Substance Abuse Prevention, Washington D.C., in the fall of 1990.

2. *Recruit trainers for your program.* In our program, we used flyers and public service announcements to flood our target areas, asking for interested community residents to serve as trainers.

The agreement with the five instructors was that each was to be paid \$32 per hour to teach 10 sessions that would eventually channel into community action groups. The instructors were responsible for publicizing and recruiting parents for their classes, finding a location for each class (at meeting halls of the housing projects, churches and community-based agencies).

3. *Trainers must receive training in the program you have selected.* Your individual program will determine whether this will be done locally or if travel/tuition will be involved.

4. *Locate a central meeting facility* to hold the parenting classes. There were two types of classes taught: (1) those co-sponsored by CRP and the local agency hosting the classes and (2) the community services class that was open to the public.

Child care and refreshments were provided by CRP and the hosting agency.

5. *Design a publicity program that will attract your target population.* Advertise your classes through schools, churches, public service announcements, flyers. Be prepared to educate the residents on the benefits of a parenting class.

6. *Hold the classes.*

7. *Plan a graduation function* and invite the families along with people throughout the community. This will help publicize the program, generate interest for future parenting classes and reinforce the effort of the parents who have completed the program you have just held.

***THE REST OF THE STORY***

There were 41 parents participating in the five, culturally specific classes and completing the 12-week program.

Since the completion of this pilot program in June, 1990, two community-based organizations and one church in the CRP target areas are seriously considering sponsoring a fall parenting program employing the instructors trained by CRP. All five instructors are available to go into the community to present these programs on request.

As this manual was being prepared, the parenting classes were being evaluated on program content, training process and participant and instructor critique of the curriculum. The results will be available October 1, 1990, through the Office for Substance Abuse Prevention, 5600 Fishers Lane, Room 9A-40, Rockville, Maryland 20857.

## CONCLUSION

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The story of the Community Reclamation Project is not over. Interim funding has been provided by Los Angeles County to cover expenses until the 1991 budget can be reviewed by the Office of Juvenile Justice and Delinquency Prevention. We hope to conclude our work in coordinating and mobilizing the communities of Carson, Harbor City, Lomita and Wilmington, and to extend our services to include seminar training to cities and towns throughout the country so that they can benefit directly from the lessons we have learned.

Our final phase here in the Harbor Area of Los Angeles County will be to solidify the partnerships in prevention, intervention and enforcement of the target areas' resources, i.e., to present a united front with all community components: residents, businesses, law enforcement, churches, schools, community-based organizations and government agencies working together to rise above gangs and drugs.



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*FORMS*  
*APPENDIX*

The following forms are offered for your consideration and use. You'll notice right away that some of the answer-spaces are not large enough for the information requested. We have abbreviated wherever possible so that each form can be featured on one page.

Please use the forms, adjust them for your specific needs or just copy them as they are. We hope that they will save you time and organizational steps in putting together your activities.

**COMMUNITY RECLAMATION PROJECT  
BUSINESS FACT SHEET**

Name of business \_\_\_\_\_

Mailing address \_\_\_\_\_

Phone \_\_\_\_\_ Days & hours of operation \_\_\_\_\_

Contact name and title \_\_\_\_\_

Type of business \_\_\_\_\_ How long in area \_\_\_\_\_

Services offered \_\_\_\_\_

Names of service clubs in which you or your business are involved: (i.e., Lions, Rotary)  
\_\_\_\_\_

Are you or your business involved with any special programs/organizations that would target at-risk gang or drug involved youth? \_\_\_\_\_

Has your business been victimized by any gang- or drug-related activity? (i.e., crime, graffiti) \_\_\_\_\_

Names of gangs that frequent your business or area of your business:  
\_\_\_\_\_

Have you taken any preventative measures against gang- or drug-related activity? (i.e., alarms, change in hours of operation, on-site security)  
\_\_\_\_\_

Would you or your business be willing to be involved with:

- “Adopt-A-School” Program
- Jobs for youth
- Job training
- Funding or donations to local support agencies

Can you think of any other ways to reduce gang- or drug-related activities in your area?  
\_\_\_\_\_

Prepared by: \_\_\_\_\_

Date: \_\_\_\_\_

Target Community: \_\_\_\_\_

COMMUNITY RECLAMATION PROJECT  
CHURCH FACT SHEET

Name of church \_\_\_\_\_

Minister's name \_\_\_\_\_

Mailing address \_\_\_\_\_

Phone Days & hours of operation \_\_\_\_\_

Contact name and title \_\_\_\_\_

Telephone Number \_\_\_\_\_ Answering service? \_\_\_\_\_

How long has your church been in the area \_\_\_\_\_

Are you or your church involved with:

Schools \_\_\_\_\_ Community based organizations \_\_\_\_\_

Local Service Clubs \_\_\_\_\_ Other organizations \_\_\_\_\_

If you answered "yes" to any of the above, please provide us with the name and type of activity. \_\_\_\_\_

Does your church provide any special programs for youth and/or parents? Please detail. \_\_\_\_\_

Have you noticed an increase in gang and/or drug activity in your community? If yes, please comment. \_\_\_\_\_

Has your church been victimized by any gang- or drug-related activity? (i.e., crime, grafitti) If yes, please comment. \_\_\_\_\_

Any additional comments \_\_\_\_\_

Prepared by: \_\_\_\_\_

Date: \_\_\_\_\_

Target Community: \_\_\_\_\_



**COMMUNITY RECLAMATION PROJECT  
COMMUNITY-BASED ORGANIZATION FACT SHEET**

Agency/Organization \_\_\_\_\_ Phone \_\_\_\_\_  
Mailing address \_\_\_\_\_  
\_\_\_\_\_

Contact name and title \_\_\_\_\_

Total number of staff \_\_\_\_\_ Days & hours of service \_\_\_\_\_

Membership fee \_\_\_\_\_ Regular meeting? \_\_\_\_\_

When \_\_\_\_\_ Where \_\_\_\_\_ Open to public? \_\_\_\_\_

How long has agency/organization been in service? \_\_\_\_\_

Please briefly describe your agency/organization's focus, goals and objectives. \_\_\_\_\_  
\_\_\_\_\_

Please check all services provided by your agency/organization:

Drug or gang intervention \_\_\_\_\_ Drug or gang prevention \_\_\_\_\_

Graffiti removal \_\_\_\_\_ Drug or gang counseling \_\_\_\_\_

Hotline \_\_\_\_\_ Sports \_\_\_\_\_

Parenting Programs \_\_\_\_\_ Skills Development \_\_\_\_\_

Job Training (specify) \_\_\_\_\_ Parenting program \_\_\_\_\_

Other services \_\_\_\_\_  
\_\_\_\_\_

Do gangs frequent your facilities? \_\_\_ Names of gangs (if known) \_\_\_\_\_  
\_\_\_\_\_

Age range of clientele \_\_\_\_\_

What geographical area do you serve? City \_\_\_ County \_\_\_\_\_

Any program coordination with schools or other agencies? \_\_\_ If yes,  
names of agencies or schools and types of programs. \_\_\_\_\_  
\_\_\_\_\_

Major source of funding \_\_\_\_\_

Prepared by: \_\_\_\_\_

Date: \_\_\_\_\_

Target Community: \_\_\_\_\_

**COMMUNITY RECLAMATION PROJECT  
PARKS AND RECREATION DEPARTMENT FACT SHEET**

Name of Park/Recreation Department \_\_\_\_\_

Mailing address \_\_\_\_\_

Phone Days & hours of operation \_\_\_\_\_

Contact name and title \_\_\_\_\_

How long has your organization been in the area \_\_\_\_\_

Are you involved with:

Schools \_\_\_\_\_ Community based organizations \_\_\_\_\_

Local Service Clubs \_\_\_\_\_ Other organizations \_\_\_\_\_

If you answered "yes" to any of the above, please provide us with the name and type of activity. \_\_\_\_\_

Does your park provide any special programs for youth and/or parents? Please detail. \_\_\_\_\_

Have you noticed an increase in gang and/or drug activity in your community? If yes, please comment \_\_\_\_\_

Has your park been victimized by any gang- or drug-related activity? (i.e., crime, grafitti) If yes, please comment. \_\_\_\_\_

Any additional comments \_\_\_\_\_

Prepared by: \_\_\_\_\_

Date: \_\_\_\_\_

Target Community: \_\_\_\_\_

**COMMUNITY RECLAMATION PROJECT  
SCHOOL FACT SHEET**

Name of school \_\_\_\_\_  
 Mailing address \_\_\_\_\_  
 Telephone number \_\_\_\_\_ Secretary \_\_\_\_\_  
 Principal \_\_\_\_\_  
 Vice Principal \_\_\_\_\_  
 Head Counselor \_\_\_\_\_  
 Other Counselors \_\_\_\_\_  
 Our designated contact person \_\_\_\_\_  
 School's contact person with local law enforcement agency \_\_\_\_\_  
 School's contact person with Los Angeles Unified School Police \_\_\_\_\_  
 Does either agency perform any training with school staff? \_\_\_\_\_  
 PTA President \_\_\_\_\_  
 Dates and times of regular meetings \_\_\_\_\_

Gang or drug intervention program currently conducted in school: \_\_\_\_\_  
 Name of program \_\_\_\_\_  
 Contact Person \_\_\_\_\_  
 How long has the program been offered? \_\_\_\_\_  
 Do you think the program has made a difference? \_\_\_\_\_

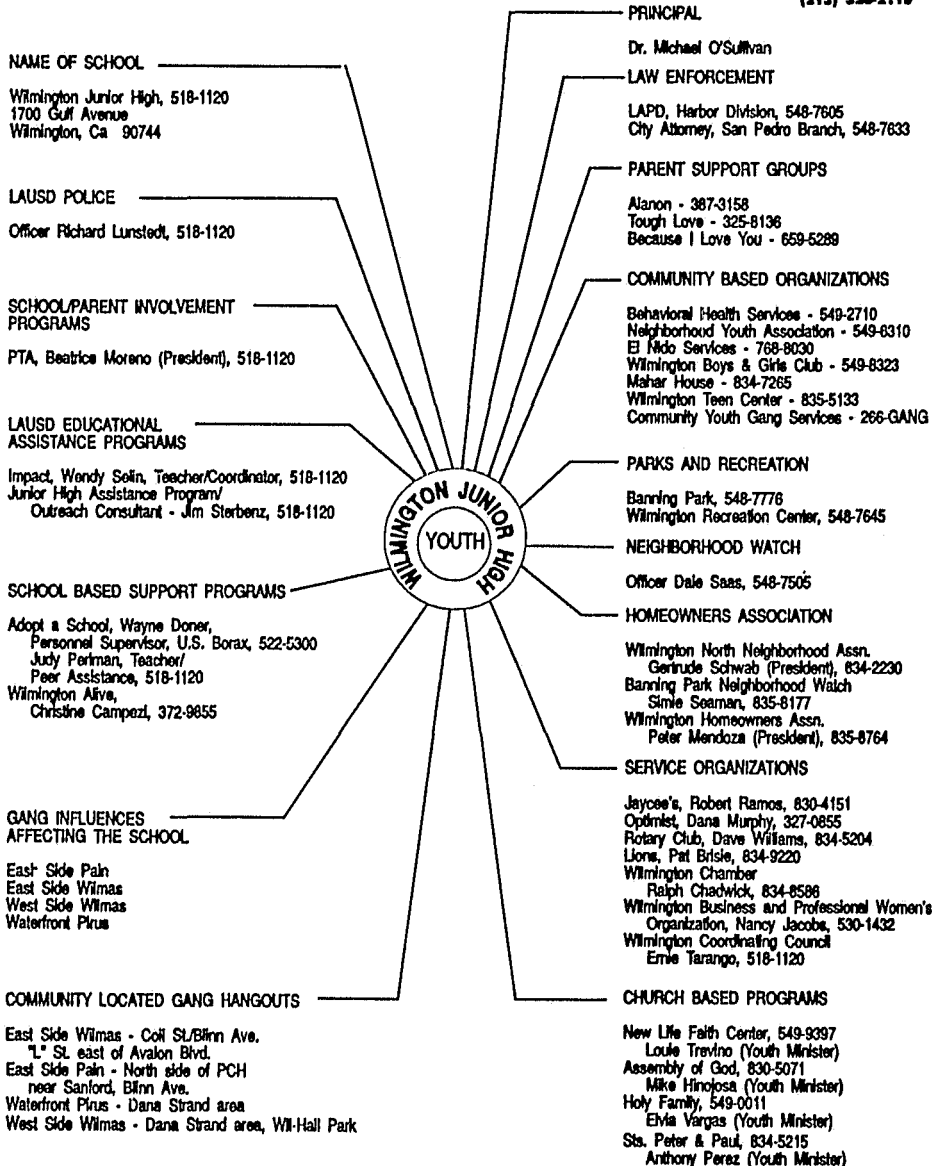
Names of any community based support agencies used:  
 Agency \_\_\_\_\_  
 Contact person \_\_\_\_\_  
 Are any before and/or after school programs provided? \_\_\_\_\_  
 Contact person \_\_\_\_\_  
 Hours of operation \_\_\_\_\_

Is there any program coordination with recreational facilities?  
 Contact person \_\_\_\_\_  
 Do you know of any gang influences affecting the school? \_\_\_\_\_  
 If so, please identify: \_\_\_\_\_  
 Other comments: \_\_\_\_\_

Date: \_\_\_\_\_  
 Prepared by: \_\_\_\_\_  
 Target Community: \_\_\_\_\_

**SCHOOL AND COMMUNITY PROFILE**

**PROJECT RECLAMATION  
COMMUNITY**  
...rising above gangs and drugs  
(313) 326-2110



**C** **R** **P**  
**COMMUNITY** **RECLAMATION** **PROJECT**

...RISING ABOVE GANGS AND DRUGS

**NEWS**

AUGUST 1, 1989

VOLUME I, ISSUE 3

**COMMUNITY-BASED AGENCIES**  
*Here to Serve...*

AGENCY	AREA SERVICED	GRAFFITI REMOVAL	PARENTING PROGRAMS	GANG PREVENTION/AWARENESS PROGRAMS	DRUG INTERVENTION/DIVERSION PROGRAMS	VOCATIONAL/TUTORIAL/ SKILLS TRAINING	RECREATIONAL PROGRAMS	JOB REFERRAL SERVICES
1. Behavioral Health Services	C, HC, L, W*			✓	✓			✓
2. Carson Youth Services	C		✓	✓	✓			✓
3. El Nido Services	C, HC, L, W*		✓	✓	✓			✓
4. Harbor Area-Gang Awareness Program (GAP)	HC, W*	✓		✓	✓			
5. Harbor City Teen Post	HC			✓	✓			✓
6. Harbor City Youth Community Center	HC		✓	✓	✓			✓
7. Joint Efforts, Inc.	C, HC, L, W*		✓	✓	✓			✓
8. La Clinica Del Pueblo, Inc.	C, HC, L, W*		✓	✓	✓			✓
9. Mahar House	W*			✓	✓	✓	✓	
10. Neighborhood Youth Association	C, HC, L, W*		✓	✓	✓	✓	✓	
11. Office of Samoan Affairs	C, HC, L, W*		✓	✓	✓	✓	✓	✓
12. Samoan Community Center	C, HC, L, W*		✓	✓	✓	✓	✓	✓
13. South Bay Juvenile Diversion Project	L*		✓	✓	✓	✓	✓	✓
14. Toberman House	HC*		✓	✓	✓	✓	✓	✓
15. Wilmington Boys & Girls Club	C, HC, L, W			✓	✓	✓	✓	✓
16. Wilmington Recreation Center	W	✓	✓	✓	✓	✓	✓	✓
17. Wilmington Teen Center	W, HC*	✓		✓	✓	✓	✓	✓
18. Youth Outreach United	C, HC, L, W			✓	✓	✓	✓	✓
19. Young Life Urban	C, HC, L, W*		✓	✓	✓	✓	✓	✓

*We have listed those community-based organizations which offer programs addressing the problems associated with gangs and drugs and which serve the target areas of the Community Reclamation Project: Carson, Lomita, Harbor City and Wilmington. Many serve other communities as well, and an asterisk (\*) indicates this broader service area. Each agency director or representative provided us with this data.*

Community-based organizations are designed to fill a community need or to solve a community problem. Anyone — a private citizen, a group of concerned people with a common goal, a church, or a school — can begin a program by defining this need or problem and by proposing to fill or solve it.

donations. A staff must be assembled and a suitable office location found. Often, the person who conceives the idea is in charge. Employees may include volunteer workers as well as paid staff. A board of directors, composed of community-spirited people, usually assists the organization in policy, personnel, and financial matters.

After the premise has been accepted and the decision has been made to incorporate, the fledgling organization must raise money to operate. It can apply for federal, state, or local funds, and it can hold fund-raisers and request private

Community based agencies are designed to serve you and your family. Call on them, use them, and support their efforts.

*(Continued inside...)*

## RISING ABOVE GANGS AND DRUGS

1. **Behavioral Health Services**, 531 North Marine Avenue, Wilmington. Telephone: 549-2710. Hours: Monday through Friday, 9:00 a.m. to 6:00 p.m. Jim Morrow, Program Director. Founded in 1986. Fee: sliding scale. Major source of funding: Los Angeles County. Primary emphasis: To offer help to homeless women; programs on substance abuse and domestic violence.
2. **Carson Youth Service**, 701 East Carson Street, Carson. Telephone: 830-7600, extension 302. Hours: Monday through Friday, 8:00 a.m. to 5:00 p.m. Harry T. Foisia, Code Enforcement Supervisor. Founded in 1973. Membership fee: none. Major source of funding: City of Carson. Primary emphasis: To serve youth — whatever their needs may be.
3. **El Nido Services**, 22015 Avalon Boulevard, Carson. Telephone: 835-0166. Hours: Monday through Friday, 10:00 a.m. to 7:00 p.m. Yoko Takasumi, Supervisor, Carson Office. Founded in 1982. Fee: sliding scale; some services are covered by grants. Major source of funding: United Way, private donations. Primary emphasis: To provide counselling and support for youth and their parents.
4. **Harbor Area Gang Awareness Program (GAP)**, 638 Beacon Street, Room 305, San Pedro. Telephone: 519-7233. Grafitti Hotline: 547-9441. Hours: Monday through Friday, 7:30 a.m. to 5:00 p.m. Ernie Paculba, Executive Director. Founded in 1986. Fee: none. Major source of funding: State grants, private donations. Primary emphasis: Gang prevention awareness and education curriculum for selected elementary schools.
5. **Harbor City Teen Post**, 2534 Frampton, Suite 108, Harbor City. Telephone: 530-3288. Hours: Monday through Friday, 12:00 Noon to 9:00 p.m.; special events on weekends. John Northmore, Director. Founded in 1965. Membership fee: none. Major source of funding: Community Services Block Grants, private donations. Primary emphasis: Promotion of juvenile decency through counselling, guidance and alternative recreational activities.
6. **Harbor City Youth Community Center**, 990 West 256th Street, Harbor City. Telephone: 326-8922. Hours: Monday through Friday, 4:00 p.m. to 7:00 p.m. Paul Jones, Director. Projected opening: August 15, 1989. Membership fee: none. Major source of funding: Kaiser Permanente, private donations. Primary emphasis: To offer tutorial and growth opportunities for Harbor City youth.
7. **Joint Efforts, Inc.**, 505 S. Pacific Avenue, Suite 205, San Pedro. Telephone: 831-2359. Hours: Monday through Friday, 8:30 a.m. to 5:30 p.m. Pat Herrera Duran, Executive Director. Founded in 1968. Fee: sliding scale. Major source of funding: L.A. County Drug Prevention Office, Community Development Department, private donations. Primary emphasis: AIDS awareness and mental and physical health advocacy through counselling and detoxification.
8. **La Clinical Del Pueblo, Inc.**, 117 Anaheim, Wilmington. Telephone: 830-0100. Hours: Monday through Friday, 9:00 a.m. to 6:00 p.m.; open Thursday evening until 8:30 p.m. Hilario Cervantez, Program Director. Founded in 1971. Fee: sliding scale. Major source of funding: L.A. County Drug Abuse Program Office, private donations. Primary emphasis: To help people keep themselves free from drug abuse.
9. **Mahar House**, 1115 Mahar Avenue, Wilmington. Telephone: 834-7265. Hours: Monday through Thursday, 8:30 a.m. to 8:30 p.m.; Friday, 9:00 a.m. to 6:00 p.m. Abelardo de la Pena, Program Director. Founded in 1944. Membership fee: \$8.00 per year. Major source of funding: United Way, private donations. Primary emphasis: To help the community by offering group and family-oriented activities.
10. **Neighborhood Youth Association**, 1323 North Avalon, Wilmington. Telephone: 549-6310. Hours: Monday and Friday: 9:00 a.m. to 5:00 p.m.; Tuesday, Wednesday, and Thursday 9:00 a.m. to 8:00 p.m. Maria Avila, Program Director. Founded in 1907. Membership fee: none. Major source of funding: United Way, Los Angeles County Drug Abuse Program Office, private donations. Primary emphasis: To work with troubled youth to help them avoid crime and drugs, and to encourage youngsters to stay in school.

### Message from the Executive Director...

I think it's important to devote this issue to a very special group of dedicated people: community-based organizations. In trying to deal with the gang and drug problem, these agencies are vital. They provide law enforcement with the community interaction necessary for their success.

Local community-based programs involve businesses, schools, religious organizations, local government, law enforcement and concerned citizens. This inter-agency approach has proven successful in fighting the fear and intimidation that gangs and drugs bring to a community.

They can also provide the key to successfully interceding with youth "at-risk" early in their lives by furnishing constructive and viable alternatives to the gang/drug life style. The work is hard, but rewarding. It's an area where one person can truly make a difference and demonstrate a commitment to the community.

We have excellent community-based organizations in our target areas. Please use them. Let's capitalize on our strengths to rise above gangs and drugs.



Natalie D. Salazar

11. **Office of Samoan Affairs**, 950 Dovlen Place, Suite C. Carson. Telephone: 538-0555. Hours: Monday through Friday, 8:30 a.m. to 5:00 p.m. June Poesi, Area Program Coordinator. Founded in 1976. Membership fee: none. Major source of funding: Los Angeles County, California Office of Criminal Justice Planning, private donations. Primary emphasis: A family-oriented, multiple-service program directed to the Samoan community.

12. **Samoan Community Center**, 404 East Carson, Carson. Telephone: 834-6403. Hours: Monday through Friday, 8:00 a.m. to 5:00 p.m. Karen Olen, Director. Founded in 1969. Membership fee: none. Major source of funding: Los Angeles County. Primary emphasis: Referral and information service for the Samoan community offering bi-lingual and bi-cultural staff.



Right to Left: Jim Morrow, Howard Uller, Fred Johnson, Tim Gilroy and Christine Campisi discuss summer alternatives for youth at the June 6th Joint Community-Based Agency Meeting hosted by CRP.

13. **South Bay Juvenile Diversion Project**, 320 Knob Hill, Redondo Beach. 372-1171, ext. 2457. Hours: Monday through Friday, 8:30 a.m. to 5:00 p.m. Dan Smith, M.A., Executive Director. Founded in 1975. Major source of funding: Los Angeles County, State of California, private donations. Fees: sliding scale. Primary emphasis: Counselling service for at-risk youth and their families.

14. **Toberman House**, 131 North Grand Avenue, San Pedro. Telephone: 832-1145. Hours: Monday through Thursday, 9:00 a.m. to 9:00 p.m.; Friday, 9:00 a.m. to 7:00 p.m. Howard Uller, Director. Founded in 1903. Membership fee: none. Major source of funding: Los Angeles County, United Way, United Methodist Church, private donations. Primary emphasis: Street gang intervention, drug diversion/detoxification, and gang truce mediation.

15. **Wilmington Boys & Girls Club**, 1444 West Q Street, Wilmington. Telephone: 549-8323. Summer Hours: Monday through Friday, 7:30 a.m. to 5:00 p.m.; Saturday, 10 a.m. to 3:00 p.m. (hours will vary with the season). Fred Johnson, Executive Director. Founded in 1970. Membership fee: \$3.50 per year. Major source of funding: United Way, City of Los Angeles Community Development Department Grant, private donations. Primary emphasis: To provide behavioral guidance activities for youth.

16. **Wilmington Recreation Center**, 325 Neptune Avenue, Wilmington. Telephone: 548-7645. Hours: Monday through Friday, 9:30 a.m. to 9:00 p.m.; Saturday, 9:00 a.m. to 4:30 p.m.; Sunday, 12:00 Noon to 5:00 p.m. Art Minchaca, Director. Founded in the early 1950's. Membership fee: none. Major source of funding: Department of Parks & Recreation, private donations. Primary emphasis: To provide recreational facilities and volunteer opportunities for all age groups.

17. **Wilmington Teen Center**, 612 West E Street, Wilmington. Telephone: 835-5133. Summer Hours: Monday through Thursday, 9:00 a.m. to 9:00 p.m.; Friday, 9:00 a.m. to 7:00 p.m. (hours will vary with season). Connie Calderon, Director. Founded in 1966. Membership fee: proof of residency. Major source of funding: Community Block Grants, private donations. Primary emphasis: To take care of the needs of the youth, with special attention to gang and drug alternatives.

18. **Young Life Urban**, 225 Torrance Boulevard, Carson. Telephone: 835-4690. Hours: Monday through Friday, 9:00 a.m. to 5:00 p.m. Daniel Becerril, Director. Founded in 1987. Membership fee: none. Major source of funding: private donations. Primary emphasis: Reaching children with gang and drug alternatives by activities introducing Christian ethics and principles.

19. **Youth Outreach United**, 21839 South Avalon Boulevard, #67, Carson. Telephone: 518-5043. Please leave a message, and your call will be returned. Founded in 1988. Membership fee: none. Major source of funding: private donations. Primary emphasis: An interdenominational Christian group, offering alternatives to gangs and drugs by bringing families together in organized activities.

**et cetera . . .**

JUNE JOB WORKSHOPS were a tremendous success with almost 300 youths participating in four YES and CRP workshops throughout the target areas.

Everyone was a winner at the R.D. FLAHERTY MEMORIAL GOLF TOURNAMENT with the Wilmington Boys and Girls Club raising over \$12,000 towards club programs and activities.

NEIGHBORS HELPING NEIGHBORS of East Side Wilmington may be on national television! NBC filmed portions of their June 17th meeting for possible inclusion in Tom Brokaw's August 15th report on Gangs and Drugs airing at 10:00 p.m. The neighbors met again on July 19th to continue their effort to make East Side Wilmington a better place to live.

The WILMINGTON PAINT OUT was so successful that another is being planned in August (tentatively set for August 12th)! Over forty residents participated in the June 24th event, painting close to a hundred locations free of graffiti. Call Ginger Estrada at (213) 834-3004 for details on the August Paint Out.

**and . . .**

Jesus Gamboa, owner of Maya's Restaurant, Wilmington, has offered Maya's meeting room to community organizations. Call him at 830-6660 for information.

**RISING ABOVE GANGS AND DRUGS**



...rising above gangs and drugs

**Natalie D. Salazar**  
Executive Director

June 7, 1990

Dear Wilmington Resident,

The **COMMUNITY RECLAMATION PROJECT** is a federally funded program and its purpose is to help law enforcement, businesses, and community agencies reduce gang violence and drug use/sales in your neighborhood.

Early last year, we conducted a survey of area residents regarding gang and drug activity in Wilmington. As part of our ongoing efforts to fight these problems, we are conducting the survey again to help us evaluate the effectiveness of our programs.

Would you please fill out the enclosed survey for us? Your responses will be confidential and will help us greatly in our work.

To complete the survey, read the questions and mark the answer you think is best. Then put it in the self addressed - postage paid envelope and send it back to us!

Remember, by filling out the survey and returning it to us you will be helping law enforcement, and other members of your community fight the problem of gangs and drugs in Wilmington.

Thank you for your time and help.

Natalie Salazar, Executive Director  
Community Reclamation Project

Robert Polakow, Project Director  
Los Angeles County Probation Department

**PROJECT  
OVERSIGHT COMMITTEE**

Richard Alarcon,  
Prog. Coord.  
Mayor's Off.  
of Criminal  
Justice  
Planning  
R. Bruce Coplen,  
Supv.  
Gang COPE Section  
L.A. City Attorney  
Michael Genalin,  
Head  
Deputy - Hardcore  
Gang Division,  
L.A.  
District Attorney  
Captain Raymond Gott  
Juv. Operations  
Bur.  
L.A. Sheriff's  
Dept.  
Capt. Lorne Kramer  
Commanding Ofcr.  
Narcotics Group  
L.A. Police Dept.  
Dr. Elita Lopez,  
Chairperson,  
Subcom.  
on Gangs,  
L.A.U.S.D.  
Robert Mims, Exec.  
Director,  
C.C.J.C.C.  
Robert Polakow, Dir.  
Project Manager  
L.A. Probation  
Dept.  
Caye Williams,  
Asst. Chief Deputy  
for  
Deane Dana  
Supervisor, 4th  
Dist.  
Los Angeles County

2041 Pacific Coast Highway, Suite 2B    Lomita, California    90717

213-326-2179



## COMMUNITY SURVEY

(PLEASE USE A PEN OR A PENCIL TO MARK YOUR ANSWER TO EACH QUESTION)

1. In the past twelve months, have you or any member of your family been threatened or bothered by a gang member?
  1. Yes \_\_\_
  2. No \_\_\_
  
2. In the past twelve months have you or any member of your family been hurt by a gang member or been the victim of a gang crime.
  1. Yes \_\_\_
  2. No \_\_\_
  
3. How often do you observe gang or drug dealing activity in your neighborhood?
  1. almost everyday
  2. two or three times a week
  3. once a month
  4. once in a few months
  5. never
  
4. Overall, do you think the gang and drug activity in your community is:
  1. a very serious problem
  2. a fairly serious problem
  3. about the same as elsewhere
  4. a small problem
  5. not a problem
  
5. During the past six months do you think the gang and drug dealing activity in your neighborhood has:
  1. gone up a lot
  2. gone up a little
  3. stayed about the same
  4. gone down a little
  5. gone down a lot

^F7^

**RISING ABOVE GANGS AND DRUGS**

6. How much do you think local businesses are doing to help your community deal with the problems of gangs and drugs?
- 1. a lot
  - 2. a little
  - 3. nothing
7. How would you rate the efforts of community groups such as teen posts, drug treatment centers, and service clubs such as the Optimists or Kiwanis, at combatting the problems of drugs and gangs?
- 1. \_\_poor    2. \_\_fair    3. \_\_very good
8. In the past twelve months, what kind of job do you think police have done in dealing with gangs and drugs in your neighborhood?
- 1. \_\_poor    2. \_\_fair    3. \_\_very good
9. In the past twelve months how would you rate the efforts of our justice system (probation, courts, district attorney and city attorney) to stop gang and drug dealing activity?
- 1. not effective
  - 2. somewhat effective
  - 3. very effective
10. To help us analyze your answers statistically would you please tell us:
- Your marital status: 1.\_\_ single;    2. \_\_ married;  
3.\_\_ separated    4.\_\_ divorced;    5.\_\_ widowed
11. Do you have teen-age children at home?    1.\_\_ yes;    2.\_\_ no
12. Are you?    1.\_\_ male;    2.\_\_ female

We welcome your comments. You may write them on the back of this form or enclose them on a separate sheet of paper.

**THANK YOU FOR HELPING US .**

^F7^  
^T^N^P^P



## **JOB ANNOUNCEMENT COMMUNITY RECLAMATION PROJECT**

The Community Reclamation Project will be hiring six Technical Specialists to work in the communities of Wilmington, Carson, Lomita and Harbor City to assist in the development of a model gang and drug prevention program that can be replicated countywide, statewide and nationwide at the end of eighteen months.

The position of Technical Specialist is full-time with the following fringe benefits: Worker's Compensation, F.I.C.A., S.D.I.

The Specialists will be hired for their expertise in community organization and liaison abilities concentrating in gang abatement; gang prevention and education gang/drug alternatives; school assistance; neighborhood protection; and career development. Experience in the development of program and resources dealing with gangs and drugs is required. Specialists will link existing programs and assist in the identification of those services which are not covered by existing agencies or community-based organizations. Staffing will be required for community subcommittees in the areas mentioned above.

The salary range is \$22,000 to \$28,000 a year.

Personal vehicle and insurance are required. Mileage will be compensated.

Send resume by January 18, 1989, to Community Reclamation Project, 9150 East Imperial Highway, Room A-84, Downey, California 90242.

*Interview Panel: Natalie Salazar, Executive Director, CRP; Eleanor Montano, Commissioner, Los Angeles County Human Relations, and Resident of Wilmington; Sergeant Jerry Kaono, Carson Sheriff's Station; Bill Collins, Deputy Probation Officer/CRP Project Liaison, Los Angeles County Probation Department.*

*Interview Location: Wilmington Boys & Girls Club, Wilmington, Ca.*

**QUESTIONS FOR APPLICANTS  
FOR THE COMMUNITY SPECIALIST POSITION  
FEBRUARY 1 & 2, 1989**

1. What is your impression of gang and drug activity in the project target areas of Wilmington, Harbor City, Lomita and Carson?

*Interviewer's comments on response:* \_\_\_\_\_

2. Do you have specific knowledge or information on gangs in these areas? \_\_\_\_\_

3. Detail how you would involve a community in working to prevent gangs. \_\_\_\_\_

4. If you are hired for this position, one of your first tasks will be to organize a community action committee. How would you go about it? \_\_\_\_\_

5. Which of the areas of expertise do you feel you are the most qualified to work: Gang Abatement/Gang Prevention and Education/Drug Prevention and Education/Gang-Drug Alternatives/School Assistance/Neighborhood Protection/Career Development? \_\_\_\_\_

*Interviewer's overall impression of Applicant:* \_\_\_\_\_

*Applicant's Name* \_\_\_\_\_

## ***JOB ANNOUNCEMENT***

The Community Reclamation Project will be hiring a Drug Prevention Specialist to work in the communities of Wilmington, Carson, Lomita and Harbor City to assist in the development of a model gang and drug prevention program that can be replicated countywide, statewide and nationwide at the end of 18 months.

The position of Drug Prevention Specialist is full-time with the following fringe benefits: Worker's Comp, F.I.C.A., S.D.I.

The Drug Prevention Specialist will be hired for experience and expertise in education, as well as specific knowledge and training in drug education and prevention. The position will plan and coordinate drug prevention activities in the target location schools, as well as activities for parents and local businesses and organizations. He/she will also provide staff service to the Drug Prevention Subcommittee of the Community Coordinating Council.

The salary range is \$35,000 to \$41,000 a year.

Personal vehicle and insurance are required. Mileage will be compensated.

Send resume by February 1, 1989, to Community Reclamation Project, 9150 East Imperial Highway, Room A-84, Downey, California 90242.

*Interview Panel: Natalie Salazar, Executive Director, CRP; Sharon Malachi, Supervisor Deputy Probation Officer, Los Angeles County Probation Department; Bill Collins, Deputy Probation Officer/CRP Project Liaison, Los Angeles County Probation Department.*

**QUESTIONS FOR APPLICANTS  
FOR DRUG PREVENTION SPECIALIST POSITION**

**FEBRUARY 23, 1989**

1. What is your impression of gang and drug activity in the project areas of Wilmington, Harbor City, Lomita and Carson?

*Interviewer's comments on response:* \_\_\_\_\_

\_\_\_\_\_

2. Name, and be specific, the different drug abuse prevention programs that are currently in the school system: \_\_\_\_\_

\_\_\_\_\_

3. What type of program do you feel would be a success at junior high and high school levels? \_\_\_\_\_

\_\_\_\_\_

4. Detail your strategies for getting the community involved in drug abuse prevention: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### CANDIDATE EVALUATION

1. Does this candidate have a working knowledge of gangs?  
Rating score: 0-10 \_\_\_\_\_
2. Does this candidate have public relations experience?  
Rating score: 0-3 \_\_\_\_\_
3. Has this candidate had experience in the public sector?  
Rating score: 0-5 \_\_\_\_\_
4. Has this candidate worked with law enforcement previously?  
Rating score: 0-5 \_\_\_\_\_
5. Does this candidate demonstrate a knowledge of community resource development? Rating score: 0-10 \_\_\_\_\_
6. Does this candidate demonstrate a working knowledge of community agencies in the target area?  
Rating score: 0-5 \_\_\_\_\_
7. Does this candidate indicate a background that includes the supervision of others? Rating score: 0-6 \_\_\_\_\_
8. Does this candidate indicate a pattern of work stability?  
Rating score: 0-8 \_\_\_\_\_
9. Has this candidate had any previous Federal grant experience?  
Rating score: 0-8 \_\_\_\_\_

TOTAL SCORE:

CANDIDATE'S NAME:



**SIGN IN, PLEASE!!!**  
(and out, too!)

Day \_\_\_\_\_  
Date \_\_\_\_\_

Late Arrival: Meeting, Comp, etc.	Name	In	Out	Early Departure: Meeting, Comp, etc.
	Arturo			
	Carol			
	Irene			
	Janice			
	Liz			
	Marlon			
	Mickey			
	Tim			
	Wally			



Specialist \_\_\_\_\_

**WEEKLY ACTIVITY SHEET**

FOR WEEK OF \_\_\_\_\_

	OFFICE HOURS ARRIVE/DEPART	APPOINTMENT/MEETING ORGANIZATION/CONTACT	APPT/MEETING BEGIN/END	LOCATION
Monday:				
Tuesday:				
Wednesday:				
Thursday:				
Friday:				

**EXPENDITURE BREAKDOWN  
FOR PERIOD JANUARY 14, 1990 TO FEBRUARY 13, 1990**

**SALARIES**

Payroll	_____	_____
Director's Fees	_____	
Employment Taxes	_____	
Withholding Taxes	_____	

**TRAVEL AND PER DIEM**

Travel Expense	_____	_____
Local Mileage Claim	_____	

**SUPPLIES AND GENERAL OFFICE EXPENSE**

**FURNITURE AND EQUIPMENT**

**HOUSING AND UTILITIES**

Rental	_____	_____
Cleaning Service	_____	
Utilities	_____	

**DUES AND SUBSCRIPTIONS**

**COMMUNITY NEWSLETTER**

Printing	_____	_____
Postage	_____	

**SCHOOL DRUG PREVENTION TRAINING**

Consultant Services	_____	_____
Research Studies	_____	

**SCHOOL DRUG PREVENTION FOR TEACHERS**

Conference Training	_____	_____
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**COMMUNITY DRUG PREVENTION**

Community Meetings	_____	_____
Parenting Classes	_____	

**MONTHLY TOTALS**

_____	_____
-------	-------

## COMMUNITY RECLAMATION PROJECT MONTHLY TIME SHEET

NAME \_\_\_\_\_ POSITION \_\_\_\_\_ FOR THE MONTH OF \_\_\_\_\_

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total			
Regular																																			
Comp Earned																																			
Holiday																																			

- (1) Based on 40-hour week, total work hours in pay period just completed \_\_\_\_\_
- (2a) Total regular hours worked \_\_\_\_\_
- (2b) Total holiday hours \_\_\_\_\_
- (2c) Total Compensatory hours earned \_\_\_\_\_
- (2d) Total 2a, 2b and 2c \_\_\_\_\_
- (3) Difference between (1) and (2d) [Compensatory time to be added/subtracted below] \_\_\_\_\_

Total compensatory hours brought forward from previous pay periods \_\_\_\_\_

Total compensatory hours to be added/subtracted - See (3) above \_\_\_\_\_

Total compensatory hours available for future use \_\_\_\_\_

I certify the above to be a true record:

Approved:

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Executive Director

**AUTHORIZATION FOR EXTRA HOURS**

Date	PURPOSE	HOURS WORKED FROM/TO	TOTAL HOURS AUTHORIZED

**EMPLOYEE:** \_\_\_\_\_ **For Pay Period** \_\_\_\_\_

I verify that the above information is correct. **Approved:**

\_\_\_\_\_  
**Employee Signature** **Executive Director**



**MEMORANDUM**

**TO:** Natalie Salazar, Executive Director  
**FROM:**  
**DATE:**  
**SUBJECT:** Approval for Expenditure/Reimbursement

---

**Date of expense:** \_\_\_\_\_

**Name of Supplier:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Purpose of expense:** \_\_\_\_\_

**APPROVAL:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**AMOUNT OF EXPENDITURE:** \_\_\_\_\_

**PAID BY CHECK #:** \_\_\_\_\_

**DATE OF CHECK:** \_\_\_\_\_



PETTY CASH RECONCILIATION

JULY 12, 1989

Balance as of June 14, 1989	<u>\$42.32</u>
Less Expenditures:	
<u>Meeting Supplies</u>	
6-21-89 Abatement Staff meeting	\$ 6.25
<u>Film and Developing</u>	
Black & White Photos for Newsletter	1.07
<u>FAX</u> - OJDP	2.13
<u>Copies</u> for Lt. Markulls while our copier was out of order	.17
Reinforced poster board for Community Specialists' presentation tear-sheets	4.44
<u>Keys</u> to Billie's and Carol's desks	2.96
Total Expenditures for Period	<u>\$ 17.02</u>

Balance Brought Forward	\$42.32
Less: Transactions	17.02
	-----
Balance on Hand as of July 12, 1989	<u>\$ 25.30</u>

Cash counted by:

Count verified by:

Billie S. Hatchell  
Billie S. Hatchell

Carol McCafferty  
Carol McCafferty

**STAFF PERFORMANCE REVIEW FORM**

STAFF PERSON'S NAME:

DATE OF REVIEW:

REVIEWING TERMS:

*UNACCEPTABLE      IMPROVEMENT NEEDED      STANDARD      OUTSTANDING*

1. **SKILL** -

Expertness in doing specific tasks, neatness, accuracy, precision and completeness.

2. **KNOWLEDGE** -

Extent of knowledge of methods, materials, tools, equipment, technical expressions and other fundamental object matter.

3. **WORK HABITS** -

Organization of work; care of equipment, punctuality and dependability.

4. **RELATIONSHIPS WITH PEOPLE** -

Ability to get along with others; effectiveness in dealing with the public and other employees.

5. **LEARNING ABILITY** -

Speed and thoroughness in learning procedures, laws, rules and other details; alertness and perseverance.

6. **ATTITUDE** -

Enthusiasm for the work; willingness to conform to job requirements and suggestions for work improvement; adaptability.

7. **ABILITY AS A SUPERVISOR** -

Proficiency in training employees; planning, organizing, assigning and getting out work. Leadership: understanding and effectiveness in implementing the director's management policy.

8. ADMINISTRATIVE ABILITY -

Promptness of action; soundness of decision; understanding and application of management policies and practices and the effect of their implementation.

9. FACTORS NOT LISTED ABOVE:

10. OVERALL RATING

11. COMMENTS

12. DISCUSSED WITH EMPLOYEE

I would like to discuss this with the Reviewing Officer: Yes No

Signatures: Rater \_\_\_\_\_

Employee \_\_\_\_\_

Reviewed \_\_\_\_\_

**The Community Reclamation Project**  
cordially invites you to an  
**Open House**

**Monday, March 13, 1989**

**3:00 p.m. to 6:00 p.m.**

**Program at 4:00 p.m.**

**2041 Pacific Coast Highway**

**Suite 2B**

**Lomita, California**

**(213) 326-2119**

*Community  
Reclamation  
Project*

...RISING ABOVE GANGS AND DRUGS

*News*

April 16, 1990

Volume II, Issue 3

**Corporate Sponsorship Makes a Difference in the Harbor Area**

Its beginnings in the Harbor community in 1950 were as a little-known health maintenance organization located over a San Pedro dress shop. Had a stroller-by been asked his opinion of Kaiser Permanente, he probably wouldn't have recognized the name. Forty years later, a visitor would be hard-pressed to find a Harbor resident not aware of Kaiser Permanente, and, more importantly, holding the name in high esteem. This is not only because of the excellent reputation it has maintained as a health organization, but also because of its advanced level of community participation. The man in charge of this important facet of Kaiser operations is Abelardo de la Pena, Jr., Director of Public Affairs.

"Our community fund budget is small compared to other large corporations," explains Mr. de la Pena. "So we try to use it where there will be the highest impact." Kaiser feels that the investment is important enough to give Mr. de la Pena a full-time position looking for ways the community can use this fund.

"We have donated lunches for community graffiti-cleanup days, books for the Wilmington Branch Library, scholarships for summer camp for asthmatic youth, and seed money for the Housing Authority Police Department's Youth Athletic League. We look at the needs of the community, and try to respond to requests of organizations



Abelardo de la Pena announces the Good Neighbor Grant at the Wilmington Boys and Girls Club.

in Harbor City, Carson, Lomita, Gardena, and Long Beach, as well as Wilmington and San Pedro. The centerpiece of our community fund, though, is the Good Neighbor Grant."

This \$25,000 grant was used this year to extend the arm of the Wilmington Boys and Girls Club into Harbor City and Lomita.

"When I realized the extent of the grant, I started looking in Kaiser's immediate neighborhood to find the most pressing community need. I didn't have to look far to find that the youth of Normont Terrace (Housing Project) had very few alternatives, and that the gang and drug problem was very prevalent there."

So Kaiser went to work to establish the Harbor City Youth Community Center. Because of administrative complications, the Center closed, but Mr. de la Pena was convinced that the cause was just. He set out to find an-

other management liaison, and that's when the idea of a Lomita/Harbor City Boys and Girls Club site was born.

Fred Johnson, Executive Director of the Wilmington Boys and Girls Club, agreed to coordinate the programs and funds. "It's the way we got started," said Mr. Johnson. "We were a spin-off of the San Pedro Boys Club in 1970. They gave us the support and training we needed, and I hope to do the same for the Lomita/Harbor City club." On March 8, 1990, local dignitaries came out to celebrate the blending of the communities of Lomita, Harbor City, and Wilmington.

Mr. de la Pena continued: "This is just seed money to get things started at Normont Terrace Community Center. What we envision is a new facility with easy access for all youth of Harbor City and Lomita. To do

(continued Page 2)

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Involvement.....Page 5  
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Editor.....Page 6



# Neighborhood Tree

**PROJECT  
REDEMPTION  
COMMUNITY**  
...rising above gangs and drugs  
(213) 328-2119

Name: _____ Address: _____ Telephone Number: _____	Name: _____ Address: _____ Telephone Number: _____	Name: _____ Address: _____ Telephone Number: _____
Name: _____ Address: _____ Telephone Number: _____	Name: _____ Address: _____ Telephone Number: _____	Name: _____ Address: _____ Telephone Number: _____
Name: _____ Address: _____ Telephone Number: _____	Name: _____ Address: _____ Telephone Number: _____	Name: _____ Address: _____ Telephone Number: _____
Name: _____ Address: _____ Telephone Number: _____	Name: _____ Address: _____ Telephone Number: _____	Name: _____ Address: _____ Telephone Number: _____



...rising above gangs and drugs

**Metelle D. Selazer**  
Executive Director

Dear Neighbors,

The success of the neighborhood tree depends upon you. Your support is absolutely necessary for making things happen in your neighborhood. There are any number of uses for the tree, and I want to encourage you to use it for everyone's benefit.

These are the most common questions asked about the neighborhood tree:

1. *When do I use the tree?* The most important use of the tree is in reporting crime. If anyone notices criminal activity occurring, that is the time to call the tree captain and provide the captain with the details of what is happening.

If there are problems in your neighborhood that could be solved by someone from an outside organization, call your captain and ask for your neighbors' support. After all, neighbors-helping-neighbors is what safe and clean communities are all about. If the problem is not an immediate one, you might want to wait and bring it up at a meeting. Remember, not everyone will be willing to support all causes, and that is okay. You will at least have the chance to ask for what you want, and that is the first step in getting the kinds of change you would like to see take place.

2. *How does the tree work?* First, you or someone else calls the captain about a crime or some other concern. The captain may ask you to call one or two people on the list, and he or she will begin to call as well. In a short time, everyone on the list will have received a call. Everyone will be aware of the problem and ready to take action.

It is best to start using the tree for reporting crime. When you call to report a crime, it is important to have accurate information the police will need to help you. When you are called by someone in your group, be patient and ask questions. Remember, everyone is learning a new way to do something about what is going on in your neighborhood.

If you have any questions, call me. I would be glad to hear from you.

Sincerely,

Tim Gilroy  
Community Specialist

2041 Pacific Coast Highway, Suite 2B    Lomita, California    90717

213-326-2119

# Scottsdale COMMUNITY Meeting

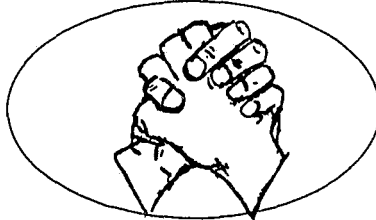
## PUBLIC RELATIONS COMMITTEE

### Schedule of Meetings

Scottsdale Town Hall 6:00-7:00p.m.

January	2	April	3
February	6	May	1
March	6	June	5

*Making Scottsdale a Better Place to Live!*



## NEIGHBORS HELPING NEIGHBORS

Learning Safe Techniques To Make A Safe Community

**Everyone needs YOU to be there!**

Supported by the Community Reclamation Project

-----  
NOTICE NOTICE NOTICE NOTICE

## COMMUNITY WALK AGAINST GANGS & DRUGS

"FOLLOW ME I'M GANG & DRUG FREE!"

Rally begins Saturday, April 14, 12:00 noon  
Meet at the Community Center

SUPPORT YOUR COMMUNITY





...rising above gangs and drugs

Metelle D. Solazar  
Executive Director

Dear Homeowner,

Concerned area residents have reported to our office their suspicion that criminal activity is occurring on your property. They have asked assistance in filing reports for police investigation. This letter is to notify you about their concerns. Their primary concern is for the safety of neighborhood residents, for freedom from disturbance and nuisance and for the maintenance of community standards.

While we at Community Reclamation Project are not able to confirm whether your neighbors suspicions are true or not, we are, however, in the service of assisting citizens in protecting their rights and in taking appropriate action when necessary. If there is no criminal activity occurring at your residence, then there is little to be concerned about. If there is criminal activity, then be notified that criminal activity will not be tolerated.

At times, we find that respectable citizens encounter situations that they feel are beyond their control. Perhaps this is your situation. Community Reclamation Project offers referral to community resources, parenting classes and opportunities for neighborhood involvement. We urge you to become involved as a neighbor in your community. We invite you to call on us to be at your service.

Sincerely,

Timothy Gilroy  
Community Specialist

2041 Pacific Coast Highway, Suite 28 Lomita, California 90717

213-326-2119



...rising above gangs and drugs

**Natalie D. Salazar**  
Executive Director

The Community Reclamation Project (CRP), funded through a discretionary grant from the U.S. Department of Justice, Office of Juvenile Justice & Delinquency Prevention, and the Office for Substance Abuse Prevention, is targeting the communities of Carson, Harbor City, Lomita and Wilmington to develop a gang and drug prevention program that will be used as a model for replication countywide, statewide and nationwide. The target areas were chosen because of recent indications that they have an emerging gang and drug presence and because they have a strong community network in place. The program will be conducted by a team of twelve staff members through July, 1990.

The CRP began its task in February, 1989, by identifying existing resources in these communities and pinpointing any gaps in services currently available. Then, by working with the people in the organizations, schools and neighborhoods, it is designing a game plan to galvanize everyone to the goal of rising above gangs and drugs. The project is also assisting schools with anti-gang and anti-drug educational materials and methods, while striving to keep parents and business owners informed of gang trademarks.

To offset the gang presence, CRP is helping to coordinate existing diversion and intervention programs for at-risk youths and their families, and helping to create alternatives to gang membership and drug abuse by utilizing recreational activities, educational tutoring and career development programs. A newsletter is published every six weeks to keep everyone informed of special events and ongoing activities throughout the target areas. The strategies used in these communities will be documented and replicated not only in other California neighborhoods, cities and counties, but throughout the United States.

We hope that everyone will join us in our mission by supporting and participating in community organizations and programs. Our staff includes Executive Director Natalie D. Salazar, Drug Prevention Coordinator Marilyn Marigna, Information Director Billie Hatchell, Office Manager Carol McCafferty, Receptionist Audrey Tweedt, and Community Specialists Irene Campos, Janice Garcia, Timothy Gilroy, Marlon Morton, Wallace Rank, Arturo Sanchez, and Elizabeth Taylor.



**United Way**

638 Beacon Street  
Room 305  
San Pedro, Ca. 90731  
Phone: (213) 519-7322

**HARBOR AREA**



HARBOR AREA GANG ALTERNATIVES PROGRAM (GAP)  
GRAFFITI REMOVAL PROJECT

RIGHT OF ENTRY AND HOLD HARMLESS

I, the undersigned, as owner of the property generally known as:

\_\_\_\_\_

in the City and County of Los Angeles, do hereby grant to the United Way Harbor Area Gang Alternatives Program (GAP), its officers, agents, employees, and volunteers, an easement and the right to enter over, in, and upon, my said property for the purpose of removing graffiti from my buildings surfaces

\_\_\_\_\_

I hereby further agree to hold GAP, its officers, agents, employees, and volunteers, harmless from any and all claims, demands, injuries, all active and past negligence, and liabilities of any nature which may result from said entrance for the purpose as stated above.

DATED

This \_\_\_\_\_ day of \_\_\_\_\_ 19 \_\_\_\_.

\_\_\_\_\_  
Owner

\_\_\_\_\_  
Owner

\_\_\_\_\_  
Witness

*Used with permission of Harbor Area Gang Alternatives Program.*

RISING ABOVE GANGS AND DRUGS

# **JOB WORKSHOP**

CO-SPONSORED BY

THE COMMUNITY RECLAMATION PROJECT AND  
KAISER PERMANENTE MEDICAL CENTER

**SATURDAY, MAY 19TH**

**10:00 A.M. TO 12:00 NOON**

*(FREE LUNCH WILL BE PROVIDED BY KAISER)*

**KAISER CONFERENCE CENTER  
25825 S. VERMONT AVENUE  
HARBOR CITY**

*IF YOU ARE 14 TO 22 YEARS  
HERE IS AN OPPORTUNITY FOR YOU:*

- REGISTER AND RECEIVE ASSISTANCE IN FILLING OUT A JOB APPLICATION
- LEARN HOW TO PRESENT YOURSELF DURING A JOB INTERVIEW
- RECEIVE INFORMATION ABOUT AVAILABLE EDUCATIONAL AND VOCATIONAL PROGRAMS

REPRESENTATIVES FROM IMPACT, JTPA, L.A.P.D. RECRUITING UNIT  
CALIF. CONSERVATION CORPS, HARBOR OCCUPATIONAL CENTER AND  
THE SAN PEDRO/WILMINGTON SKILLS CENTER

**QUESTIONS?**

**CRP**  
PROJECT  
RECLAMATION  
COMMUNITY

**326-2119**

...rising above gangs and drugs



**MATH TEST:** computing change like a cashier

Indicate how many bills and coins of each denomination you would use to make the correct change using the smallest number of bills and coins possible:

	<u>Cost</u>	<u>Payment</u>	<u>Change</u>	<u>\$20</u>	<u>\$10</u>	<u>\$5</u>	<u>\$1</u>	<u>25¢</u>	<u>10¢</u>	<u>5¢</u>	<u>1¢</u>
1)	\$121.23	\$150.00	<input type="text" value="."/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	7.16	20.50	<input type="text" value="."/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	24.27	29.50	<input type="text" value="."/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	.78	5.50	<input type="text" value="."/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	1.37	10.00	<input type="text" value="."/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	21.12	30.02	<input type="text" value="."/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	6.65	16.56	<input type="text" value="."/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8)	28.74	100.00	<input type="text" value="."/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9)	31.26	50.50	<input type="text" value="."/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10)	16.87	22.02	<input type="text" value="."/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NAME \_\_\_\_\_

TEST SCORE 7

TEST FORM "A"

# **FOLLOW ME: I'M GANG AND DRUG FREE**

JOIN THE COMMUNITY RECLAMATION PROJECT  
AND THE RESIDENTS  
OF  
LOMITA AND HARBOR CITY  
ON A WALK-A-THON  
FOR

**DRUG ABUSE AND ALCOHOL  
AWARENESS MONTH**

SATURDAY, MARCH 31ST  
10:00 A.M. TO 12:00 NOON

BEGINNING SITES ARE:

ESHELMAN ELEMENTARY  
25902 Eshelman Ave., Lomita  
AND  
HARBOR CITY ELEMENTARY  
1508 West 254th, Harbor City

THE WALK WILL END AT:

FLEMING JUNIOR HIGH SCHOOL  
25425 Walnut Street, Lomita

QUESTIONS?

**CRP** PROJECT  
RECLAMATION  
COMMUNITY

...rising above gangs and drugs

**326-2119**

**PARENT'S OR GUARDIAN'S PERMISSION  
FOR  
"FOLLOW ME! I'M GANG AND DRUG-FREE" WALK**

To the Administrators of the Community Reclamation Project:

\_\_\_\_\_ has my permission to participate in the "Follow Me! I'm Gang and Drug-Free" walk on Saturday, March 31, 1990, from 10:00 a.m. to Noon. I understand that my child will be supervised by the staff of the Community Reclamation Project.

My son/daughter will be walking with a group of five to eight other youngsters, which will be supervised by at least one adult.

I agree to instruct my child to cooperate with the directions and instructions of the Community Reclamation Project staff. The children should be picked up at Fleming Junior High School at Noon.

---

Parent's or guardian's permission/signature      Date

---

Address

Telephone Number



**About the Community Reclamation Project...**

The Community Reclamation Project (CRP), funded through a discretionary grant from the U.S. Department of Justice, Office of Juvenile Justice & Delinquency Prevention, and the Office for Substance Abuse Prevention, is targeting the communities of Carson, Harbor City, Lomita and Wilmington to develop a gang and drug prevention program that will be used as a model for replication countywide, statewide and nationwide. The program will be conducted by a team of twelve staff members through July, 1990.

The first Harbor Area Basketball Classic was organized with the help of the Los Angeles Unified School District Youth Services Program and the Wilmington Boys and Girls Club. "We want to start an area-wide tournament involving all aspects of the community," remarked Executive Director Natalie D. Salazar. "With Southern California Gas Company providing sponsorship, the Boys and Girls Club the facilities and LAUSD its support, we've got a great beginning for an annual event."

The round robin tournament will be held over a series of four Saturdays: January 6, 13, and 20, with the Championship Match on January 27, 1990. If you would like more information on the tournament or CRP, please call their offices at 213/326-2119.

**Championship Saturday...**

**HARBOR AREA BASKETBALL CLASSIC**

Sponsored by the  
**Community Reclamation Project**

In cooperation with  
LAUSD Youth Services Program  
and the  
Wilmington Boys & Girls Club

with corporate assistance provided by the  
Southern California Gas Company

January 27, 1990

**The Action So Far...**

**Fleming 65 - Carnegie 61** - This week's play was a continuation of down-to-the-wire thrillers for Carnegie... calling on double overtime to determine Fleming the victor at 65-61. Lakendall Smith led the way for Fleming with 22 points, and Alfredo de la Torre scored 14. Dentreus "Bokie" Haynes topped Carnegie scoring with 27, while Shondrell Taylor added 15 points. Fleming remained undefeated at 3-0, and Carnegie's record slipped to 1-2.

**White 50 - Wilmington 40** - White continued its winning record to 3-0 by defeating Wilmington (now 0-3), and shares undefeated status with Fleming. White controlled the game from the start with leading scorer James Pepe adding 17 points, and Charles Perry contributing 13. Wilmington was paced by James Hugo with 14 points.

**Curtis 63 - Dana 31** - Curtis lost its first game January 6th, but has come back to win convincingly the past two weeks, both by an average of 26 points. Jason Pickett was the leading scorer with 32 points, and Darryl Todd added 20 to the total. Martin Fernandez led Dana scoring with 15 points. Curtis raised its record to 2-1, while Dana dropped to 0-3.

**The Finals...**

**Wilmington vs Dana - 10:00 a.m.**

Wilmington		Dana
1 Jason Lloyd	7 Fernandoendon	33 Steve Calatello
2 Jose Vega	8 Miguel Eptroza	30 Jim Domingo
3 Charnee Arnold	9 Marco Godino	00 Martin Ferrndes
4 Chris Abando	10 Alex Martinez	42 George Mihalopoulos
5 Jose Loza	11 Ronald Mananala	32 Robert Nava
6 Luis Cerde	12 Jason Hugs	31 Mike Spelich
		34 Tuan Vo
		21 Khanh Vo
		25 Sinath Chesa
		Coaches Chris Roberts and Brian Hansen

**Consolation Game...**

**Carnegie vs Curtis - 11:15**

Carnegie		Curtis
6 Shondrell Taylor	7 Don Mousalis	00 Eddie Boyd
9 George Sauvao	12 Chris Valmill	42 Abel Boas
10 Sipou Mareto	11 Lomi Faavse	4 David Haan
4 Dentreus Haynes	8 Andre Tusan	33 Bryan Hill
8 Donald Tugite	2 Frank Tia	23 Tracy Rachel
3 Dandel Bley	1 Daryl King	3 Marvin Sletkes
		48 Darryl Todd
		12 Jason Pickett
		18 Cecil Pricn
		34 Brandon Moore
		Coach Letcher Rogers

**Championship Game...**

**Fleming vs White - 12:30**

Fleming		White
1 Antoine Powell	8 Ryan Mayrani	11 Charles Perry
3 Todd Ho	7 Jamaal Blackman	23 James Pope
4 Lakendall Smith	6 Jerry Moudias	42 Pat Pope
8 James Hill	3 Travis Banks	18 Senty Gudies
9 Spencer Marcou	11 Albert Brown	23 Kote Aboukilla
0 Alfredo de la Torre		00 Arnold Perez
		4 Jason Manali
		21 Blah Truong
		Coach Richard Steele

DOUBLE-SIDED COPYING; FOLD ALONG DASHES.

**RIISING ABOVE GANGS AND DRUGS**



**JAMES K. HAHN**  
CITY ATTORNEY

**Office of the City Attorney**  
Los Angeles, California

EXECUTIVE OFFICE  
1800 CITY HALL EAST  
LOS ANGELES 90012  
(213) 485-9408

CRIMINAL BRANCH  
(213) 485-5470

CIVIL BRANCH  
(213) 485-6370

TELECOMM.  
(213) 680-3634

**NOTICE TO ABATE PUBLIC NUISANCE AND OF INTENT TO SEEK  
A PRELIMINARY AND PERMANENT INJUNCTION IN LIEU OF VOLUNTARY ABATEMENT**

TO: **THE HARBOR CITY CRIPS**, aka HCC, aka HARBOR CITY CRIPS GANG, aka HCCG, aka NEIGHBORHOOD GANGSTER CRIPS, aka NGC, aka NIIC, aka NEIGHBORHOOD POSSE, aka NIIP, aka WESTSIDE CRIPS, aka WC, aka WESTSIDE HARBOR CITY CRIPS 252ND, aka WIICC 252, aka HARBOR CITY NEIGHBORHOOD GANGSTERS 256TH, AN UNINCORPORATED ASSOCIATION AND STREET GANG AS DEFINED IN CODE SECTION 186.22 OF THE CALIFORNIA PENAL CODE, AND ALL OF ITS MEMBERS, ASSOCIATES, AGENTS AND ALL OTHER PERSONS ACTING UNDER, IN CONCERT WITH, FOR THE BENEFIT OF, AT THE DIRECTION OF, OR IN ASSOCIATION WITH THEM; AND

**THE HARBOR CITY BOYS**, aka HCB, aka HARBOR CITY PEE WEES, aka TINY'S, aka TINY LOCO'S, aka LOCO'S, aka VARRIO HARBOR CITY, aka VHC, aka LOS PEQUENOS LOCO'S, aka HCR PL'S, aka VHCIR, AN UNINCORPORATED ASSOCIATION AND STREET GANG AS DEFINED IN CODE SECTION 186.22 OF THE CALIFORNIA PENAL CODE, AND ALL OF ITS MEMBERS, ASSOCIATES, AGENTS AND ALL OTHER PERSONS ACTING UNDER, IN CONCERT WITH, FOR THE BENEFIT OF, AT THE DIRECTION OF, OR IN ASSOCIATION WITH THEM;

**THE PEOPLE OF THE STATE OF CALIFORNIA, BY AND THROUGH JAMES K. HAHN, CITY ATTORNEY FOR THE CITY OF LOS ANGELES, HEREBY PUT YOU ON NOTICE THAT:**

You are creating, maintaining and encouraging, and permitting others to create and maintain, a public nuisance in that you are engaging in and encouraging, and permitting others to engage in, continuing, repeated and ongoing acts of:

- a, murder;
- b, open and conspicuous narcotics trafficking;
- c, open and conspicuous narcotics possession and use;
- d, open and conspicuous consumption of alcoholic beverages in public by adults and minors;
- e, assaults;
- f, use and possession of dangerous weapons and ammunition;
- g, vandalism to public and private property including, but not limited to, graffiti;
- h, blocking the free flow of vehicular traffic and emergency vehicles by approaching passing vehicles and engaging passengers in conversation;
- i, congregating at locations including, but not limited to, the intersections of 254th and Marigold, 252nd and Marigold, 256th and Marigold, and Normont Terrace parking lot located at 254th and Petroleum, in the City of Los Angeles, with the intent to attract persons who seek to purchase narcotics and other contraband, and attract persons from rival street gangs who intend to commit acts of violence;
- j, wearing clothing and jewelry bearing clearly visible insignia which identifies the wearer as a member or associate of the

- above respondent unincorporated associations or street gangs so as to encourage and induce members of rival street gangs to commit acts of violence;
- k, wearing clothing and jewelry bearing clearly visible insignia such as dollar (\$) signs which identifies the wearer as a narcotics peddler;
- l, possessing paging devices (beepers), portable and cellular telephones at or in the vicinity of narcotic sales locations described in paragraph i. (above) so as to facilitate the trafficking of narcotics by respondent street gangs;
- m, yelling of words and phrases in public which identify the speaker as a member or associate of respondent street gangs so as to intimidate law abiding citizens and encourage and induce members of rival streets gangs to commit acts of violence;
- n, blocking and obstructing sidewalks and pedestrian thoroughfares so as to intimidate and annoy citizens;
- o, causing and encouraging private and commercial vehicles and taxicabs to travel to and from narcotic sales locations described in paragraph i.(above) so as to facilitate the purchase, sale and transportation of narcotics.

THE ABOVE DESCRIBED ACTIVITIES ARE A PUBLIC NUISANCE, ARE OFFENSIVE TO THE SENSES, ARE INJURIOUS TO HEALTH, AND ARE INDECENT, SO AS TO INTERFERE WITH THE COMFORTABLE ENJOYMENT OF LIFE AND PROPERTY BY AN ENTIRE NEIGHBORHOOD AND A CONSIDERABLE NUMBER OF PERSONS IN THE COMMUNITY.

**THEREFORE,**

You are hereby commanded to halt, discontinue and abate the creation and maintenance of the public nuisance described above.

In the event that you should fail to abate said public nuisance, notice is hereby given that the People of the State of California, by and through James K. Hahn, City Attorney of the City of the Los Angeles, will seek a preliminary and permanent injunction prohibiting the continuance of said nuisance.

**THE VIOLATION OF AN INJUNCTION CAN BE PUNISHED BY CRIMINAL PROSECUTION AND CIVIL CONTEMPT RESULTING IN JAIL, FINES, OR BOTH!**

JAMES K. HAHN  
City Attorney

**DOUBLE-SIDED COPYING; FOLD ALONG DASHES.**

## TO ALL OF HARBOR CITY

YOU ARE INVITED TO JOIN WITH YOUR NEIGHBORS: FROM DEL AMO WOODS TO NORMONT TERRACE, FROM SOUTH HARBOR CITY TO NORTH HARBOR CITY TO DISCUSS A NEW PLAN TO:

- REMOVE THE PROBLEMS OF GANGS AND DRUGS FROM OUR NEIGHBORHOODS
- STOP GRAFFITI FROM APPEARING IN HARBOR CITY
- DEVELOP NEW AND CHALLENGING RESOURCES FOR THE YOUTH OF HARBOR CITY
- FIND WAYS TO MAKE OUR CITY A SAFE AND BEAUTIFUL PLACE FOR EVERYONE

## WE NEED YOU!!!

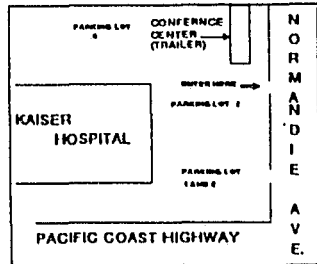
- TO SHARE WHAT YOU KNOW AND HAVE SEEN.
- TO LEARN HOW CIVIL ABATEMENT CAN CHANGE WHAT IS HAPPENING ON YOUR STREETS.
- TO JOIN IN AN EFFORT THAT WILL IMPROVE THE QUALITY OF LIFE FOR ALL OF US.

\*\*\*NEW DATE\*\*\*

WHEN: TUESDAY, OCTOBER 3

WHERE: KAISER HOSPITAL  
CONFERENCE CENTER

TIME: 7:00 P.M.



QUESTIONS? CALL COMMUNITY RECLAMATION PROJECT: 326-2119  
... RISING ABOVE GANGS AND DRUGS...

**RISING ABOVE GANGS AND DRUGS**



...rising above gangs and drugs

**Natalie D. Salazar**  
Executive Director

CONTACT PERSON: Arturo Sanchez  
Community Specialist  
(213) 326-2119

START USING: March 22, 1990

STOP USING: March 31, 1990

READING TIME: 30 SECONDS

AUDIO

Raising a drug-and gang-free generation is going to take everyone's help. In response to Drug and Alcohol Awareness Month, please join the Community Reclamation Project and neighborhood youth at their FOLLOW ME - I'M GANG AND DRUG FREE! walk Saturday, March 31, 1990. To participate, call (213) 326-2119. Kids and parents! Remember, Saturday, March 31. FOLLOW ME - I'M GANG AND DRUG FREE!

2041 Pacific Coast Highway, Suite 2B    Lemita, California    90717

213-326-2119



**Netelle D. Solazar**  
Executive Director

March 21, 1990

CONTACT: Arturo Sanchez  
213/326-2119

***FOR THE CALENDAR. . .***

The Community Reclamation Project (CRP) is sponsoring a "*Follow Me! I'm Gang and Drug Free!*" Walk on March 31, 1990, to mark the end of Drug and Alcohol Awareness Month. Anyone interested in participating is invited to meet at Harbor City Elementary School at 10:00 a.m. to join us in the half-mile walk to Fleming Junior High School. Children will be supervised by CRP staff and adult volunteers.

This is part of a series of *Follow Me!* walks begun by CRP in October and continuing through the end of the school year to promote a gang and drug-free lifestyle for Harbor Area youth. Those who have received the bright gold tee-shirts at previous walks are asked to wear them March 31st. For further information, call Arturo Sanchez at CRP - 213/326-2119.

2041 Pacific Coast Highway, Suite 2B    Longbeach, California    90717

213-326-2119

## SUGGESTED BIBLIOGRAPHY FOR RITES OF PASSAGE PROGRAM

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...rising above gangs and drugs

**Marcello D. Salazar**  
Executive Director

Dear Parent or Guardian:

The Rites of Passage Program is a self-esteem building program that will be implemented in cooperation with the Los Angeles Unified School District and the Community Reclamation Project.

As a part of the program, we also want to interview your child. If you agree, we will interview your child at his/her school. Your child will be interviewed in a large-group setting. The interview will only take about twenty minutes.

In the interview, we will be asking your child questions about his/her interaction with his/her friends, and what attitude and knowledge he/she has about gangs and drugs. The information will help us understand what pressures children face as it relates to gangs and drugs, what information they already have and how young they get this information.

Everything your child says will be considered confidential and will not be released without your written consent.

If you do not want your child to be in the study, you may refuse to participate at any time. Your refusal will not affect your child's education in any way, though your child may feel uncomfortable about some of the questions.

Please discuss the interview with your child, and, if you agree for him/her to participate, please read the statement on the attached, sign and return it to your child's teacher.



CRP PARENT TRAINING PROJECT		
ENHANCE RELATIONSHIPS VIOLENCE PREVENTION	POSITIVE DISCIPLINE	rites of PASSAGE
SPECIAL TIME	PARENT MODELING CLEAR INSTRUCTIONS	PERSONAL
UNIQUE CHARACTERISTICS	ATTENTION (CHARTING)	SPIRITUAL
CULTURAL/FAMILY BACKGROUND	PRAISE IGNORING/PRAISE	CULTURAL
DRUG/GANG INFORMATION	RECLAMATION PROJECT	PARENT COMMUNITY INVOLVEMENT
<u>EMPATHY (SELF/OTHERS)</u> IDENTIFY/EXPRESS PREDICT/LISTEN	FIRST/THEN INCENTIVES (SET UP)	EMOTIONAL
<u>ANGER MANAGEMENT</u> SIGNS/RELAXATION/ SELF-TALK	INCENTIVES (CARRY OUT)	HISTORICAL
<u>PROBLEM SOLVING</u> PROCESS/DISCUSSIONS TEACHING	MILD SOCIAL DISAPPROVAL LOGICAL CONSEQUENCES	SOCIAL/POLITICAL
RESPONSIBLE ASSERTIVE BEHAVIOR	F. RULES/DISCUSSIONS TIME OUT CONTRACTS (SET UP)	ECONOMIC
COMMUNITY SPEAKER	SPANKING CONTRACTS (CARRY OUT)	PHYSICAL/MENTAL
REVIEW	NATURAL CONSEQUENCES EVALUATION	TERMINATION

**PARENT EVALUATION  
COMMUNITY RECLAMATION PROJECT**

**BACKGROUND INFORMATION:**

- 1. AGE \_\_\_\_\_
- 2. SEX \_\_\_\_\_

3. ETHNIC BACKGROUND:

- |  |  |
|--|--|
| <input type="checkbox"/> American Indian                   | <input type="checkbox"/> African-American        |
| <input type="checkbox"/> Asian                             | <input type="checkbox"/> Black                   |
| <input type="checkbox"/> Hispanic                          | <input type="checkbox"/> Pacific Islander        |
| <input type="checkbox"/> Mexican                           | <input type="checkbox"/> Filipino                |
| <input type="checkbox"/> White (not of<br>Hispanic origin) | <input type="checkbox"/> Samoan                  |
| <input type="checkbox"/> Chinese                           | <input type="checkbox"/> Korean                  |
| <input type="checkbox"/> Japanese                          | <input type="checkbox"/> Other _____             |
|  | <input type="checkbox"/> Mixed Ethnic Background |
|  | Please List _____                                |
|  | _____  |
|  | _____  |

4. LIST PEOPLE WHO CURRENTLY LIVE IN THE SAME HOUSE AS YOU DO

<u>Relationship to you</u>	<u>Sex</u>	<u>Age</u>
Example: Grandchild	MALE	7

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_

## PARENT EVALUATION

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**PARENT DISCIPLINE AND INVOLVEMENT**

HOW OFTEN DO YOU DO THE FOLLOWING THINGS:		<u>Always</u>	<u>Usually</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>
1.	Kiss Or Hug Your Children	1	2	3	4	5
2.	Give Children Rewards	1	2	3	4	5
3.	Yell Or Holler At Children	1	2	3	4	5
4.	Talk With Children About Problems	1	2	3	4	5
5.	Go On Family Outings	1	2	3	4	5
6.	Take Away Priviledges	1	2	3	4	5
7.	Threaten Or Criticize Children	1	2	3	4	5
8.	Talk About Dangers Of Drugs	1	2	3	4	5
9.	Listen To Child Opinions And Ideas	1	2	3	4	5
10.	Hit Or Spank Children	1	2	3	4	5
11.	Spend Individual Time With Children	1	2	3	4	5
12.	Go To Church As A Family	1	2	3	4	5
13.	Send To Room/Corner (more 15 min.)	1	2	3	4	5
14.	Time Out (less than 15 minutes)	1	2	3	4	5
15.	Ignore Children When Misbehaving	1	2	3	4	5
16.	Tell Others About Child Good Behavior	1	2	3	4	5
17.	Tell Others About Child Bad Behavior	1	2	3	4	5
18.	Praise Children For Good Behavior	1	2	3	4	5
19.	Argue And Fight In Front Of Children	1	2	3	4	5
20.	Say "I Love You" To Children	1	2	3	4	5
21.	Have Rules And Give Reasons	1	2	3	4	5
22.	Curse At And Call Children Names	1	2	3	4	5
23.	Have Family Discussions	1	2	3	4	5
24.	Remind Children Of What's Expected	1	2	3	4	5
25.	Help Children Make Own Decisions	1	2	3	4	5
26.	Talk About Dangers Of Gangs	1	2	3	4	5
27.	Laugh At Children And Hurt Feelings	1	2	3	4	5
28.	Lecture Children	1	2	3	4	5
29.	Go To Cultural Events Together	1	2	3	4	5
30.	Get Angry When Child Makes Mistakes	1	2	3	4	5
31.	Eat Together As A Family	1	2	3	4	5
32.	Punish Children In Public	1	2	3	4	5
33.	Discourage From Expressing Feelings	1	2	3	4	5
34.	Give Household Chores/Responsibility	1	2	3	4	5
35.	Talk About Dangers Of Sex	1	2	3	4	5

**PARENT EVALUATION**

**SELF-CONCEPT AND PARENTING SKILLS**

HOW GOOD DO YOU FEEL ABOUT YOUR ABILITY:

	Very <u>Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	Very <u>Good</u>
1. In general?	1	2	3	4	5
2. To parent?	1	2	3	4	5
3. To be responsible and self-disciplined?	1	2	3	4	5
4. To express your emotions?	1	2	3	4	5
5. To control your emotions?	1	2	3	4	5
6. To control your behavior?	1	2	3	4	5
7. To handle child fighting?	1	2	3	4	5
8. To handle child destructive behaviors: destroy toys or property?	1	2	3	4	5
9. To handle child show off behavior?	1	2	3	4	5
10. To handle child refusal to do housework?	1	2	3	4	5
11. To handle child refusal to do homework?	1	2	3	4	5
12. To handle child school behavior problems?	1	2	3	4	5
13. To talk with child's teacher about learning or behavior problems?	1	2	3	4	5
14. To make suggestions to child's teacher about child learning or behavior?	1	2	3	4	5

**DECISION MAKING**

HOW GOOD TO YOU FEEL ABOUT YOUR ABILITY:

	Very <u>Poor</u>	<u>Poor</u>	<u>So-So</u>	<u>Good</u>	Very <u>Good</u>
15. To solve problems?	1	2	3	4	5
16. To set goals?	1	2	3	4	5
17. To think of different alternatives?	1	2	3	4	5
18. To ask for help if needed?	1	2	3	4	5
19. To look at the consequences of different choices as they may affect others?	1	2	3	4	5
20. To weigh pros and cons of each choice?	1	2	3	4	5
21. To make your own decisions?					
22. To plan steps to reach your goals?	1	2	3	4	5
23. To evaluate how effective the plan is in helping you reach your goal?	1	2	3	4	5
24. DID YOU EVER WISH THAT EITHER ONE OR BOTH OF YOUR PARENTS WOULD DRINK OR USE DRUGS LESS:	Did Not Use	Yes	No		
25. DO YOU WISH THAT YOU OR YOUR SPOUSE WOULD DRINK OR USE DRUGS LESS:	Do Not Use	Yes	No		

PARENT EVALUATION

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**CHILD SELF-CONCEPT/PROBLEM SOLVING**

CHILD #1 (13 Years and Younger) SEX \_\_\_\_\_ AGE \_\_\_\_\_

HOW GOOD DO YOU FEEL ABOUT CHILD'S ABILITY:

	Very Poor	Poor	So-So	Good	Very Good
1. In general?	1	2	3	4	5
2. To be responsible and self-disciplined?	1	2	3	4	5
3. To express and control emotions?	1	2	3	4	5
4. To control behavior?	1	2	3	4	5
5. To solve problems and/or set goals?	1	2	3	4	5
6. To look at the consequences of different choices as they may affect others?	1	2	3	4	5
7. To make his/her own decisions?	1	2	3	4	5
8. To say no to drugs and gangs?	1	2	3	4	5
9. How good does your child feel about his/her self and abilities?	1	2	3	4	5
10. How good do you feel about your relationship with this child?	1	2	3	4	5

**CHILD SELF-CONCEPT/PROBLEM SOLVING**

CHILD #2 (13 Years and Younger) SEX \_\_\_\_\_ AGE \_\_\_\_\_

HOW GOOD DO YOU FEEL ABOUT CHILD'S ABILITY:

	Very Poor	Poor	So-So	Good	Very Good
1. In general?	1	2	3	4	5
2. To be responsible and self-disciplined?	1	2	3	4	5
3. To express and control emotions?	1	2	3	4	5
4. To control behavior?	1	2	3	4	5
5. To solve problems and/or set goals?	1	2	3	4	5
6. To look at the consequences of different choices as they may affect others?	1	2	3	4	5
7. To make his/her own decisions?	1	2	3	4	5
8. To say no to drugs and gangs?	1	2	3	4	5
9. How good does your child feel about his/her self and abilities?	1	2	3	4	5
10. How good do you feel about your relationship with this child?	1	2	3	4	5

**CHILD SELF-CONCEPT/PROBLEM SOLVING**

**CHILD #3 (13 Years and Younger) SEX \_\_\_\_\_ AGE \_\_\_\_\_**

**HOW GOOD DO YOU FEEL ABOUT CHILD'S ABILITY:**

		Very Poor	Poor	So-So	Good	Very Good
1.	In general?	1	2	3	4	5
2.	To be responsible and self-disciplined?	1	2	3	4	5
3.	To express and control emotions?	1	2	3	4	5
4.	To control behavior?	1	2	3	4	5
5.	To solve problems and/or set goals?	1	2	3	4	5
6.	To look at the consequences of different choices as they may affect others?	1	2	3	4	5
7.	To make his/her own decisions?	1	2	3	4	5
8.	To say no to drugs and gangs?	1	2	3	4	5
9.	How good does your child feel about his/her self and abilities?	1	2	3	4	5
10.	How good do you feel about your relationship with this child?	1	2	3	4	5

**CHILD SELF-CONCEPT/PROBLEM SOLVING**

**CHILD #4 (13 Years and Younger) SEX \_\_\_\_\_ AGE \_\_\_\_\_**

**HOW GOOD DO YOU FEEL ABOUT CHILD'S ABILITY:**

		Very Poor	Poor	So-So	Good	Very Good
1.	In general?	1	2	3	4	5
2.	To be responsible and self-disciplined?	1	2	3	4	5
3.	To express and control emotions?	1	2	3	4	5
4.	To control behavior?	1	2	3	4	5
5.	To solve problems and/or set goals?	1	2	3	4	5
6.	To look at the consequences of different choices as they may affect others?	1	2	3	4	5
7.	To make his/her own decisions?	1	2	3	4	5
8.	To say no to drugs and gangs?	1	2	3	4	5
9.	How good does your child feel about his/her self and abilities?	1	2	3	4	5
10.	How good do you feel about your relationship with this child?	1	2	3	4	5

# BUILDING BLOCKS FOR SUCCESS

## CHILDHOOD OUTCOMES

DRUG AND GANG  
FREE LIFESTYLES

## CHILDHOOD ATTRIBUTES

HIGH SELF ESTEEM  
SELF DISCIPLINE  
SOCIAL COMPETENCE

## PARENT RESPONSIBILITIES

MODELING  
COMMUNITY CONNECTIONS  
OBTAIN INFORMATION

## PARENT TEACHING FOCUS

ENHANCING RELATIONSHIPS  
POSITIVE DISCIPLINE  
RITES OF PASSAGE

## PARENT/CHILD RELATIONSHIP

## ETHNIC AND CULTURAL IDENTIFICATION

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