



# GRASSROOTS EMPOWERMENT MANUAL

**EMPOWERING OUR COMMUNITIES**  
*From the Grassroots Up!*

149229

SALT LAKE AREA GANG PROJECT COMMUNITY BOARD

Funding Provided By:  
Salt Lake Valley Drug Abuse Prevention Coalition/Gang Task Force

# ***Salt Lake Area Gang Project Community Board***

*Jim Jensen, Chair*

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with data supplied by members of  
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# History

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The Salt Lake Area Gang Project Community Board held their first meeting February 5, 1991. There were fourteen members on the board at that time. Today, the number exceeds 30 and even more residents are becoming involved in developing solutions to the gang problem by starting their own grassroots gang awareness, prevention, and intervention organizations.

When Jim Jensen, Executive Director of the Boys and Girls Club of Greater Salt Lake, was elected to chair the board, the challenge he faced was how the board could help create long lasting, positive change in our communities--changes that would address such problems as truancy, juvenile delinquency, substance abuse, teenage pregnancy, illiteracy, cultural incompetence, drop outs, and gangs. In looking at other attempts by Gang Task Forces to bring the community together to address the gang issue, the board realized that not only was it important for community-based agencies to develop an open relationship with law enforcement and to share information with other agencies serving the same population, it was also important that *residents* became active in the effort.

The key to resident involvement was to educate the community about the existence of a gang problem in Utah. To that end, the Gang Project and the Community Board have conducted gang awareness training to thousands of individuals throughout the state and the intermountain west. Teachers, school administrators, social workers, chamber of commerce members, counselors, religious leaders, parents and students are just some of the individuals that have been trained.

The problem, however, does not end with education. As more and more families became aware of the negative impact gangs are having on the community, they wanted to know what tools they could use to combat it. This *Grassroots Empowerment Manual* is the tool that the board is offering to the residents of Salt Lake County. This manual is the culmination of two years of experimentation, research, and collaboration. It is by no means the only tool needed, but it is an excellent starting point for any grassroots organization who wants to make a difference.

149229

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Juvenile Justice

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# *Board Mission*

*To establish an ongoing,  
integrated network of  
community-based  
organizations, educational  
institutions, law enforcement  
agencies, governmental and  
public agencies, and concerned  
families and citizens to  
effectively understand, prevent,  
and suppress gang violence and  
substance abuse in our  
neighborhoods.*

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## Gang Awareness Brochures

What is a Gang?

How to Discourage Your Children From Joining Gangs

There is More to Life Than Gangs

Spanish Gang Awareness Translation

Tongan Gang Awareness Translation

Samoan Gang Awareness Translation

Vietnamese Gang Awareness Translation

Laotian Gang Awareness Translation

English Gang Awareness Translation

Business Involvement

## Mothers Against Gangs in Communities Brochure

## Juvenile Court Information

## Utah "Gang" Legislation



# *How to Use this Manual*

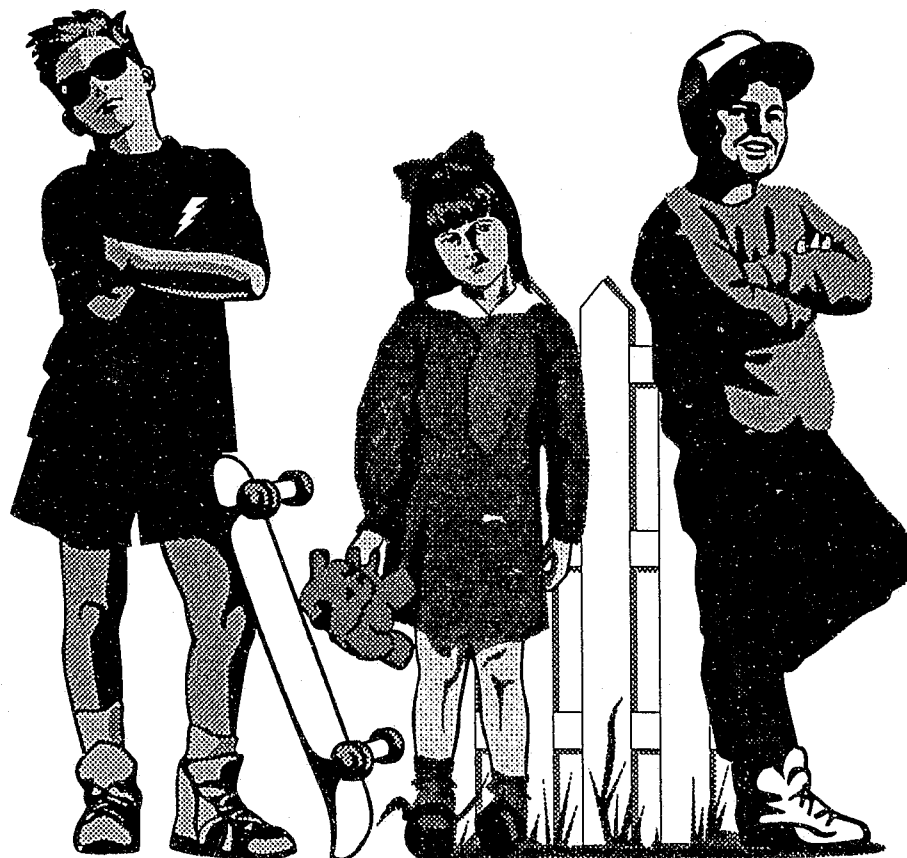
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This manual is designed to be used by groups of citizens interested in making positive, long lasting changes in their community. Those changes could include something as small as signing a petition or as large as building a broadly-based community drug and gang prevention program.

It is entitled *Grassroots Empowerment Manual* because that is what it's designed to do--empower individuals from the grassroots up. It is designed to inspire ordinary people to participate in the affairs of their neighborhoods, city, state, and nation. It will hopefully empower them to succeed little by little in altering social norms, righting wrongs, modify-

ing or even halting negative practices, changing or passing laws and ordinances, and even enforcing existing laws.

The Salt Lake Area Gang Project Community Board hopes this manual will help citizens become active participants in creating healthier life-styles and happier families in their neighborhoods and in the community at-large.



# ***What is a Grassroots Movement?***

A grassroots movement is a traditional American response to a whole range of problems which affect the local community's welfare and development. When citizens become concerned about an issue or a problem, they can form a grassroots organization to mobilize local energies and resources to pressure the government or other responsible agencies to confront those problems.

Grassroots organizations that are working on the gang problem need to realize that criminal gang activity is often the tip of a more complex set of issues. The gang problem encompasses issues of poverty, child abuse, substance abuse, education, job training, cultural awareness, low self-esteem, and violence. Your grassroots organizations needs to address these issues and work to connect individuals, families, and even gang members with the norm, values, and resources of a larger society.

The most effective grassroots efforts against gangs is a strategy that includes a mix of community mobilization, organization development, and suppression. A key objective of your organization should be to develop clear and reliable information about the gang problem. You will have to be aggressive in your efforts to gather data, interpret the problem and determine what should be done.

At the same time, your organization should conduct or participate in a series of community

meetings to assess and plan programs to deal with the problem in collaborative interagency terms. You must also take a pro-active leadership in influencing certain key authorities to see the moral and political necessity of doing something about the gang problem in meaningful and programmatic policy terms.

Grassroots organizations should also facilitate the development of interagency task forces, coordinating councils and advisory committees containing a range of criminal justice and community based agencies as well as citizen groups. The special mission of the grassroots organization should be to use these broader community councils to educate and persuade agencies to actively, intelligently, and beneficially deal with the problem on behalf of the local community.

The grassroots organization will also need to continually monitor and test the value of the impact of agency programs that result from these community wide, interagency associations.

Sound tough? It can be but it can also work. The Gang Project Community Board has seen the dramatic changes that ordinary citizens can provoke when they become organized. All it takes is someone willing to make things happen!



# *Creating Social Change*

When fights started to break out on the playground, principal Blackburn found that a contributing factor was the clothing that the kids wore. She found it necessary to modify the existing student dress code so that gang members could not wear their "colors" to school. The new code stated that baseball hats, heavy jackets, bandanas, and any clothing with any kind of gang insignia or writing would not be allowed.

Obviously the intent of this new policy was to reduce gang related problems during school time and on school property.

While this policy had the effect of changing behavior during the school day, it did not automatically result in a change of attitude, custom, tradition, values, beliefs or codes of behavior. In other words, implementing new laws does not always equal true, social change.

On the other hand, if this change in dress code was implemented as a result of a **widespread grassroots community movement** to change the acceptance of gang behavior and membership within the community at large, the long-term goal of reducing and/or eliminating the attractiveness of belonging to a gang would have a much better chance of being successful.

Change must begin at the grassroots level!

*"Implementing new laws  
does not always equal true,  
social change"*



# *Why Do People Change?*

1. Persons tend to change when they have participated in the decision to change.
2. Persons tend to support change they help design; they tend to resist change they do not help design.
3. Persons tend to change when they are convinced that the rewards of change exceed the pain of change.
4. Persons tend to change when they see others changing, particularly when the change is supported by valued persons.
5. Persons tend to change more readily in an environment free from threat and judgment.
6. Persons tend to change more readily when they have or can acquire the competencies, knowledge or skills required by the change.
7. Persons tend to change to the degree that they trust the motives of the person or persons attempting to induce change.
8. Persons tend to change more readily if they are able to influence reciprocally the person or persons who are attempting to influence them.
9. Persons tend to change to the degree that they see the change has been successful, especially if they are able to gather data for themselves.
10. Persons tend to maintain change to the extent that change is supported by their environment.
11. Persons tend to change if they can develop the necessary skills to create a climate that is supportive of change.
12. Persons tend to maintain change if there is a public commitment to the change.
13. Persons tend to resist change to the degree that they feel it is imposed upon them.

*It is tempting and fun (and so easy)  
to suggest changes for others.  
It is difficult, and requires courage,  
persistence, faith and good humor,  
to change oneself.*

# Overview

*Goal: To provide a basic understanding of Utah's gang problem, including the history, make-up, and reasons for membership.*

*When three students were arrested for shoplifting by Salt Lake City Police in July of 1989, they identified themselves to the arresting officers as Crip gang members from the Los Angeles area. At that time they stated that the Crips were going to take over the state of Utah as they had done in other communities to which they had migrated from California. They bragged that there was little that Utah's law enforcement community could do to stop this takeover. The reason: Utah was the "Big Easy."*

*Utah is seen by out-of-state gang members as a lucrative drug market. Drugs bought out of state and then sold here have a 300% to 500% mark-up. There is also less chance of being victimized in a drive-by shooting. And finally, there is no organized resistance to their movement into Utah—especially any resistance by the community.*



# Gangs in Utah

*A gang is a group of people who form an allegiance to the exclusion of others, for a common purpose, and who engage in violent, unlawful, or criminal behavior.*

Understanding why gangs exist and their basic philosophy is one of the first steps in doing something about the situation. The gang problem is not new to Utah, but its makeup has definitely changed. Gangs are more violent and Utah's children are being recruited or are forming their own gangs.

We no longer have to worry about "outside influences" creating a gang problem; we have our own problems right here in our own neighborhoods.

## ***Levels of Involvement***

Gangs provide a sense of belonging, fraternity, ego enhancement and a means of gaining status. In short, gangs offer most of the seemingly positive factors all young people need. The paradox is that the gang's approach for achieving these things is illegal as well as destructive to the gang member, the family unit and the community.

Common reasons for joining a gang are the promises of recognition, the feeling of power/authority, to fit in with friends, to receive attention, for the excitement, or for protection from other gangs. Sometimes young people join a gang simply to have something to do.

In Utah, both males and females from all racial, socio-economic, and religious backgrounds are found in gangs. Another unique aspect about Utah gangs is their racial mixing. Even in gangs with names that indicate a certain ethnic background, members from other racial backgrounds can be found participating.

Kids that are recruited for membership generally have little adult participation in their lives, and consequently they have a poor self image, low self-esteem, misdirected racial pride and/or do poorly in school. In many cases, young people are not actively discouraged from joining gangs and often parents do not realize their children are involved in gang activity.

The basis of gang power is its ability to control the group through the use of violence, intimidation, and the control of resources. There are generally three levels of membership.

**HARDCORE:** These individuals need and thrive on gang activity. The hardcore are the leaders. They are the most violent, streetwise, and knowledgeable in legal matters. Although they may engage in violence or illegal activities, they generally focus on getting others to commit the criminal acts.

**ASSOCIATES:** Associates wear the gang clothing, attend gang-related functions, and often bear tattoos of the gang. They are often the most active, visible, and

violent members, as they strive to build a reputation among hardcore members.

**PERIPHERAL:** Sometimes called "wanna-be's." The peripheral gang members wear the gang clothing, use the language, and flash the hand signs in an attempt to gain the status of gang membership.

### ***Other Characteristics***

Gangs usually adopt a group name that relates to their neighborhood, street, region, or race. Sometimes the name will contain numbers that refer to street addresses. Usually, the names consist of three initials, with the last initial standing for "gang" "posse" or "disciples." Many Utah gangs have also adopted names from Southern California.

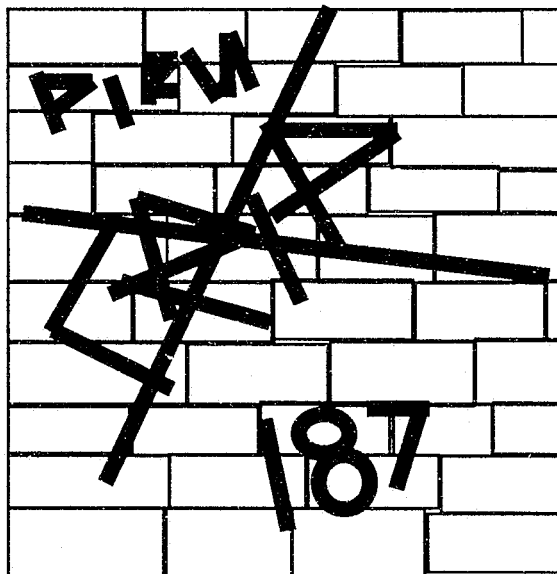
Most gang members also have a moniker or "street name." The name usually fits a certain physical characteristic or personality trait of the individual. Names such as "speedy," "loc" or "spider" are common. This name will often be found on the side of a hat or as a tattoo.

Members often wear sports clothing, or wear clothing in a distinctive style such as buttoning up the top button only on a shirt or wearing trousers that are too short or hang low on the hips.

Crime is a common bond of all gangs. They reject social norms and generally reject the rules of behavior. They feel that only the rules they create within the gang subculture apply or have merit.

### ***Territory***

Graffiti is normally viewed as a marking of territory. Territory or turf, however, is not as important for Utah gangs as it is in other cities. Gangs here are very mobile and members have easy access to transportation to move all along the Wasatch Front. Because of this, turf lines are blurred and few conflicts are a result of turf issues alone.



Gang members also use graffiti as a means of communicating with other gangs. Often that communication is in the form of "cross outs" (crossing out other gangs' graffiti) or threats to rivals. Graffiti as a means of intimidating the community has also proven effective. However, more and more residents are learning the importance of removing graffiti, thus, reducing friction between rivals.

## ***Gang Development***

There are several stages of gang development.

**PRIMARY STAGE:** The gang is newly formed and its members may be involved with occasional misdemeanor crimes such as graffiti. It begins primarily as a social group or club with most members admiring established gangs. That admiration is often done by imitating dress style and demeanor of established gangs. Although there may be some useage of drugs and/or alcohol, there is no use of weapons, organized drug sales or other gang motivated crimes.

As a youth becomes further involved, their school and family life suffers. They begin to skip school, behave rebelliously, may display tattoos, and family ties become less important as their gang becomes their focal point.

**SECONDARY STAGE:** The gang becomes established and their graffiti begins to appear with regularity in their neighborhood. A major portion of their activity becomes anti-social and they engage in the crossouts of other gang graffiti which results in confrontations with other gangs.

Contact with law enforcement and probation becomes more frequent as they drop out of school and have more opportunity to engage in criminal and delinquent behavior. Many carry weapons, and they no longer develop new social relationships outside of the gang, and contact with the family becomes less frequent.

**ADVANCED STAGE:** The majority of the members have participated in gang motivated crimes and many have arrest records and have spent time incarcerated. Their dedication to their gang supersedes all other attachments. Many also become chemically dependent and are involved in illegal activities.

The values of the gang become more important than family or community values. There is loss of hope, no job or educational aspirations or skills.

### ***Why Get Involved?***

*The gang problem is not a law enforcement problem alone, but a community problem also. Locking up gang members who are on the fringes of gang activity only makes them more committed to a criminal lifestyle.*

*This manual outlines the methods and programs that individuals, residents, and community organizations have used that have proven to be effective in the fight against gangs and drugs.*

*Get involved.*

*Make a difference.*



# Overview

*Goal: To provide a general view of community life that includes demographics, numbers of schools, businesses, churches, etc., so that gaps in services and alternatives for youths can be identified and/or developed.*

*When Kathleen began to see graffiti in her neighborhood and kids hanging out late at night, she knew something was not right. She heard stories from her children that several kids at school were forming gangs and that it was not safe to wear certain clothing or colors. She also heard rumors that several of the kids were dealing drugs.*

*She questioned, however, if there really was a problem. If so, what could she do about it? She was only one person and besides, the police and school were supposed to take care of these problems.*



# *Community Assessments*

Before meaningful change can occur in your neighborhood, it is essential to examine the motivating forces that exist in your community. Otherwise, any change in behavior or attitude may only be temporary.

Why do things function the way they do? Why are children afraid to attend school? Why are families afraid to go out? Why are neighbors no longer communicating with each other? Without this knowledge and insight the community pressure to become involved will be superficial and will not produce any long lasting change.

## *Problem Assessment*

Before you can develop and strengthen effective strategies, you must first develop a "snapshot" of current conditions in your community. It will tell us what we look like, how we live, our backgrounds, our likenesses, what our neighbors think, what programs are available, what services we can use, and most importantly--what needs we have that are not being met.

A problem assessment raises awareness. Individuals are likely to be aware of parts of the problem, but its overall scope and size may be surprising. Awareness is a step toward action because individuals will view the substance abuse and gang activity as an intolerable and preventable situation.

The assessment will also focus the action. Objective data and information can guide the planning process as decisions are made about

aspects of the problem and the types of intervention to use.

## *Gathering the Facts*

The method of information gathering described in this handbook relies solely on the use of data which already exists within the community. The advantages of tapping existing data include increased potential for obtaining information about many aspects of the community at a lower cost and time expenditure.

Assembling a list of community indicators, however, can be a long and tedious process. It is helpful to begin to look at it one step at a time.

## *Population*

Begin your assessment with the people on your street. How many families? What nationalities? What ages? What education level? Average income? How many single-family houses? Apartments? Housing projects or number of low-income housing units available?

Then ask these same questions to yourself on a larger scale and look at your neighborhood as a whole and then your community. If you want to get real specific, the Census Bureau, your city hall and chamber of commerce can be consulted as an information source.

## ***Government***

List 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.

## ***Law Enforcement***

List agencies that have jurisdiction. The names, telephone numbers, addresses and ranks of law enforcement officers in your community should be on file for quick reference. This should include the names of patrol officers assigned to your neighborhood, as well as their command staff. Make special note of officers working in the schools, crime prevention, and specialized units.

Request a time to meet with an officer familiar with the problems in your area. Ask for specific details about the numbers of arrests in the areas and the types of crimes that have been committed within the last six months to a year.

In addition, include information about the court system, city and county attorney, and probation and parole offices.

## ***Service Organizations***

Identify local Rotary clubs, Kiwanis clubs, chambers of commerce, Lions clubs, professional women's associations, etc. Note the president's names and how to reach them, when and where meetings are held and types of community projects the club sponsors.

## ***Neighborhood Involvement Groups***

This category includes neighborhood/homeowner associations, neighborhood watch groups, etc.

## ***Schools***

List all of the schools in your target area, their addresses, telephone numbers, principals/assistant principals and contact persons. Identify what programs are available in each school.

## ***Parks and Recreation***

List different parks and recreation centers in your area. Specify the hours of operation, activities, cost, and list a contact person.

## ***Churches***

When gathering information about churches in your area, make special notice of community activities that are available to everyone regardless of religious affiliation. Be sure to also include a contact person who can serve as a source of information.

## ***Community-Based Organizations***

It is important to note the organizations in your community whose mission is to provide services to you. These would include social service agencies, counseling, job placement, ethnic organizations, etc. Be as thorough as possible so that you can determine which agency is responsible for and should be accountable for a specific problem.

## ***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.

## ***Businesses***

It will be difficult to list every single business in the area. However, you should list businesses that appear to be especially affected by gangs and drugs. Perhaps their locations are gang or youth hangouts, have graffiti on the building walls or are known as drug sales areas.

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 you with a key as to how to motivate other businesses to become active.

Your chamber of commerce and city hall will be helpful in gathering these facts.

## ***Using the Information***

Once you have gathered all the information, it needs to be organized in a format that is readable and helpful. Listing all the information including names, addresses and phone numbers will enable you to put together a community resources chart. Now you simply need to plug in the information using the following charts as a guide.



# *Community Resources*

♦ School Staff

♦ Law Enforcement

♦ PTA

♦ Legal Assistance

♦ School Based Support Programs

♦ Financial Counseling

♦ Parent/Youth Support Groups

♦ Office of Family Support

♦ Community Based Organizations

♦ Ethnic/Minority Groups

♦ Church Programs

♦ Civic/Service Organizations

♦ Recreation & Youth Programs

♦ Citizen/Volunteer Groups

♦ Community Located Gang Hangouts

♦ Child Care/Latchkey Programs

♦ Gang Influences Affecting the School

♦ Business Associations

# Community Resources Chart

## School Staff

Principal	Sherianne Cotterell
Vice Principal	Jane Larson
Secretary	Eva Herrick
Counselor	Pam Sorenson

## PTA

Becky Hunt, President	533-3040
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## Law Enforcement

Salt Lake City Police Dispatch	799-3000
Salt Lake Area Gang Project	799-GANG
Deputy County Attorney	265-5939
SLC Police Youth Division	799-3400

## Gang Influences Affecting the School

Pee Wee Crips/Grape Street  
 Eastside Gangsters (ESG)/Eastside Posse (ESP)  
 Q-VO  
 Big West Side (BWS)/Big Dick Gang (BDG)  
 801 Piru  
 Park Village Crips (PVC)  
 Compton Posse  
 21st Street Gang  
 Surenos 13  
 Tongan Crip Gang (TCG)  
 Syndicate Style Gangster (SSG)  
 Tongan Style Gangsters (TSG)  
 Sons of Samoa (SOS)  
 8-Ball Posse

## Community Located Gang Hangouts

South Temple to 21st South  
 State Street to 10th East

## Child Care/Latchkey Programs

Boys & Girls Club of Greater Salt Lake	466-1540
YWCA	355-2804

## Recreation & Youth Guidance Programs

Boys & Girls Clubs of Greater Salt Lake	466-1540
Big Brothers and Big Sisters	487-8101
Boy Scouts of America	582-3663
Girl Scout Council	265-8472
Central City Multipurpose Center	538-2062
Kiwanis Felt Multipurpose Center	538-2064
YWCA	355-2804
Salt Lake City Recreation	972-7800
Glendale Youth Center	974-2420

## School Based Support Programs

DARE  
 SL School District Drug Curriculum  
 Project Reality  
 Parent Nurturing  
 Parent Club  
 Just You and Me Kid  
 Foster Grandparent Program

## Office of Family Support

(Financial assistance, food stamps, medical and utility help, etc.)  
 Family Services  
 2835 S. Main  
 468-5400  
 Welfare Services  
 158 S. 200 W.  
 524-9000

## Legal Assistance

Lawyer Referral	531-9075
Legal Aid	328-8849
Legal Services	328-8891
Tuesday Night Bar (Free legal consultation)	531-9077

## Financial Counseling

Community Action Program	359-2444
Consumer Credit Counseling	266-0064

## Parent Support Groups

Parents Helping Parents	277-3998
Toughlove	250-3922
Family Counseling Center	521-8656
Parent Education Resource Ctr.	533-3015
	ext 36
Turnabout	277-3999

## Ethnic/Minority Groups

Asian Association of Utah	486-5987
Guadalupe Education Programs	531-6100
Indian Health Care	359-6906
I.H.R.D. (Hispanic)	521-4473
Japanese Am. Citizens League	359-2902
N.A.A.C.P.	363-5771
New Hope Multicultural Center	363-4955
Tolstoy Foundation	486-4781

## Community Based Organizations

Community Counseling Center	355-2846
Community Action Program	359-2444
Salt Lake Valley Mental Health	468-2360

**Lincoln  
 Elementary**  
**1090 Roberta Street**  
**SLC, UT 84101**  
**533-3040**



## ***Taking it a Step Further***

Upon completion of the community assessment, you may want to do a community survey to help measure the success of other programs or to identify problems in the area as perceived by the residents.

A survey, however can also be very labor intensive because follow-up is required and the rate of return for mailed surveys can be poor.

The Salt Lake Area Gang Project, for example, mailed a survey to all Salt Lake County school principals asking them to comment about the level of gang activity (if any) they had experienced or heard of within their school. It also asked them to list programs in the school and contact people and their phone numbers.

Approximately 25% returned the survey. Although the survey was very subjective (how the principal perceived the gang problem may be different from how a teacher or student sees the problem), it helped the Project identify those schools that were interested in receiving more information about dealing with the gang problem.

You may want to do the survey through the mail, by phone, or in person. Following is an example of two types of surveys. The first survey is more data intensive and will give you a better idea of specific problems in the area and how the residents are responding to it.

The second survey is a check-off survey that is used as a "self-testing" form for the

residents. Based on their answers and their scores, they can see immediately what the gang problem is in their community. This type of survey is usually done at the beginning of a neighborhood meeting.

The third assessment tool is called the Gang Control Assessment Guide which was developed by Community Youth Gang Services. It divides the gang problem into five levels with Level I being no known gang activity and Level V being a gang controlled community.

The guide also provides a recovery process that will lead the community back to Level I where no known gang activity exists in a community. Once you have determined the level of gang control in your community, turn to the next chapter and learn how to organize your community, develop an action plan, and make it work!

# Survey

1. In which of the following communities do you live?

- 1. ☐ Central City Salt Lake
- 2. ☐ Northwest Salt Lake
- 3. ☐ Glendale
- 4. ☐ Murray
- 5. ☐ Magna
- 6. ☐ Kearns
- 7. ☐ Midvale
- 8. ☐ West Valley
- 9. ☐ Other \_\_\_\_\_



2. What is your ZIP code? \_\_\_\_\_

3. Are there gangs in the neighborhood?

1. ☐ Yes    2. ☐ No.

If yes, please list the gang names \_\_\_\_\_

4. How often do you observe gang activity or drug dealing 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

5. Overall, do you think the gang and drug activity in your community is:

- 1. ☐ a very serious problem
- 2. ☒ a serious problem
- 3. ☐ a moderate problem
- 4. ☐ a small problem
- 5. ☐ not a problem.

6. 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
- 6. ☐ no gangs or drugs in my neighborhood

7. In the past six months, what kind of job do you think the police have done in dealing with gangs and drugs in your neighborhood?
1. ☐ poor      2. ☐ fair      3. ☐ good  
4. ☐ very good      5. ☐ don't know
8. In the past six months, how would you rate the efforts of the justice system (probation, courts, district attorney and city attorney) in dealing with gangs and drug dealing activity?
1. ☐ poor      2. ☐ fair      3. ☐ good  
4. ☐ very good      5. ☐ don't know
9. In the past six months, how would you rate the efforts of community groups such as drug treatment centers, service clubs, Salt Lake County funded service agencies, or other community agencies in combatting the problems of gang and drug dealing activity?
1. ☐ poor      2. ☐ fair      3. ☐ good  
4. ☐ very good      5. ☐ don't know
10. At the present time, are you working with an agency or community group to deal with gangs and drug dealing activity?
1. ☐ yes      2. ☐ no
- If yes, what is the name of the agency or group that you are working with?
11. To help us analyze your answers would you please tell us your marital status:
1. ☐ single      2. ☐ married      3. ☐ separated  
4. ☐ divorced      5. ☐ widowed
12. Do you have children in the home and if so, what are their ages?
1. ☐ 0-5      2. ☐ 6-9      3. ☐ 10-14  
4. ☐ 15-17      5. ☐ 18+
13. Are you:
1. ☐ male      2. ☐ female

We welcome your comments.

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## ***ASSESSMENT TOOL***

- ☐ Do you have graffiti on or near your neighborhood or school? (5)
- ☐ Do you have crossed out graffiti on or near your neighborhood or school? (10)
- ☐ Do the youth in your community wear colors, clothing, flash hand signs or display other behavior which may be gang related? (10)
- ☐ Are drugs available in or near your community or school? (5)
- ☐ Has there been a significant increase in the number of physical confrontations/stare downs within the past twelve months in or near your community or school? (5)
- ☐ Is there an increasing presence of weapons in your community? (10)
- ☐ Has there been an increase in home or car burglaries in your neighborhood within the past six months? (10)
- ☐ Have you had a drive-by shooting in or around your neighborhood? (15)
- ☐ Have you had a "show-by" display of weapons in or around your community or school? (10)
- ☐ Is the truancy rate in your community increasing? (5)
- ☐ Is there an increasing number of racial incidents in your community or school? (5)
- ☐ Is there an increasing presence of "Informal Social Groups" with unusual names such as Gangster, Crew, Posse, etc? (15)

A score of 50 or more indicates the need for a community gang prevention and intervention program.

# Gang Control Assessment Guide

**INSTRUCTIONS:** The following Assessment Guide is divided into a series of levels indicating a progressively greater infiltration of gang activity into a community. The materials should be used as a simple tool to 1) Know and understand the indicators which are a basis or measure of gang presence and/or membership; 2) Rate the level or extent of gang presence (I-V of Level of Gang Control); 3) Match that level with a recommended set of responses (RPM); 4) Understand and apply the existing programs, services and policies of agencies designed to counter gangs in your community. Use the process as a means to assess the level of gang impact and then apply RPM to bring your area to a lower level of gang control. **NOTE:** Each subsequent level in the RPM is in addition to activities recommended in each preceding level.

LEVEL OF GANG CONTROL	RECOVERY PROCESS METHODOLOGY (RPM)
<p><b>LEVEL I - NO KNOWN GANG ACTIVITY</b></p> <ul style="list-style-type: none"> <li>♦ Area has some gang prevention and education programs in place.</li> <li>♦ Recreation, employment, and other youth programs in place.</li> <li>♦ Strong and active volunteer base, community organizations very active.</li> <li>♦ Strong sense of community and family.</li> <li>♦ Solid business and civic activity.</li> <li>♦ Minimum of crime/delinquency. No known gang presence or activity</li> </ul>	<p><b>LEVEL I - Maintain existing recreation, employment, and other youth oriented services as priority, especially youth programs.</b></p> <ul style="list-style-type: none"> <li>♦ Reinforce positive attitudes (i.e., respect for family, home, community and the laws).</li> <li>♦ Maintain strong business/civic interaction.</li> </ul>
<p><b>LEVEL II - PERIPHERAL GANG ACTIVITY</b></p> <ul style="list-style-type: none"> <li>♦ Gangs in one or more areas near your community. Some gang activity in schools.</li> <li>♦ Sporadic gang crimes (i.e., graffiti).</li> <li>♦ Limited gang intrusion into area. Some visibility in schools, parks.</li> <li>♦ General confusion, indifference, denial, fear of the "gang problem."</li> <li>♦ Community passive, content to let others respond to the "problem."</li> </ul>	<p><b>LEVEL II - Share gang intelligence and programmatic information regarding gangs.</b></p> <ul style="list-style-type: none"> <li>♦ Introduce gang prevention programs in elementary/secondary and high schools.</li> <li>♦ Educate parents, residents and local professionals regarding gangs.</li> <li>♦ Increase youth sports and other community activities.</li> <li>♦ Mobilize resident, civic-driven, supported graffiti abatement efforts.</li> <li>♦ Develop anti-gang public information campaign.</li> </ul>
<p><b>LEVEL III - EMERGING GANGS</b></p> <ul style="list-style-type: none"> <li>♦ One or more gangs in the area. Gangs immigrate to area.</li> <li>♦ Local schools and parks are hangouts and recruiting centers for gangs.</li> <li>♦ Loss of community identity, pride. Limited, short term counter measures.</li> <li>♦ Economic decline, middle class "out" migration along with businesses.</li> <li>♦ Increase in gang crimes and law enforcement interaction with youth.</li> </ul>	<p><b>LEVEL III - Introduce, coordinate and support a Neighborhood Mobilization Strategy that includes but is not limited to:</b></p> <ul style="list-style-type: none"> <li>♦ Specialized gang suppression, abatement programs including mobilization/neighborhood watch.</li> <li>♦ Graffiti removal.</li> <li>♦ Effective parent education and accountability.</li> <li>♦ Job placement for at-risk youth.</li> </ul>
<p><b>LEVEL IV - COMMUNITY IN CRISIS</b></p> <ul style="list-style-type: none"> <li>♦ Major pockets of gang activity. Gang crimes escalate (i.e., homicides, drive-by's).</li> <li>♦ Business and civic pride declining rapidly.</li> <li>♦ Parks and schools often dominated by gangs. Residents live in fear.</li> <li>♦ Community response paralyzed.</li> <li>♦ Increase in truancy, dropouts, gang graffiti, burglary, robbery, etc.</li> <li>♦ Police overburdened.</li> </ul>	<p><b>LEVEL IV - Introduce, coordinate and support major balanced efforts from community groups, anti-gang professionals and law enforcement.</b></p> <ul style="list-style-type: none"> <li>♦ Aggressive targeted community mobilization activities such as "Reclaim the Schools, Parks, Kids" Campaign.</li> </ul>
<p><b>LEVEL V - GANG CONTROLLED COMMUNITY</b></p> <ul style="list-style-type: none"> <li>♦ Gangs dominate most or all of daily life. Residents live in constant fear.</li> <li>♦ All gang activity is regular and stable, may proliferate.</li> <li>♦ Tax base eroded as businesses flee or abandon locations.</li> <li>♦ An "illegal economy" thrives (drugs, prostitution, burglary, etc.)</li> <li>♦ General breakdown of family, community.</li> <li>♦ Institutional response to gangs overwhelmed.</li> <li>♦ Parks and schools are established locales and recruitment centers for gangs.</li> </ul>	<p><b>LEVEL V - Declare gang state of emergency.</b></p> <ul style="list-style-type: none"> <li>♦ Majority of anti-gang efforts to be left to law enforcement and other anti-gang professionals.</li> <li>♦ Mount a block by block, school, park, street campaign by specialized anti-gang professionals to "reclaim the community." Selected resident/law enforcement patrols.</li> </ul>

### ***What Kathleen Did***

Kathleen spoke to her neighbors to learn if what her children told her was similar to what other parents were hearing. When they confirmed the story, she met with the school principal to express her concern and to find out what the school was doing to address the problem.

She also joined the local PTA chapter and urged its members to look at how parents could help their children feel safer in the community. She also invited a police officer to come to a PTA meeting to discuss the gang and drug problem in their neighborhood and what was being done about it.

After completing a community assessment to get a better idea of the "complete" picture, Kathleen took the next step and got her neighbors involved and developed an action plan.

Read on to see how neighborhood involvement works.

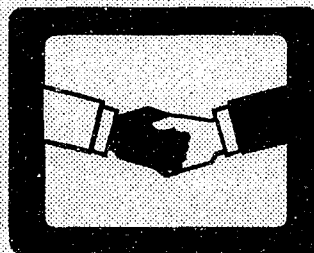


# Overview

*Goal: To provide guidance and leadership to residents to assist them in identifying their concerns and to encourage them in taking initiative and responsibility in changing existing conditions by working together to develop short, intermediate, and long term Action Plans to diminish gang-related problems in their neighborhood.*

*After the third drive-by shooting in less than a month, residents of the Glendale Community in Salt Lake City decided enough was enough.*

*With the assistance of Crime Prevention Specialist Alicia Primack, the neighbors came out in force--over 200 of them--and demanded answers. The Mayor and representatives from the Police Department, Youth Corrections, Juvenile Probation, and the State Legislature as well as the media listened as the neighbors vented their concerns about the safety of their children and their neighborhood. They demanded more police protection, and several threatened to start patrolling the streets themselves.*



*Several meetings and several months later, their community is much quieter. It did not happen overnight, but it did happen. This is their story.*

# *Neighborhood Action Model*

Just west of Central City Salt Lake down California Avenue is the Glendale community. Until a few summers ago, it was just another neighborhood. There were family-run businesses, PTA meetings, and little league baseball games.

Then came the graffiti. At first no one paid too much attention. No one that is, until the drive-by shootings started.

At first residents pointed fingers at the police, stating that the police were not being responsive to their needs. Youths would graffiti businesses, break into homes, steal cars and commit shootings. When they were arrested, nothing seemed to happen to them. They were back in the neighborhood sometimes within hours of committing the same crimes.

Residents also blamed the school district for failing to intervene and the court system for not locking up these youth. In fact, the neighbors were so good at blaming everyone else that they neglected to take a role in finding ways to cooperatively work on the problem and solve it.

Many residents took to arming themselves and barricading doors and windows. Many became prisoners in their own homes.

Realizing that things would only get worse, the police department and its crime prevention unit attempted to diffuse the situation by educating the residents about how the system works (see forms appendix) and the limitations of law enforcement. At the same time, they wanted to provide the residents with the

tools necessary to help them become better organized so they could feel more in control of the situation.

It was essential to develop a strategy to integrate all community components such as the schools, law enforcement, residents, churches, government, community-based organizations and businesses.

The department also had to contend with residents' fear and neighbors not knowing or trusting each other. The police department started by bringing residents together through neighborhood involvement meetings and reassuring them that there was power in numbers and that support was available to them.

## *Step One*

The first step is to clearly define the neighborhood in which you will be working. Using the community assessment chart, you will have a better idea of what the problems are. Once you have pinpointed the problems, fine-tune your assessment by detailing some of the following items:

**1. Family structures.** *Is there a pre-dominance of single-parent families, working mothers, dual-career families, or senior citizens living in your area?*

Glendale is probably one of the most culturally-diverse communities in Utah. Hispanics, African-Americans, Polynesians, Asians, Caucasians, and others are represented. Family structures are also just as varied. There are several single-parent families, families where English is a second lan-

guage, and families that have lived in the area for more than 10 years.

There were also families that were relatively new to the neighborhood and a predominance of children under the age of 18. This concentration of youth was significant during the day when Mountain View Elementary and Glendale Intermediate School were in session. The two schools are located next door to each other.

**2. Gang members.** *What are their ages, their numbers, and what types of activities do they participate in?*

Graffiti was prominent throughout the Glendale community, especially near California Avenue on several businesses. The presence of gangs was also felt at the intermediate school which was the first school in the district to strongly address the gang problem and implement a state-funded gang prevention program.

The gang members that were creating problems in the community were all under the age of 18 which created special circumstances. Because the Juvenile Court System is overburdened and understaffed, many juvenile offenders did not see immediate consequences for their actions. Many had the impression, that little would be done to them.

Adding to the gang problem is the fact that members of two rival Crip and Blood gangs lived within a few houses of each other. The geographic closeness made tensions even higher.

**3. Other children.** *What are the ages and background of the other children in the community? How are they being impacted by the problem?*

Children going to and from school stated that they had been approached several times by gang members and pressured into joining. Many reported that it was sometimes difficult to stay neutral and avoid gang members.

**4. Neighbors.** *What is the level of their interaction, their efforts to curb graffiti, litter, minor crimes, etc.?*

Several residents had participated in graffiti paint-out projects. They were also active in community events and seemed concerned enough about the gang problem to become involved in seeking a solution.

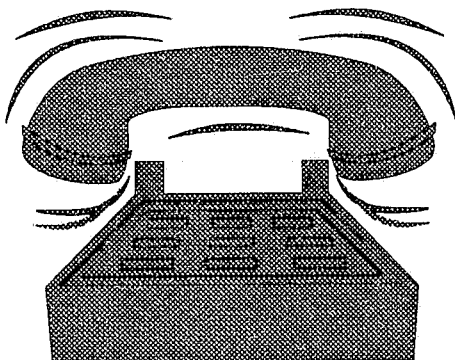
There were some neighbors, however, who believed that drastic action was required and many were on the verge of taking the law into their own hands. They were tired of working within the system and were not aware there were steps they could take to improve things.

Many of the above questions have probably already been answered by the Crime Prevention Unit at your local police or sheriff department. However, answering these questions will still give you a better understanding of how your neighborhood functions and what are the strengths and weaknesses of your community.

## ***The First Meeting***

Now that you have a better understanding of the problem, it is time to have your first neighborhood block meeting. Normally, a resident will host a meeting in their own home on a night that is convenient for their neighbors.

Your local crime prevention specialist can help you organize your first meeting. He or she will make up fliers for you that you can distribute in the neighborhood to announce the meeting. They will also bring brochures about crime prevention, information about criminal activity in the neighborhood, and information about who to call about what problem.



The community meetings in Glendale were part of a Neighborhood Watch effort. Neighborhood Watch is not a new idea. In fact, it is something neighbors were already doing on a regular basis--watching out for each other.

Due to the change in family structure with both parents working, with single parent families, and with many families moving every few years, neighbors began to keep to themselves. Neighborhoods as larger family units began

to dissolve.

Instead, families assumed that if any problems arose, they would be resolved by law enforcement. After all, that is why they paid their taxes. But as resources tightened, neighbors began to realize that they could no longer rely on someone else to solve their problems. There had to be ownership in their community and they had to develop partnerships with local law enforcement agencies.

In Glendale an area meeting was organized so everyone in the community could become informed about how they could reclaim their neighborhood. (Normally, neighborhood watch meetings are held on a block by block basis.) To accommodate everyone at this meeting, it was held on the front lawn of a resident's home, which was located a few houses away from the latest drive-by shooting.

With over 200 hundred people present, the front lawn approach also had visual impact. Not only did the neighbors feel safety in numbers, the gang members could see that the neighbors were no longer going to be intimidated.

## ***An Educational Process***

One of the first items that was brought up at the Glendale meeting was a discussion on how police, probation, juvenile court, and youth corrections functions and each agency's role and responsibilities. Each of these agencies also clearly defined how they planned to assist the residents. For example, the police stated they would increase patrols and probation stated they would increase

contact with probationers.

Once the residents learned of the limitations of each of the agencies as well as their willingness to help them, they realized that they would also have to become involved.

The next step was getting the neighbors to talk to each other. There are several methods you can employ to share information with your neighbors. You may prefer to do so at a block meeting or one-on-one, but it is important that you share information about the composition of your households and activities. By doing so you make it easier for your block members to recognize and respond to suspicious activities when they occur.

**1. Block Map.** This gives you a visual perspective of your block. It is a handy way to remember who lives where and makes it easy to explain the layout of your block to the 9-1-1 operator.

**2. Block Profile.** This is a more detailed record of your block's composition. It includes information such as work schedules, emergency phone numbers, types of vehicles, pets, etc.

**3. Telephone Tree.** This is an effective method for sharing information between neighbors. Each neighbor is responsible for calling one or two block members when problems arise.

Discuss the strengths and weaknesses of your block with your neighbors including visibility, areas of high daytime vacancy, who has watchdogs, routine activities, etc.

Your neighbors should keep their block information records in a safe, accessible place.

The more information you share with each other, the better you are able to recognize when something suspicious is occurring.

## ***The Action Plan***

Although it was important that residents be able to vent their anger and frustration, the gang situation would not change unless they developed a plan and put it into action.

The community assessment charts that the residents completed revealed some specific problems. They were concerned about the number of school-aged children being recruited to join gangs. The residents were also concerned that youths on probation or parole were not being monitored for infractions. Who would they call to report probation violations and what would be done about them? Graffiti was also a concern as well as the high burglary rate.

The residents then prioritized these problems and addressed their most important concern first--putting increased pressure on youths to follow through on the terms of their probation.

Following are examples of worksheets to help you develop your own neighborhood action plan.

# ***Action Plan Worksheet***

<i><b>OBJECTIVE</b></i>	<i><b>TIMELINE</b></i>
<p>To develop a system where neighbors can report youths in violation of their parole or probation without fear of retaliation.</p>	<p>Within the next three months.</p>
<i><b>ACTIVITY</b></i>	<i><b>ASSIGNMENT</b></i>
<p>Establish anonymous volunteer "Neighborhood Probation and Parole Monitors" who will contact Juvenile Probation and Youth Corrections directly with concerns regarding any youth in the neighborhood.</p>	<p>Neighborhood Action Team Leader will sign up interested residents. The list will then be forwarded to Juvenile Probation and Youth Corrections.</p>
<i><b>OBSTACLE</b></i>	<i><b>SOLUTION</b></i>
<p>Information on juvenile offenders cannot be given to the community because of confidentiality issues. How will the residents know what are the youth's probation or parole requirements?</p>	<p>Probation officers will be invited to local community meetings. Residents will report all concerns about any youth to the offices and if the youth in question is not under their jurisdiction, they will make a referral to the appropriate agency.</p>
<i><b>NEXT STEPS</b></i>	<i><b>NOTES</b></i>
<p>Arrange a meeting so residents can meet with probation and parole staff. Conduct training on probation and parole guidelines.</p>	<p>This program should enhance probation and parole's ability to monitor youth and address any problems they create for neighbors in a timely manner.</p>



# ***Action Plan Worksheet***

<i><b>OBJECTIVE</b></i>	<i><b>TIMELINE</b></i>
<p>Reduce the number of incidents involving aggressive and violent behavior at the local intermediate school. Address the cultural concerns of the students and reduce the number of drop outs.</p>	<p>Within one semester.</p>
<i><b>ACTIVITY</b></i>	<i><b>ASSIGNMENT</b></i>
<p>Evaluate available gang prevention, violence prevention, and life skills curricula. Develop a mentoring program for students who demonstrate poor behavior skills and impaired scholastic ability.</p>	<p>Two Neighborhood Action Team members will work with local PTA board and school officials. Two members will work with local businesses to develop mentors. Two members will work with Boys and Girls Club staff.</p>
<i><b>OBSTACLE</b></i>	<i><b>SOLUTION</b></i>
<p>School board acceptance and teacher participation.</p>	<p>Meet with school board to secure their acceptance. Come prepared with research supporting the success of a mentoring program and letters of support from participating businesses and agencies.</p>
<i><b>NEXT STEPS</b></i>	<i><b>NOTES</b></i>
<p>Work with school counselors to identify those kids with the most need for a mentor. Evaluate and expand the program as more resources are available.</p>	<p>An adult mentor can be a positive role model for these youths and will create a "community of caring."</p>

# ***Action Plan Worksheet***

<i><b>OBJECTIVE</b></i>	<i><b>TIMELINE</b></i>
Reduce the presence of gang graffiti in the neighborhood.	Within six weeks.
<i><b>ACTIVITY</b></i>	<i><b>ASSIGNMENT</b></i>
Develop a resident-sponsored graffiti removal program in conjunction with the city's Graffiti Busters Program.	Neighborhood Action Team members will photograph problem spots and meet with Graffiti Busters staff to "adopt" the graffiti spots.
<i><b>OBSTACLE</b></i>	<i><b>SOLUTION</b></i>
Residents may be fearful to remove graffiti because of retaliation.	Hold a neighborhood meeting and invite law enforcement and graffiti specialist to present. Mount photographs to show residents the "big picture." Discuss safe removal guidelines.
<i><b>NEXT STEPS</b></i>	<i><b>NOTES</b></i>
Sign up volunteers and kick off the event with a major clean-up project. Pledge to clean all new graffiti within 24 hours.	Residents will feel a sense of ownership and gang members will see that residents are organized and will respond.

## ***Check List for Developing a Successful Neighborhood Action Group***

### **START UP**

1. Meet your neighbors. Invite them over to get acquainted. Discuss developing a small local group to get services through the City or County Government, community based organizations and the police.
2. Discuss individual concerns. Find out what each has on their mind.
3. Identify a meeting place and agree on a time to get down to work.
4. Get the word out to those who were unable to come over this time.
5. Find out who can make simple announcement fliers.

### **FIRST MEETING**

1. Identify the group leader and assistant. These people will be responsible for contacting the board, agency, sheriff or other contact to address the group's concern(s).
2. Exchange telephone numbers by making a telephone tree.
3. Identify target concerns such as crime, graffiti, drug sales, loud music, activities for youth. Select one or two problems to start on.
4. Plan to solve the problem(s). Decide who will do what and when.
5. Set date and time of next Neighborhood Action Group.
6. Utilize support resources. Develop a relationship with an agency.



# Overview

*Goal: To recruit, train and involve qualified and dedicated community volunteers willing to participate in or donate their time and expertise to a particular project or activity.*

*Maria noticed that many kids in the neighborhood came to her home after school with her son looking for something to do. The local recreation center did not have any programs for youths except for an occasional fieldtrip and swimming in the summer.*

*After meeting with the Center Director to explain the need for more after-school activities in the neighborhood, the director agreed to help Maria start a track and field club at the center if Maria could get volunteers to come in and help with activities and races.*

*Although Maria was committed to volunteering her time, she did not know how to go about finding other people who would also be interested in donating their time to this effort.*



# *Working with Volunteers*

Over half of the adult population in the United States consider themselves to be volunteers, and the trend has increased in the least few years. With that many people willing to volunteer out there, it should be relatively easy to locate, motivate, and involve them if you follow a few basic rules.

## *Why Use Volunteers?*

Volunteers bring with them energy and creativity, and if enough people get together to work on a problem, they can "create" a solution. The idea of local people solving local problems best is the reason why volunteers are so important.

People who volunteer do so for a variety of reasons. Many just want to make a difference and they are interested in the outcome. Others have a desire to learn, for personal growth, to meet people, or to add variety to their lives. Other people have volunteered because they were *asked*! In fact, 42% of the people who volunteered did so because someone asked them.

People who do not volunteer are those who have time constraints, the position is inconvenient, they do not have transportation or child care, or they feel intimidated. Many just do not know how to get involved or no one asked them to help.

## *Categories of Volunteers*

**UNINTENTIONAL:** These are individuals who got involved because they just happened to be there. For example, a husband may get asked by his wife to lend a hand cleaning up

after a volunteer function when he comes to pick her up.

**COERCED:** An example of a volunteer who is coerced is someone who has to put in court-ordered community service time. Or it could be a mother who feels she should volunteer to sell baked goods at a local fundraiser she does not have a real interest in but she does it because all her friends are involved.

**PAID:** Some volunteers get paid for their efforts. For example, a teenager enrolled in a youth service corp program may receive a weekly stipend for his work in the community.

**SELFISH:** People who volunteer usually do so because they are interested in a project and expect to gain something from the experience. Some volunteers, however, expect financial gain from their experience. For example, a trainer may do a free workshop at a conference as a marketing device for future paid trainings.

## *Recruitment*

The only way to get someone to volunteer is to *ask* them. But before you ask someone to give of their time, it is important to determine where your most qualified volunteers can be found. The term "qualified" is used here because you want to find someone who wants to be involved, who is willing to learn, and who is committed.

There are several questions you should ask yourself when looking for potential volunteers.

1. What formal and informal volunteer networks exist in your community? (PTA's, church groups, youth leaders, community councils, etc.)

2. Where do potential volunteers naturally gather in your community? (Stores, churches, clinics, youth sports, etc.) Give specific locations.

3. What are some of the interests of potential volunteers in your community? (Visiting parks, attending school activities, library, etc.)

4. What are some of the most inconvenient times for volunteers? (Preparing kids for school, Sunday morning, etc.)

5. What resources in your community can provide logistical support for volunteers? (Childcare, meals, transportation, etc.) Be specific.

From these questions, a strategy to recruit volunteers should be developed. Will you ask two of your friends to recruit two of their friends? Will you use the media to solicit volunteers? If so, it is important that your potential volunteers know what your organization or group is about, why volunteers are wanted or needed, and what they are going to get out of it.

## ***Some No-No's***

### **"IT'S EASY. ANYONE CAN DO IT."**

Telling a volunteer that a task is "easy" or that "anyone can do it" will invalidate that task. Be realistic. Let your volunteers know exactly what it is you want or need from them and let them decide if they can meet that challenge.

**"ANYONE WILL DO."** Again, telling potential volunteers that "anyone will do" will devalue them. They may feel that if anyone can do the job, then perhaps, it may not be worth doing.

### **"THEY'RE JUST VOLUNTEERS."**

Referring to your volunteers as "just volunteers" is degrading. Sometimes people assume that because someone is not being paid to do a job, that the person is not valued or the task not worthwhile.

## ***Training Makes the Difference***

Once you get a volunteer on board, you want to be able to keep them involved and interested. The first step is an orientation process. Your volunteer needs to know about your program, your policies, and what you expect of them.

A training component should follow as well as a complete job description. The volunteer needs to know what their job is and how to do it. If you want them to answer phones, how does the phone system work? How should they greet callers? Who should they forward calls to? Are there important phone

calls that need special handling?

You also want to consider how you can make the project fun for your volunteers and ways to make them feel more connected with the entire program. Also, what are ways that you can help the volunteer achieve small, short-term successes as they work on a specific, long-range project? Give your volunteers their own space and supplies. Treat them like a staff person and let them know that their time is being well spent on your project.

Parties, thank-you notes, certificates, banquets, and special service awards are ways to formally recognize your volunteers. Other ways to let your volunteers know they are appreciated is to tell them! A simple "Thank-you" goes a long way.

And finally, assess the work your volunteers are doing. Give them feedback and solicit suggestions from them. Ask them if they are satisfied with what they doing and help them set some goals. Let them know that their opinion is valued.

### ***Other Helpful Hints***

Your volunteers will come from all walks of life. They will have varied educational backgrounds, income levels, and skills. With the proper training and assistance, almost anyone can be a volunteer.

Something to keep in mind in working with volunteers is to be sensitive to their needs. Offer to provide reimbursement for expenses or transportation. Child care should also be considered as many volunteers have young

children.

Make sure that any training material is easy to read. Do not use jargon or acronyms. Provide information in multi-languages or use plenty of visuals. Minimize paperwork.

Give your volunteers reminders but be sensitive to times when they may be busy. Never make them feel guilty for not being able to attend a function. It only makes it more difficult for them to come back.

And above all, never underestimate your volunteers or take them for granted. There are plenty of places they could volunteer their time, feel proud they are willing to work on your project!



# Overview

*Goal: To start an ongoing program where residents organize with the intent of removing graffiti immediately as it appears on buildings, in both commercial and residential property.*



*Sione managed an apartment complex that was located on a corner lot adjacent to a busy street. The wall facing the street served as a perfect billboard for gang graffiti. It was white, clearly visible from the street, and there was no lighting.*

*The first time he saw graffiti on his wall he did not think much about it. Other property owners were not removing it, so it must not be a big deal.*

*What began as just one marking on his wall soon became several markings and cross-outs. Other gang-related activity followed.*

# *Graffiti Paint-Outs*

The rapid and consistent removal of gang graffiti is an important step in the process of reclaiming community control from gangs. Graffiti is the most recognizable indication of a gang presence in a neighborhood. Gangs tend to feel that when their graffiti is left alone, their power and dominance over an area remains intact.

Removal of this graffiti implies that they are no longer in control of a specific location or general area.

As part of an existing Neighborhood Watch program or as an issue to start such a program, a group of citizens can effectively organize and implement a graffiti cleanup program.

The first goal of the program is to create an awareness of the seriousness of the problem. Graffiti is a form of vandalism. Gang members use graffiti to mark territory, to advertise the gang's status, and to declare a personal allegiance to a gang. Leaving graffiti up allows rival gangs to come into the area and cross-out graffiti, a direct threat to that gang. Consequently, innocent residents are often subjected to gang violence by the mere presence of graffiti in their neighborhood.

## *Getting Organized*

Contact your local law enforcement agency or Crime Prevention Unit. Ask them to present a workshop on local graffiti at a Neighborhood Watch meeting. Go door-to-door and invite your neighbors to the meeting.

Spend an afternoon driving through your community taking pictures of the graffiti and noting their location. Prepare a map of the sites and mount the pictures on a poster so that residents can see the extent of graffiti damage in their neighborhood.

## *At the Meeting*

Introduce your speaker and tell your neighbors that the appearance of a considerable amount of graffiti in your community has prompted you to hold the meeting. Show pictures of graffiti in the area and let your speaker explain its negative impact on the community.

After the 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.

It is important, however, that there be uniformity in cleaning up graffiti and that efforts be made to match up paint colors. Clean-up projects that leave obvious paint patches actually encourage gang members to come back and mark up the wall.

Request volunteers at the meeting to make contact with businesses and residents in the graffiti areas marked on your map. Re-

leases to remove graffiti must be obtained in writing before you paint-out. It is helpful to have a fact sheet prepared outlining the primary points of your graffiti campaign so citizens will understand what you are doing and why.

### ***Checklist***

Once you have pinpointed the high graffiti areas with picture documentation and have a map with those locations clearly marked, select a time and date for your official clean-up. Once you have selected a time and date, go through the following check-off list:

1. Notify law enforcement of your intentions to hold a graffiti removal event.
2. Contact any community-based agencies involved in graffiti removal.
3. Obtain permission slips from residents and businesses granting you the right to rid their property of graffiti.
4. Obtain paint, paint trays and brushes/rollers either from a community-based agency, governmental agency, or through contributions and business donations.
5. Arrange for a meeting place where you will have plenty of room to organize your paint supplies and equipment. Obtain drop cloths to protect the pavement from paint spills. If possible, arrange for a place to clean the brushes and rollers after the paint-out on the premises.
6. Prepare a flier that can be distributed door-to-door by your paint-out committee. Make announcements in community meetings and in the community section of your local newspaper. Put notices in church bulletins and in community newsletters giving location, date, time, place, what to bring and persons to contact for further details.
7. 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 applicable permission slips, paint, trays and brushes. Take a camera along and document the clean up. It's a fun way to involve everyone at a neighborhood meeting following the graffiti paint-out. Be sure to involve local youths.

## ***Follow up***

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

As part of a neighborhood watch program, it is now time to tackle the source of the problem. The goal is to identify who is doing the painting as well as where and what time the painting was done. Report graffiti to the police and solicit their help in making families more aware of their child's involvement in painting graffiti.

## ***Graffiti Removal Methods***

There are several methods, chemicals, and techniques that can be used to remove graffiti. The first step is to identify the marking agent and how it was applied to the wall. Marking agents range from ballpoint pens to heat resistant paints. Was the graffiti sprayed on or painted on? Spray paint tends to penetrate a surface more deeply than paint applied by a brush.

The easiest graffiti to remove is water-based latex paint, washable ink, crayon, and ballpoint pen. Oil-based paint, metallic paint, lacquers and enamels are more difficult. The most difficult include heat-resistant paint and indelible ink.

Once you have identified the type of graffiti, the next step is to identify the surface it was placed on. Hard surfaces such as marble or granite are easier to clean than a softer surface like concrete which is more porous.

Surfaces where removal is relatively easy include glazed brick, polished granite, polished marble, and metal. Surfaces that are rough such as concrete or textured bricks are more difficult to work with as are painted surfaces and wood. The most difficult surfaces to remove graffiti from are porous surfaces such as sandstone, stucco, mortar and unpainted wood.

Once you have determined what type of surface you will be working on, keep in mind that you want to remove the graffiti easily, inconspicuously and without altering the surface physically or chemically. Start with the simplest and gentlest methods first.

### ***SOAP AND WATER***

Try washing off the graffiti with hot water and detergent. Always rinse with clean water and use a brush to scrub the area, being careful if the surface is soft. If unsuccessful, scrape cautiously, so as not to scratch the surface, with a single-edged razor blade or dull knife. This may loosen paint, even some

indelible marker. Scrape towards the mark to avoid smearing.

### **POULTICES**

Consider using poultices, blends of clay and detergents, available at hardware industrial supply stores. Although they are not designed to remove graffiti, poultices may successfully pull out a mild stain set deep in stone such as marble or granite.

To use, mix and spread it on the surface. Cover the area securely with plastic and leave for 12-24 hours. Scrape off poultice and wash with water.

### **CHEMICAL REMOVERS**

Chemical cleaning using alkalines and solvents, sometimes combined with acids, is generally preferred by most contractors and preservationists.

It provides fairly good graffiti removal results and is fairly safe for most buildings. It can also be easily applied with a brush, roller or spray with a set time from several minutes to 24 hours. However, anytime you use a chemical to remove graffiti safety precautions should be taken as many are caustic, poisonous and may be highly flammable. You should always follow the manufacturer's directions.

Although all chemical groups share the same properties as described above, the removers can be further broken into three chemical groups--alkalines, solvents and acids. Each of these groups differ in their ability to deal with graffiti on a given building surface.

**ALKALINES:** These are commonly referred to as paint strippers. It works by chemically breaking down the graffiti to less complex chemicals and breaks down the surface bond as well. It will usually work on the first application.

Alkalines are generally safe for all masonry and glass surfaces. It will leave a salt crystal residue that will show as a white haze. There are special removers for limestone and sandstone that will prevent "ghosting." A neutralizing acidic wash may be necessary when using this remover.

Alkalines are biodegradable and safe in water runoff. They are unsafe for asphalt bond materials, rubbers, plastic, and painted surfaces.

**SOLVENTS:** Paint and varnish removers are solvents. They work by dissolving the graffiti's components into a solution. It may need several applications. Heavy safety precautions should be taken when working with solvents because they are highly toxic and flammable.

Using a solvent remover could result in a chemical residue which may discolor or stain the surface. Solvents are unsafe for terrazzo, vinyl tile, plastics, plexiglass, baked enamel, and painted surfaces.

**ACIDS:** This remover is commonly referred to as a surface cleaner in the form of hydrochloric, hydrofluoric and muriatic acids.

Acids are highly caustic and work by removing the surface dirt and stains like rust. It will leave the surface noticeably cleaner than the surrounding area so you may need to clean a large area to blend it in.

Using acids requires special dilution. Muriatic acid often contains iron impurities which can cause a hazing stain on brick. Some manufacturers caution against using acids on limestone, polished marble and glazed tile. It is also unsafe for glass, plant material, fabric, hemp fibers, aluminum and stainless steel.

### **MECHANICAL REMOVERS**

The mechanical method removes graffiti by physical force and abrasion. The intense impact of the various propellants loosen and remove surface particles covered with the graffiti marking.

The potential damage of abrasive cleaning is permanent and far reaching. Immediate danger is obvious as scratches, gouges, pits and/or the removal of the hard protective layer on concrete, marble, brick, limestone, granite and sandstone. Brick is especially vulnerable because this method opens up the pores in the bricks and allows moisture and environmental contaminants to penetrate the surface.

**WATERBLASTING:** This method cleans off the graffiti by application of water under pressures sometimes higher than 3,000 PSI (pounds per square inch). A normal garden hose delivers about 50 PSI. Contractors commonly use this method to remove deep, stubborn graffiti stains remaining after chemical cleaning. The damage to the surface is

lessened with pressures under 1,500 PSI on hard surfaces such as granite, glazed brick, glazed tile, terra cotta and concrete.

**STEAM CLEANING:** This method involves the use of high pressure, hot water washing. It may speed up chemical removers and can soften paint for safer water pressure removal. However, steam vapors can also drive graffiti agents deeper into the building surface making residues or stains more difficult to remove.

**SANDBLASTING:** Air pressure is used to propel tiny, sharp particles such as sand, ground seed husks or shells, and pulverized coal against the graffitied surface. Use of this method can result up to 1/4 inch loss of the surface facing and structural detail.

The increased porosity of the surface sandblasted makes subsequent removal of graffiti much more difficult. Heavy safety precautions must also be followed as breathing the dust can cause long term respiratory problems. In addition, the work area needs to be contained because the sand and the dislodged surface particles create a dense dust cloud which can settle quickly or drift.

**WET SANDBLASTING:** This method uses the combined forces of sand and waterblasting. The water will help eliminate the dust cloud but left over wet sand creates a messy and lengthy clean up.

## ***Graffiti Prevention***

Research has shown that once a wall is hit, it is 10 times more likely to be hit again, over another wall or structure nearby that has never been a target. Once graffitied the method of removal or cover-up will permanently predict the future of a given structure. If it is noticeable that graffiti was covered up, it becomes a desirable structure to both "taggers" and street gangs. Taggers are usually social gangs that communicate to each other and gain visible recognition from their writing on walls.

If the method of removal is a paint-out and the color is light or poorly matched, the squared paint-out is three times more likely to be hit than other wall space on the same wall or structure. When a surface can be maintained with a natural appearance, the property owner has the best chance for keeping his walls graffiti-free.

When graffiti is removed as soon as it appears it indicates that residents will not tolerate it--that in and of itself has significantly reduced (if not completely eliminated) the problem.

Once graffiti has been eliminated, there are landscape designs that can be used to discourage future graffiti. Use of prickly shrubs, climbing plants, and closely planted hedges have proven to be deterrents. Increased lighting can also help as well as motion detector lights. One ingenious resident hooked his motion detector lights up to his sprinkling system!

On walls where it is aesthetically possible, you may want to consider painting them a shade darker. Instead of white, billboard-type walls, colors such as brown, blue, or green are less attractive to the vandals.

There are also graffiti-resistant paints available as well as protectants. Protectants coat the building surface to create a non-absorbent, barrier-like surface between the graffiti and the building. They are designed specifically for easy, safe and good removal results.

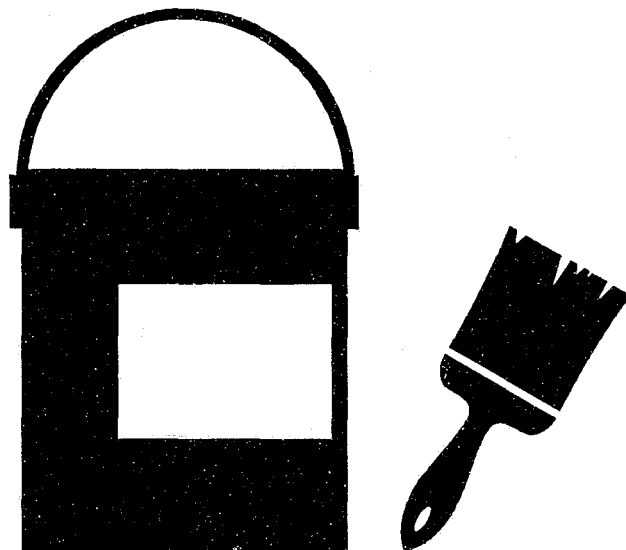
Some protectants may change a building's natural and aesthetic appearance by darkening the color and changing a natural matt finish to a gloss. The protectants may also interfere with the normal inside to outside water vapor transmission. This can result in moisture build up and structural damage by action of normal freeze/thaw cycle.

Because there are so many new products on the market, it is extremely important to follow the manufacturer's safety instruction regarding flammability, ventilation, adverse reaction to building surfaces and personal protection. Surface cleaning is necessary in all cases before application to ensure full penetration into surface pores and proper surface adhesion. It also avoids locking in surface stains, dirt and destructive chemicals.

To remove graffiti from a wall that has a protectant, first apply detergent or non-aggressive, manufacturer's recommended solvent remover. Remove the cleaner and the graffiti by wiping, blotting or mild abrasion. Set times vary from several seconds to hours.

Thoroughly rinse surface with water or detergent.

Making your neighborhood graffiti-free will not happen overnight and you may experience a continuous power struggle between residents and those putting up the graffiti. But persistent residents are almost always the victors!



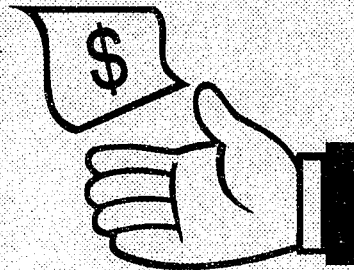


# Overview

**Goal:** *To involve businesses in their community; to obtain funds or services for specific projects.*

*When the Central City Community Center sponsored a Christmas Dinner for their Youth Club program, Marcus wanted to provide a small gift for the youths, many of whom were low income.*

*He drew up a list of possible donors, specifically targeting those businesses that were in close promixity to the center. Then he got in his car and began knocking on doors to ask businesses if they were interested in donating anything.*



*Several doors and rejections later, he went back to his office. How could he get the businesses to support this activity?*

# *Corporate Sponsorship*

Marcus failed to get any business support because he did not do his homework. Not only did he approach fundraising haphazardly, he neglected to ask for anything specific, he did not provide any information about the youth program, and he did not bother to find the right person to ask.

## *Why Do Businesses Give?*

As part of the community, businesses feel the impact of gangs and substance abuse just as much as anyone else. Not only are they subjected to graffiti, vandalism, and thefts, businesses rely on the health of the community to sustain themselves. If residents are fearful to go out, if youths have no place to go, if employment and training opportunities do not exist, the community suffers and businesses close their doors.

Businesses have a responsibility to the residents of their community. It exceeds their day-to-day operations. Just as communities serve businesses through their patronage, businesses must serve their residents.

Many programs could not exist without funding from local businesses. Some examples include businesses who give prizes for students who maintain good grades and citizenship; the donation of paint and brushes for a graffiti paint-out; movie tickets for disadvantaged youths; free tattoo removal for gang members; printing brochures for a local parent's group; or scholarships for youths to attend college.

But it is not just a question of money.

Businesses have contributed their time, their staff, and their expertise. Some companies have "adopted" a school, classroom, or playground. They provide books, computers, playground equipment, and other supplies. Employees visit the classroom and teach youth about career opportunities, cultural issues, or a favorite hobby. Some employees serve as mentors for individual youths. Other businesses have created internship programs and have offered to train youths in a particular vocation or skills.

The rewards are many. Residents not only feel good about visiting businesses that support local programs, they also feel "ownership" in that business. Businesses, in turn, reap the rewards of a community that is active, skilled, and healthy.

## *Doing Your Homework*

When considering business involvement in a specific program, your first concern is to define exactly what you want from the business community. Do you want T-shirts for a Youth Club? Printing up of flyers? Sack lunches for a graffiti clean-up program?

Once you have decided what you need, then look at your list of local businesses from your community assessment. You may live in 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.

Large corporations require a little more advance work than small businesses. Because of the numerous request 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 will supply you with information on guidelines for corporate sponsorship.

Most corporations plan their budgets a year in advance, but may also have an "ad hoc" fund--a general fund from which small contributions can be made.

Many corporations have areas of special emphasis that they support actively, for example, youth programs, programs for the elderly, educational endowments, etc. These will be covered in their guidelines and will save you valuable time in sorting out which sponsors to seek for specific programs.

Obtain the name of the person to whom you should direct your request as well as their title and their address.

Smaller corporations are more easily approached, although much of your preparation will be the same. Chambers of commerce will know which businesses actively participate 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, or they may want to take on the project themselves. Your personal involvement through meetings and com-

munity activities 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 a fact sheet about your project or event and a letter specifically requesting what you want.

## ***Contacting the Business***

As Marcus found out, knocking on the doors of local businesses will rarely lead to success. The reason for this is because the person you talk to at the business is usually not the business owner and is not in a position to make a decision about corporate donations or sponsorship. They will often refer you to another person who may not even be located in the same building.

To save yourself time and energy, call ahead. Find out who makes those decisions and then request an appointment with them. Bring your information packet and an outline of your specific request. It is important that you are organized. You are the salesperson in this case. The better organized you are with facts and figures, the more secure the business person will feel in your handling his contribution.

Not all businesses will be able to contribute. If they decline, do not be afraid to ask why. Do they only contribute so much each year? Do they support specific causes? Just because they do not contribute this time, does not mean they won't in the future.

Regardless, you will have valuable information about the company's donation policies, and they will have information about your project. They 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 or her for their time and interest. If they were able to commit funding at the time of your meeting, confirm the arrangements for collecting the check or services you negotiated. If they were not able to commit, note when you will be back in touch with them for an answer.

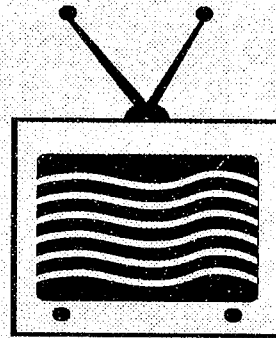
### *Check-Off List*

1. Organize a list of possible donors and corporate sponsors.
2. Determine which businesses would be interested in supporting which type of events.
3. Get the names and titles of the people who handle corporate donations 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.

# Overview

*Goal: To increase community awareness of projects, activities and goals, and to increase local participation in community events.*

*Mothers Against Gangs in Communities formed at a time when drive-by shootings and gang assaults and graffiti were just beginning to be acknowledged by local residents. They initially had meetings behind "closed doors" to hammer out the mission of their organization, its goals and objectives, and ways to use the organization to make an impact on the gang problem.*



*It was not until they had an understanding of what they wanted to accomplish that they held a community meeting and invited local parents to attend. At this time, they also contacted the media and invited them to attend their first meeting. That night on the television news and the next morning in the paper, there were stories about their efforts and interest in their organization grew.*

# Publicity

Every program is important, but for it to be covered by the media it must be perceived as a significant happening in your community. When MAGIC formed it caught the attention of the media because it was one of the first organized grassroots movements to form in response to the gang situation. That fact alone, however, did not guarantee media coverage. Instead, the organizers had to contact the media to let them know why they should pay attention.

## Newspapers

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 or her as well as the editor. Make sure they have facts and information about your project. Ask them how and when they would like to receive your press releases.

Normally, press releases are sent 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 an editor.

## Radio

Most radio stations have a certain amount of "free" time allocated for public service announcements (PSA). 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 station. Most stations use 15 second and 30 second spots.

Again, you want the PSA to include the name and telephone number of the contact person. The dates to start using and stop using the PSA should also be clearly outlined. Include the reading time and double-space the text. One week's advance notice is usually ample time.

Another use of radio is the talk show. Get to know your local stations' staff. If they have an interview/talk show featuring local guests, they may want to have someone from your program on.

## Television

Getting air time on a local television station can be quite difficult. Stations are interested in stories that provide good visuals and have a unique angle. For example, stories on a graffiti clean-up project would probably not make the news unless there was something unusual about it.

Send out a press release no more than a week in advance. Some stations also have local talk shows and perform public service announcements.



# **MAGIC**

*Mothers Against Gangs  
in Communities*

## **PUBLIC SERVICE ANNOUNCEMENT FOR IMMEDIATE RELEASE**

Contact Person: Colleen Minson, Director, 973-4942

START USING:        SEPTEMBER 9TH  
STOP USING:        SEPTEMBER 18TH

READING TIME:    15 SECONDS

Graffiti. Gang Recruitment. Drive-by shooting. It's all happening here in Utah but you can do something about it. Join Mothers Against Gangs in Communities (MAGIC) for a community meeting at the Downtown Salt Lake City Public Library, September 18th at 7:00 p.m. MAGIC is an organization formed by concerned parents to assist families that have been victimized by gangs or who have had problems associated with gang membership. You can make a difference.

*Salt Lake*  
*Katrina Burt*  
*521-3210*

*West Valley*  
*Stacie Parker*  
*965-9517*

*Salt Lake*  
*Colleen Minson*  
*973-4942*



# **MAGIC**

## ***Mothers Against Gangs in Communities***

### **PUBLIC SERVICE ANNOUNCEMENT FOR IMMEDIATE RELEASE**

September 3, 1991

Contact Person:

Colleen Minson,  
Director, 973-4942

Mothers Against Gangs in Communities (MAGIC) is hosting a community meeting at the Downtown Salt Lake City Public Library, 209 East 500 South, September 18th at 7:00 p.m. to discuss how residents can help their children be gang-free.

MAGIC is a grassroots organization formed by concerned parents to assist families that have been victimized by gangs or who have had problems associated with gang membership. The organization is designed not only for mothers, but for fathers and anyone else who is concerned about the youth of today.

For more information, call MAGIC at 973-4942.

***Salt Lake  
Katrina Burt  
521-3210***

***West Valley  
Stacie Parker  
965-9517***

***Salt Lake  
Colleen Minson  
973-4942***



# Overview

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

*As an elementary school teacher, David was frustrated with the fact that he was spending more time breaking up fights and trying to maintain a sense of calm in the classroom than he did actually teaching.*

*It seemed that the students really did not care about themselves or each other. They were also quick to resort to violence as a means of problem solving. The presence of gangs in the neighborhood only seemed to make the problem worse.*

*What could he do to help his students acquire the skills that would help them deal with situations in a positive manner?*



# *Second Step Curriculum*

*Second Step*, 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.

The curriculum emphasizes the development of social competence through assertiveness training, decision making, use of community resources, empathy training, interpersonal cognitive problem solving/behavior social skills training (impulse control) and anger management.

The curriculum presents a realistic, multi-ethnic, and broad vision of the world. Children learn to identify with people like themselves, and to empathize with those who are different.

## *The Curriculum*

There are four curriculum packages for Pre-School and Kindergarten, 1st through 3rd grades, 4th & 5th grades, and 6th through 8th grades. Each package includes a teacher's manual, picture cards, a video or audio tape, laminated posters, and parent activity sheets. The cost for each package is \$235 to \$285.

Empathy, impulse control, problem solving, and anger management are the prosocial skills children learn in order to reduce impulsive and aggressive behavior. These skills, taught in *Second Step*, are learned through exercises in thinking, feeling, and acting.

**1. Empathy Unit.** In this unit students learn how to identify and predict feelings of

others, and provide an appropriate emotional response.

**2. Impulse Control Unit.** Students learn skills in problem solving, effective communication, and specific social behaviors.

**3. Anger Management Unit.** Students learn techniques to reduce stress and channel angry feelings in order to prevent violent reactions.

## *Getting it at Your School*

Before any program can be introduced into most school systems, approval must be obtained from the district administrator and the school principal.

Be aware, however, of the political climate in your school district. Schools already have a full curriculum load and may not want to include another item to teach. 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.

Schedule a meeting with the appropriate authorities to discuss the curriculum. 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.

Some school districts compensate teachers for staff development. Explore the possibility of using staff development time for instruction in *Second Step*.

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.

### ***Getting Teachers Trained***

*Second Step* training plays a critical role in successful curriculum implementation. Teachers and trainers are inspired and motivated, a powerful influence on success.

Committee for Children provides regularly scheduled one day Staff Trainings and three day Trainer Trainings in Seattle. Their trainers can also provide On-site Training in your community.

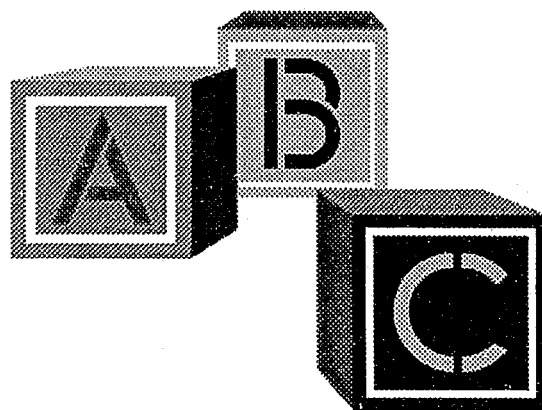
A new staff training video was recently produced and uses live classroom footage and interviews to train educators in how best to present *Second Step* lessons and implement the program on a school-wide basis.

In Utah, several school districts have staff members that are trained in the curriculum. The Salt Lake Area Gang Project's

Community Coordinator has also attended the Trainer Training in Seattle.

### ***For More Information***

Contact Committee for Children for more information about the *Second Step* Curriculum. Their address is 172 20th Avenue, Seattle, Washington 98122. Or you may call them toll free at 1-800-634-4449.





# Overview

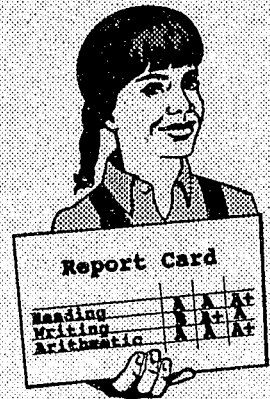
*Goal: To improve student performance, reduce dependence on controlled substances, encourage ethnic pride, increase parental involvement, develop educational and vocational opportunities, and to mobilize community resources for the purpose of providing a linkage between schools, parents, and the community.*

As an assistant basketball coach at West High School, Duane Bourdeaux talked with many students who expressed frustration with the school system. They were struggling in school so they dropped out to hang with their homeboys or homegirls. Others felt alone and lost in the system and believed that their parents as well as the school administration did not care.

What was actually happening was the school system was overburdened. Teachers had up to 40 students in their classrooms. Not only did they have to teach the school curriculum, they also had to deal with such problems as substance abuse, pregnancy, illiteracy, poverty, hunger, child abuse, and other family crises.

Many parents were intimidated by the system and therefore did not bother to get involved with their child's education. Hence, the students felt that they did not matter.

It was from this problem that Duane drafted the *Colors of Success* program and put in hundreds of hours at the school to prove that one person with one idea can make a difference in the lives of high school students.



# Colors of Success

## School-Based Intervention

Schools are the most logical place to reach kids at-risk because it is a captive audience. Schools, however, are not equipped and are not designed to provide all the things that kids need such as health care, drug rehabilitation, counseling for emotional problems, and career planning. To access these services, students must often leave the school-house and find them on their own.

The primary focus of *Colors of Success* is to deal with community wide student problems. It originated in January of 1989 as a prospective solution to the unique problems faced by school-aged youths.

The education of students may be undermined by lack of parental support, family problems/abuse, student involvement in anti-social activities, gang membership, a lack of awareness of resources, difficulty adapting to and participating in mainstream society and the absence of programs tailored to the special needs of at-risk students.

## Objectives

The *Colors of Success* program is based on the concept that programs alone do not change kids but that relationships do--relationships between hurting children and caring adults who believe in them.

The *Colors of Success* program has used the powers of caring and nurturing relationships to turn around the lives of children and parents in need. Equally important is the fact that the help these children receive does not begin and end in the classroom.

The objective of *Colors of Success* is to implement a program addressing educational, social, vocational and cultural needs of traditional and nontraditional students. The program is intended to interface with schools, public and private services and minority groups.

## How the Program Works

The *Colors of Success* program is an alternative counseling and tracking program that is based within the school but is not run by the school. Students are referred by the school principal, their school counselor or their teacher to the program. Staff members provide individual assessments and a specific contract plan is designed for each student in cooperation with their parents.

Student attendance is also tracked by staff members who roam the school hallways during classes and encourage students to go to class. Staff members also conduct home visits with families and encourage them to come to the school and meet with the school administration or their student's teachers. There are also workshops to educate parents in life skills management, problem solving, parent skills, self-esteem, money management, and gang awareness.

Monthly group meetings are held at the school so students can discuss whatever topics they are interested in at the time. The program has also invited guest speakers such as Jimmy Gurule, Assistant Attorney General of the United States. Student cultural awareness of high-risk and minority

issues is promoted through news articles, advertising, and guest speakers.

Staff members also work closely with case workers from Social Services, Juvenile Court, and Juvenile Probation to coordinate services in an effort to prevent duplication. Staff is also available 24 hours a day for the youth for crisis intervention.

## ***Overcoming Obstacles***

When Duane first developed the *Colors of Success* program he faced several obstacles that almost shut his idea down. The school district was skeptical about the program because it was new and unproven. And even though Duane had a college degree and worked as a counselor for Corrections, his youthful appearance and his lack of experience in the public school system made it even more difficult for him to be taken seriously.

Duane, however, had done his homework. As an alumnus of West High School he was familiar with the school and the students that were falling through the cracks. He had also researched programs that were working throughout the country before he developed his program model. His work as an assistant basketball coach allowed him the opportunity to develop a positive relationship with the school administration and he was willing to work within their requirements.

Despite the support of the school principal, funding for the program was not available and what funding could be found was very limited. Most schools have discretionary funds that the principal can spend on whatever the school needs. However, most of that

is quickly earmarked and spent to meet the basic needs of the students and teachers. Few schools have the luxury to provide funds for new programs when existing programs are suffering from funding reductions. With *Colors of Success* a new and unproven program, it would have been quite a gamble to provide money to it.

Duane persisted. He believed that this type of program was desperately needed and he believed that it could work. He was willing to volunteer his time and convince the school administration, its students, and its parents that *Colors of Success* could make a difference.

## ***Program Activities***

*Colors of Success* has several components designed to provide a comprehensive approach to the needs of elementary, intermediate and high school students.

**1. Mentoring Program.** This area provides positive role models for students, self-esteem workshops, cultural awareness, and information on anger management, problem solving, and communication. Students also work on a personal inventory and participate in Peer Support Groups.

A similar mentoring program was also developed for the student's parents. Parents are given information on effective family relations, nurturing, and discipline.

**2. Education.** Staff members encourage parents to become involved in their child's education by bringing them into the school system and introducing them to teachers and

administrators. They also teach parents how to approach the school system, educate them about the role teachers and the principal play in their child's education, and help them become a part of their child's schooling.

**3. Tutoring.** Staff members and the Delta Sigma Theta Sorority and Omega Psi Phi Fraternity provide tutoring to students in class and after school.

**4. Goal Setting.** Students and parents are involved in setting immediate and long-term goals. They are also assisted in planning for the future in terms of educational and vocational aspirations and assisting them with the transition from elementary to intermediate school and from intermediate to high school.

**5. Gang Awareness.** Staff members provide gang awareness training from a school setting perspective for students, teachers, administrators and parents. Gang awareness prevention is also provided.

**6. 24-hours On-Call Services.** Staff members track student scholastic performance, attendance, and behavior. Students and parents have access to the staff for crisis intervention 24-hours a day through a paging system. Referrals are made to other programs and counseling agencies.

## ***Staffing***

Selecting staff is probably the most crucial aspect of the program and has also caused the most controversy for Duane. The program works because the students can relate to

the staff either through shared experiences, ethnic association, and because of the fact that most of the staff members are under the age of 35.

Finding individuals who meet the criteria, who have experience with high-risk youth, who are committed to working with them and their families, and who can relate to their economic and personal problems can be difficult. Background investigations are important in this type of setting, especially when direct services are being provided to youths.

## ***The Rest is History....***

*Colors of Success* is working. Students who were not on track to graduate did get their diploma. Many improved their grades one quarter or more. Several made the Honor Roll.

The *Colors of Success* program is also at several elementary schools and coordinates services with junior high schools, Boys and Girls Clubs, and city recreation centers.

The program still suffers from funding problems, but as more and more schools and community organizations realize that traditional approaches to contemporary problems no longer work, they may want to consider programs such as *Colors of Success*.



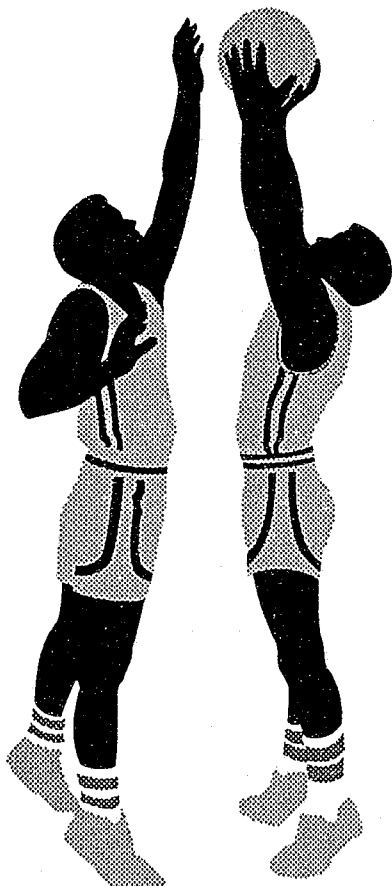
# Overview

*Goal: To develop and implement safe recreation and other service oriented programs for youth which provide linkage between the community, law enforcement and city government.*

*During the 1992 SLC Mayorial campaign, the issue of gang activity and violence was discussed as a priority. Several candidates participated in graffiti paint-outs and each committed to treating this issue with sensitivity but also with a no-tolerance attitude.*

*When Deedee Corradini won the election, she did not waste any time addressing the gang issue. Returning from a Mayor's Conference in January, she learned about a program called Midnight Basketball. The program provided late night basketball for "at risk" young adults as well as job training, social skill development, and other personal assistance.*

*Why couldn't the same program be brought to Utah?*



# *Late Night Basketball*

The Late Night Basketball Program is fashioned after the successful Chicago and Maryland midnight basketball programs. Those programs have been able to keep youths at risk off the street by keeping them in the gym during the hours when they would most likely get into trouble. Basketball is used as an incentive to get them into the program, then they are exposed to topics such as substance abuse counseling, behavior modification, employment counseling and role-modeling.

## *Making it Work in Utah*

In looking at the program models, however, it became apparent that Salt Lake City's basketball league would have to be modified to fit our gang situation. The leagues in Chicago and Maryland targeted young men from their late teens to their mid-twenties. In Salt Lake, however, we were dealing with youths at a much younger age so the age group was adjusted for 16-20 year olds.

The other leagues were also centered around public housing units with the young men claiming membership in the same gang. The diversity of our gang problem, however, created some interesting dilemmas. We wanted youths from rival gangs to play on the same team but we did not want to create further tension among the gangs or create fear within the community. The Salt Lake Area Gang Project played an important role in helping screen the youths and point out potential conflicts that could be prevented.

## *The Planning Process*

In February and March the mayor formed

a committee made up of members from her office, social service agencies, the Glendale Youth Recreation Center, and the Salt Lake Area Gang Project. After several meetings the following plan was developed:

1. Don Leonard from the Mayor's Office was appointed League Chairman.

2. Steve Parker, Director of the Glendale Youth Recreation Center, was appointed League Commissioner. As commissioner he would be in charge of developing a league schedule, holding practices, tracking the youths, and working with the team sponsors.

3. A mission statement was developed that emphasized the city's commitment to helping these young men improve their lives.

4. A set of goals and objectives was developed. One of the goals was to have 80 young men from varied backgrounds play together in a stress-free atmosphere late at night with required life-skills training after each game.

Volunteers and paid staff, including sponsor representatives, would support these young men by helping them secure and maintain employment, return to school, and solve family problems. This was to be measured by a tracking system coordinated with Steve Parker and sponsor volunteers.

5. A preliminary budget of \$42,000 was developed. The figure included staff sala-

ries, uniforms, warm-up suits, and other equipment.

6. League rules were set.
7. A tentative timetable was established.
8. A list of possible workshops and trainers for those workshops was created.

### ***The Recruitment Process***

From March until May, the program was developed. To raise money for the league, a Mayor's Gala was held and Don Leonard helped secure sponsorship funding from eight prominent local companies at a cost of \$2,000 each. Each company was assigned a game night and would provide 20-30 volunteers to help staff the games, mentor the players, and cheer on their team.

Frank Layden from the Utah Jazz, and University of Utah Basketball Coach Rick Majerus, agreed to lend their expertise to the league and served as Honorary Commissioners. With this type of support it was easy to get Utah Jazz player Karl Malone and LA Gear to donate a pair of Catapult basketball shoes for each player.

An application form was developed and committee members assisted in recruiting players. Because the league was designed to reach gang-involved youth, detectives from the Salt Lake Area Gang Project assisted in recruiting individuals they felt could benefit from the league.

In most cases, committee members had to make home visits, help the youths fill out the application, get their parent's signature if they were under the age of 18 and then hand deliver the applications to Steve Parker. Several youths hesitated about signing up for the league because it had been labeled an "anti-gang" program. Youths with no gang affiliation did not want to play with gang members. Gang members wanted to form their own "gang" teams and when they learned that would not happen, some showed disinterest. Once committee members were able to overcome the youths' suspicions about the program, many were eager to sign up.

Applicants were then screened for eligibility and those who qualified came to the Glendale Recreation Center for an NBA-style draft. Players were selected onto teams according to ability and in some cases according to their gang affiliation. Members from the same gang were separated so no one team was dominated by a particular gang. Rival gang members were also carefully selected as teammates. The Gang Project facilitated this selection process.

Steve Parker held several orientation training sessions for the players on expectations, rules, safety, guidelines, and purpose. He also recruited through the Committee's recommendations, eight coaches and eight assistant coaches and held a similar training for them.

### ***Community Support***

When the Mayor held a press conference announcing the formation of the league, she also announced that the games would be played

at the Glendale Youth Recreation Center. The selection of the site was two-fold. The Glendale area had been the site of several gang-related shootings and there was hope that this program would reach out to those youths. The recreation center was also an ideal facility for the program.

As soon as Glendale residents learned that "gang basketball league" would run until 2 a.m., they protested.

Residents fought the program because they were tired of having to bear the brunt of the problem and by having it in their neighborhood, they believed it would only invite more gang members into their community. They also feared what would happen once the kids left the center at 2 a.m. Would the gang crime increase and how could the city guarantee the residents' safety?

Neighbors were also resentful that the Glendale neighborhood was being targeted because it was on the "westside" (it was a common misperception that only youths from the westside of Salt Lake City were impacted by gangs.) And finally, the neighbors complained that they were not consulted nor did they have input into a program that was being placed in their neighborhood.

To address the resident's concerns, the city held a special community meeting to educate residents about the benefits of the program and to also allow them to voice their concerns. Members from the Mayor's Office, SLC Crime Prevention, and the Gang Project were present to explain how the program could benefit

these young men.

Although not all the residents were convinced, many expressed satisfaction with the program and were willing to give it a try. They warned the city, however, that if the program created more problems than it solved, they would demand that it be ceased.

## *Season Play*

The season began with complete media coverage, opening night festivities, full volunteer coverage, and few problems. Games were fast-paced and players and spectators seemed to have a good time.

Each team started the season with about 9-10 players and ended the season with 7-8 players. Some players dropped out of the league and others were arrested for crimes they committed outside of the league. This turnover is not unusual and is expected when working with high-risk youths. A few players were added during the season. For the most part, players lived up to the league's expectations.

Each team played one practice game, seven regular season games, and two or three playoff games. The players were allowed to keep their shoes, uniforms, and warmups. There were four technical fouls and one minor fight during the league.

Overall, the community was pleased and requested that the Mayor continue to support the league.

## ***All Star Weekend***

One of the main goals of the league was to make these young men feel good about themselves and their community. An All Star Weekend was arranged with the Utah Jazz, Larry H. Miller, TCI Cablevision (one of the sponsors) and Prime Sports Network and was held at the Delta Center. Every player participated in one of the Weekend Events (All Star Game, Old Timers Game, three-point contest or slam dunk contest). The events were televised the next day on PSN.

For many of the youths this was the first time they had been in the Delta Center and to play basketball there was something they had never imagined. It also made the youths feel important and boosted their self-confidence as well as their pride in the community.

## ***Awards Banquet***

In August, a year-end banquet was held for the players and their families as well as for the corporate sponsors and league volunteers. Arrangements were made with Little American hotel to provide space and to donate a portion of the food expenses.

Rick Majerus and Frank Layden were speakers. Trophies and copies of the All-Star Tape were awarded to all participants.

## ***Keeping the Ball Going***

The league was so successful that the mayor decided that the young men and the program could not be dropped. The corporate sponsors were also willing to continue their support and not surprisingly they requested that they be allowed more

opportunities to spend time with the young men outside of the gym in a mentoring capacity.

The success of the Late Night Basketball League encouraged other cities and recreation programs to take notice. Central City Community Center, for example, developed a Youth Club for those youths between the ages of 8-15--kids too young to participate in the basketball league. The Boys and Girls Club of Greater Salt Lake has opened one of their centers until midnight for alternative activities for youths. Local churches also began working on how they could sponsor a similar program on a smaller scale.

All it took was an idea and people who believed in it to make things happen!

## ***Rules and Regulations***

1. Participants must be 16-20 years of age.
2. Proof of age and residency is required.
3. Each team will consist of ten players.
4. Each player must start and play an entire quarter of basketball. (This does not apply to a player who fouls out of the game or is injured.)
5. All participants must be in game uniforms.
6. The game will be played in 4 ten minute quarters, running time. (The clock only stops on time-outs, and shooting fouls). The last 2 minutes it stops on every whistle.
7. Two professional referees will be used for all games.
8. All fighting is prohibited and will result in suspension and/or disqualification from the league.
9. Participants must play on only one team.
10. A coach certified by the league must be present at each game.
11. Each team is allowed four time-outs.
12. No profanity. No drugs/alcohol. No radio or tape players allowed.
13. Unsportsmanlike behavior will not be permitted.
14. An ejected player must leave the gym immediately.
15. There will be awards for the first place team in the league. All teams will participate in the Late Night Basketball Championship Tournament.
16. If a team has a vacancy, the Commissioners will fill that vacancy from the waiting list.
17. No zone defenses.
18. Each team must practice at least once a week.
19. Practices are mandatory.

## ***Players Regulations***

1. Players will receive game uniforms, practice uniforms, sweat/warm-up pants, and gym shoes. The uniforms and sweats will be turned in to the coach after every game.
2. Players will attend every practice, game, and workshop. If any of these scheduled activities are missed, the player will be suspended for one game. If two of these activities are missed, the player will be suspended from the league.
3. Players will arrive at the gym no more than 15 minutes before a game or workshop, and 5 minutes before practice. Players will leave the gym, the ground, and the neighborhood no longer than five minutes after the game, practice, or workshop and no longer than one minute after leaving the building.
4. Any fighting (on the grounds or in the gymnasium) will result in permanent suspension.
5. Any arrest during the duration of the Late Night Basketball League will result in permanent suspension.
6. Any behavioral technical foul will result in suspension from the game. (Player will remain on bench). The second behavioral technical foul during a season will result in permanent suspension.
7. Players are responsible for the behavior of the spectators.
8. Players will be provided with services and help they may need. The player should ask coaches, commissioners, and gym supervisor for assistance with any problem or need.
9. Any player who has been drinking or is under the influence of drugs during a practice, game, or workshop, will be permanently suspended.

## ***Spectators Guidelines***

1. Youth under the age of 18 may attend games under parental supervision only.
2. Spectators will be required to attend a program orientation session before they can attend any games.
3. Any spectator becoming unruly or uncooperative will leave the gymnasium and the grounds immediately and will not be allowed to return for the remainder of the league.
4. No alcoholic beverages or drugs will be permitted in the gymnasium or on the premises. Violation of this rule will result in permanent suspension for the remainder of the league.
5. All spectators will remain in the building. No spectators will be permitted in the parking lot or on the grounds. Spectators must be in their vehicles and exiting the facility quietly within one minute of leaving the building. Failure to follow this procedure will result in permanent suspension for the remainder of the league.
6. No spectators will be allowed in the gymnasium or the premises during practices.



# Conclusion

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Having reached the end of this manual, we hope this is not the end of your journey. The Salt Lake Area Gang Project Community Board knows that this manual is not the end of the story for us. We will continue to add to this manual and include success stories and models that other communities can use. Hopefully our next edition will include your success story!

Applying what you have read will have made our efforts worthwhile. This manual has illustrated that an individual, a group, and a community can effect change. And change can begin with you.

Although this manual focuses specifically on the gang issue, we know it is not the only problem that faces us today. The strategies outlined in this manual are applicable to a wide range of social issues and problems. We encourage you to use and share the information in this manual and modify it to your needs. •

We also encourage you to share your ideas, your successes and even your setbacks (there are never any failures) with us. Federal funding for the Salt Lake Area Gang Project ends in 1994. It is important that our efforts continue beyond that date and they will if the community plays an active role.

# ***Forms Appendix***

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## What can you do?

An organized neighborhood that takes pride in their community will often deter gangs from establishing themselves in the area. If a gang determines that the residents keep to themselves and do not communicate with each other, the gang members will assume that residents will also probably not be involved in reporting crime to law enforcement. Such a neighborhood is a prime target for gang criminal activity and for the recruitment of new members.

1. Report all crime and gang activity and be prepared to give all pertinent information, such as names, places, times, and full descriptions. Unless you report crime, little can be done to apprehend the suspect and prevent the suspect from committing the same crime again.
2. Organize a Block Watch. Coordinate efforts with neighbors to build strength and to keep each other informed. A crime prevention specialist can assist you in organizing your first neighborhood meeting and can also provide security checks of your property at no cost to you.
3. Also, to assist in developing community priorities and impact legislation, consider joining your local community group.

4. Be visible. Neighborhoods where people work and play in their yards, walk the dog, pick up litter, and make their presence felt are less attractive to any criminal. Also, keep a light on all night.

5. Paint out graffiti. Always! This tells gang members that the residents "own" the neighborhood and that they care. It interferes with gang communication and repairs vandalism.

6. Get involved with young people. Volunteer your time through parks, schools, churches, or service organizations for young people's activities. Provide alternatives to "hanging out" and gang activity. Spend time with kids to teach appropriate values and to emphasize that adults care.

7. Become aware and remain informed. Citizens armed with basic knowledge are better prepared to recognize the early warning signs and report gang related activity.

## WHAT IS A Gang?



A gang is a group of people who form an allegiance to the exclusion of others, for a common purpose and engage in violent, unlawful, or criminal behavior.

*Salt Lake Area Gang Project  
315 East 200 South  
Salt Lake City, Utah 84111  
(801) 799-GANG*

## Who joins gangs?

Both male and females from all background are in gangs. Recruits generally have a poor self-image, low self-esteem, little adult participation in their lives, misdirected racial pride and/or do poorly in school. In many cases young people are not actively discouraged from joining gangs, and often parents do not realize their children are involved in gang activity.

## Why do people join gangs?

Common reasons for joining a gang are the promises of recognition, the feeling of power/authority, to fit in with friends, to receive attention, for the excitement, or for protection from other gangs. Sometimes young people join gangs simply for something to do.

## How does a gang work?

The basis of gang power is its ability to control the group through the use of violence, intimidation, and the control of resources.

## Members

**HARDCORE**- These individuals need and thrive on gang activity. The hardcore are the leaders. They are the most violent, streetwise, and knowledgeable in legal matters. Although they may engage in violence or illegal activities, they generally focus on getting others to commit the criminal acts.

**ASSOCIATES** - Associates wear the gang clothing, attend gang-related functions, and often bear tattoos of the gang. They are often the most active, visible, and violent members, as they strive to build a reputation among the hardcore members.

**PERIPHERAL** - Sometimes called "wanna-be's." The peripheral gang members wear the gang clothing, use the language, and flash the hand signs in an attempt to gain the status of gang membership.

## How are gangs identified?

Most gang members are proud of their gang and freely admit membership. They openly use and display signs of their affiliation.

**Gang Names** - Gangs usually adopt a group name that relates to their neighborhood, street, region or race. Many have adopted names from Southern California.

**Moniker** - Most gang members adopt a moniker or "street name." The name usually fits the physical characteristics or personality of the individual. This name will often be found on the side of a hat or as a tattoo.

**Dress** - Members often wear sports clothing or clothing in a distinctive style such as buttoning the top button only on a shirt or wearing trousers that are too short or hang low on the hips.

## Empowering our youth

It's a fact of life for most kids: gangs are very much a part of their lives whether they are recruited to join gangs or whether they are victimized and harassed by gang members. The decision to join a gang is not always a voluntary one, although many kids say they join to "fit in" or for "protection." Regardless of how they join, many youths believe that their membership is for life. The truth is, kids leave gangs everyday and they do it successfully.

Leaving a gang requires the help of a support system--an adult who can actively help you get out of a bad situation. That adult can be a parent, a relative, the school principal, a teacher, or a friend's parent. While you may feel that it is important to tell your gang that you want out, it only gives them an excuse to harass and scare you. Instead, begin to slowly disassociate yourself from the gang by occupying your time with other activities. Instead of hanging out with them after school, find something else to do and someone else to do it with. Become good at making excuses (this is where working with an adult can help). Tell your gang that you are just too busy, that your parents have something for you to do, or that your teachers are keeping you busy. Then get busy! Pretty soon, your old gang friends will be replaced with new friends.

Avoiding the situation and safety in numbers are also good tips to keep in mind. Stay away from situations or people that could put you in danger. Do not hang out with or associate with gang members. Do not leave yourself a lone target for gang recruitment. Most gangs prefer to prey on youths that are alone. For further help, call the Salt Lake Area Gang Project at 799-GANG.

## ***How to Discourage Your Children From Joining Gangs***

### **●DISCOURAGE YOUR CHILDREN FROM HANGING AROUND WITH GANG MEMBERS**

Meet your children's friends. Find out who they are, what influence they have over your children and how they and your children spend their free time. If your children choose friends that are mostly from gangs, then your children are probably involved or will become involved in one also.

### **●OCCUPY YOUR CHILDREN'S FREE TIME.**

Give them responsibilities at home. Get them involved in after school, sports, city recreation or church activities.

### **●SPEND TIME WITH YOUR CHILDREN.**

Plan activities that the whole family can enjoy. Spend time alone with your children. Expose them to different places outside of your neighborhood such as parks, museums, the beach, the mountains, camping trips, etc. Give them attention.

### **●DO NOT BUY OR ALLOW YOUR CHILDREN TO DRESS IN GANG STYLE CLOTHING.**

If your children dress in gang style clothing they are expressing an interest in gangs and will attract the attention of gangs.

### **●SET LIMITS FOR YOUR CHILDREN.**

At an early age children need to know what is acceptable and unacceptable behavior. Do not allow your children to stay out late and spend a lot of unsupervised time out in the streets. Do not allow your children to write or practice writing gang names, symbols or any other gang graffiti on books, papers, clothes, bodies, walls or any other place. Teach them respect for other's property.

### **●DEVELOP AN ANTI-GANG ENVIRONMENT IN YOUR HOME.**

Clearly and continually begin to express to your children at an early age your disapproval of gang activity and of any family members joining a gang.

### **●LEARN ABOUT GANG AND DRUG ACTIVITY IN YOUR COMMUNITY.**

Learn how gang members dress, how they speak, their behavior and their activities. Attend informational meetings, read articles related to gang activity. Become an informed parent.

### **●PARTICIPATE IN THE EDUCATION OF YOUR CHILDREN.**

Take an interest in your children's education. Visit your children's school, meet their teachers, and attend parent/school meetings. Help your children with their school work. Set high standards for your children.

### **●PARTICIPATE IN THE COMMUNITY.**

Know your neighbors. Organize or join a neighborhood watch group. Discourage gangs from hanging around your neighborhood. Remove graffiti from around your home. Attend community functions. Teach your children civic pride. Become an active, not a passive parent.

**Salt Lake Area Gang Project  
315 East 200 South  
Salt Lake City, Utah 84111  
799-GANG**

## **Como Desaimar A Sus Hijos A Juntarse Con Las Pandillas**

### **●DESANIMA A SUS HIJOS A JUNTARSE CON MIEMBROS DE LA PANDILLA.**

Conozca los amigos de sus hijos, que influencia ellos tienen sobre sus hijos y como ellos y sus hijos pasan su tiempo libre. Si la mayoría de los amigos que sus hijos escojen son miembros de pandillas entonces, sus hijos probablemente estan envueltos o estaran en envueltos en una tambien.

### **●OCUPA EL TIEMPO LIBRE DE SUS HIJOS.**

De les responsabilidades en las casa. Hagan que ellos se envuelvan en actividades despues de la escuela; actividades escolares, deportes, recreacion de la ciudad y actividades de la iglesia.

### **●DESARROLLA BUENA COMUNICACION CON SUS HIJOS.**

Buena comunicacion es abierta, frecuente y toma un tono positivo. Ello permite que sus hijos vengan a usted para discutir cualquier topico o problema. Ello no condena o pone a la persona abajo. Buena comunicacion permite a usted que les diga a sus hijos que usted los ama a ellos.

### **●PASE EL TIEMPO CON SUS HIJOS.**

Plane actividades que toda la familia puede distrutar. Pase tiempo solo con sus hijos. Expongalos a diferentes lugares afuera de su vecindad; parques, museos, la playa, las montanapaseos de capiar, etc. DE LES ATENCION A SUS HIJOS.

### **●NO LES COMPRE O PERMITA QUE SUS HIJOS SE VISTEN EN EL ESTILO DE ROPA DE LA PANDILLA.**

Si sus hijos se visten en el estilo de ropa de la pandilla ellos estan expresando un interes in la pandilla y van atraer la atencion de las pandillas.

### **●MANTENGA LIMITES PARA SUS HIJOS.**

En un edad temprana los ninos necisitan de saber el comportamiento aceptable y no aceptable. No permita a sus hijos que se queden afuerda tarde en la noche y que se pasen mucho tiempo sin supervision en la casa y en las calles. No permita que sus hijos escriban o practiquen escribiendo nombres de la pandilla, sus simbolos o otras rayadas de la pandilla en sus libros, papeles, ropa, cuerpo, pared o otro lugar. Enseña respeto para la propiedad de otros.

### **●DESARROLA UN AMBIENTE ANTI-PANDILLERO EN SU CASA.**

Claramente y continuamente empeise a expresar a sus hijos in una edad temprana su disgusto a la actividad pandillera y su desaprobacion que un miembro de la familia se junte con la pandilla.

### **●APRENDA ALGO DE LA PANDILLA Y LA ACTIVIDAD DE DROGAS EN SU COMUNIDAD.**

Aprenda como se visten los miembros de la pandilla, como hablan, como se coportan, y sus actividades. Atienda juntas informacionales, lea articulos relacionadas a lo actividad pandillera, sea un padre informado.

### **●PARTICIPE IN LA EDUCACION DE SUS HIJOS.**

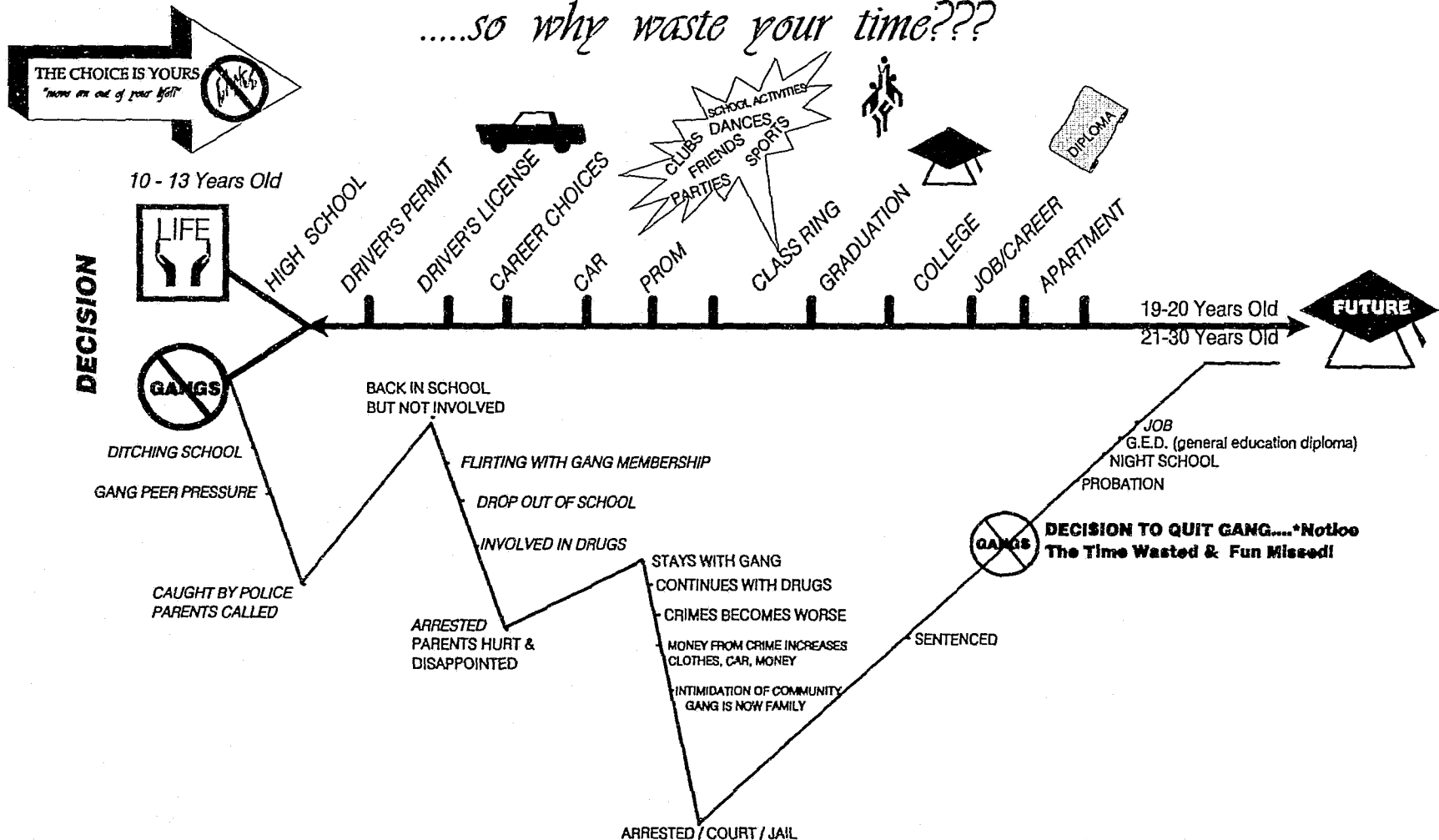
Toma un interes in la educacion de sus hijos. Visite la escuela di sus hijos, juntese con los maestros y atienda las juntas de la escuela y los padres. Ayude a sus ninos com el trabajo de la escuela. PONGA EXPECTACIONES ALTAS.

### **●PARTICIPE IN LA COMUNIDAD.**

Conozca sus vecinos. Organize o juntese con el grupo de vigilancia de la comunidad. Desanime a las pandillas juntarse en su vecindad. Remueva las rayadas de la pandilla en su casa y su comunidad. Atiende las funciones de la comunidad. ENSENE ORGULLO CIVICO A SUS HIJOS. SEA UN E ACTIVO NO PASIVO.

# THERE IS MORE TO LIFE THAN GANGS

.....so why waste your time???



## QUE DEBE USTED HACER CUANDO ES COMETIDO UN DELITO ?

1. Si un delito está en proceso, escriba lo más que pueda de información sobre el lugar, el sospechoso, el carro, y el delito.
2. Llame al departamento de policía local y proporcione cuanta información sea posible. Nunca trate de confrontar al sospechoso o trate de intervenir.
3. No tiene que dar su nombre a menos que usted sea la víctima o desee testificar en Corte.
4. Si usted proporciona su nombre pero no desea que la policía visite su casa, dígales que no desea contacto. Asegurese de que entiendan que usted no quiere un oficial visitando su casa.
5. Forme un programa de vigilancia en su barrio. En este programa los vecinos se reúnen y llegan al acuerdo de vigilarse unos a otros sus casa y de reportar a la policía actividades sospechosas cuando los vecinos estén fuera.
6. La venganza de parte de los miembros de pandillas es un verdadero temor. De cualquier modo, si la comunidad fracasa en reportar el delito, el criminal continuara cometiendo los mismos delitos a otros. Además pueden cometer otros delitos más violentos si ellos ven que la comunidad esta temerosa de hacer algo al respecto. Cuando esto ocurre, las pandillas han ganado. Este preparado para hablar cuando atestigüe un delito !

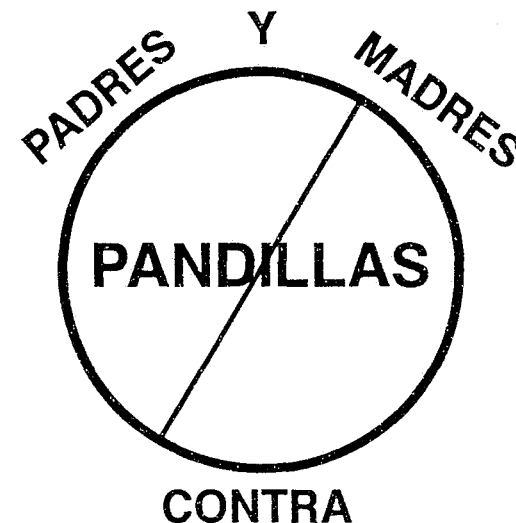


### PARA MAS INFORMACION :

Comúíquese al Salt Lake Area Gang Project: para aprender acerca de las pandillas y otros grupos. El proyecto de pandillas es una agencia de seguridad pública que trabaja através del Condado de Salt Lake. Un coordinador comunitario que no pertenece al cuerpo de policías, puede auxiliarle con cualquier problema relacionado a pandillas tales com: hablar con su hijo acerca de su relación con las pandillas y ayudarlos a renunciar a las mismas. El proyecto de pandillas además tiene un detective que se especializa en diferentes tipos de pandillas. Además existen numerosas agencias que le pueden ayudar. Llame al 799-3742.

**Patrocinado por Salt Lake Valley Drug Abuse Prevention Coalition/Gang Task Force**

## GUIA DE INFORMACION SOBRE PANDILLAS PARA PADRES



Niños en la actualidad se involucran en pandillas por varias razones:

1. Quieren pertenecer a un grupo.
2. Se sienten rechazados de la escuela o de sus casas.
3. Quieren tener reconocimiento para sí mismos.
4. Quieren protección de otras pandillas.

De cualquier forma, la mayoría de los niños que se involucran en pandillas, eventualmente se involucran en crímenes. Estos pueden ser: robos, vandalismos, peleas, uso de drogas, venta de drogas y hasta asesinatos. Los padres necesitan estar atentos a los signos de pandillerismo para que puedan intervenir a tiempo.



## QUE ES UNA PANDILLA ?

Una pandilla es un grupo de personas que se reúnen con el propósito de cometer delitos. Generalmente empiezan como un grupo de amigos. Tienen un nombre y algunas veces claman barrios o ciertas áreas como su "territorio". Los miembros de la pandilla además tienen su propio apodo y llevan tatuajes o ropa con las iniciales de la pandilla y sus nombres en ella.

## QUIENES INTEGRAN LAS PANDILLAS?

Tanto mujeres como hombres integran pandillas. Niños que integran pandillas lo hacen porque algún hermano mayor o pariente lo ha hecho. Algunos jóvenes dicen que están en pandillas para mostrar su orgullo en su grupo étnico. De cualquier modo comúnmente pelean con otros miembros de pandillas de su mismo grupo étnico y traen más problemas a su barrio.

Los jóvenes comúnmente toman ventaja de la ignorancia de los padres sobre pandillas escondiendo su relación con las mismas. Es importante que los padres trabajen de cerca con su escuela, sus vecinos, su iglesia y la ley para descubrir la relación que tienen sus hijos en las pandillas o para aprender si están en riesgo de ser incluidos a las mismas.

Si usted sospecha que su hijo pueda estar involucrado en una pandilla no se espere para hacer algo. Hable con su hijo acerca de ello, explíquele su interés y no tema en buscar ayuda. Hágle saber que ellos pueden retirarse de su pandilla y que desea ayudarlos.

## PORQUE SON PELIGROSAS LAS PANDILLAS ?

Los niños que pertenecen a pandillas cometerán delitos eventualmente. Comúnmente los miembros mayores harán que su hijo cometa un delito para probar que él o ella valen lo suficiente para pertenecer a su pandilla. Ese delito puede ser robar una tienda, rayar paredes o hasta disparar. La mayor parte de los niños no cometerán estos actos solos pero sí bajo la influencia de sus amigos a quien quieren demostrar valor.

Si su hijo es miembro de una pandilla, su familia se puede convertir en un blanco de las actividades de las pandillas, tales como pasar disparando por su casa. Su hijo también se convertirá en el enemigo de cada pandilla rival. Esto significa que su hijo puede estar en peligro de ser golpeado y hasta asesinado por diferencias entre pandillas.

## QUE PUEDE USTED HACER ?

Lea los signos de prevención que abajo se mencionan. Hable con su hijo acerca de los peligros en las pandillas y asegúrese de que hagan actividades positivas. Además hágle saber que si quieren mostrar el orgullo que tienen por su grupo étnico no tienen que reunirse con pandillas y hacer lo que ellos hacen.

## SIGNOS DE PREVENCIÓN PARA LOS PADRES:

1. Alejarse de los miembros de la familia.
2. Asociaciones con indeseables o reuniéndose con nuevos amigos que ustedes no conoce.
3. Permaneciendo afuera más tarde de lo usual.
4. Deseando mucha privacidad.
5. Desarrollo de problemas de actitud con los padres, maestros o aquellos con autoridad.
6. Comienzo del uso de alcohol o drogas.
7. Recibir dinero o artículos sin su permiso o consentimiento.
8. Actuando en forma poco común.
9. Pobre desempeño escolar.
10. Contacto con policías.
11. Cambio en el estilo de vestir. Uso de ropa con iniciales escritas referentes a pandillas.

## COMO SER UN PADRE ACTIVO ?

1. Hable abiertamente con su hijo acerca del peligro de las pandillas.
2. Recompense a su hijo cuando haga bien y ayúdelo a aprender de sus errores.
3. Eduque a su hijo sobre su cultura e idioma. Lévelo a celebraciones y eventos de su grupo étnico. Enfatice patrones positivos de modelos para ellos.
4. Integre la cultura de su grupo étnico en su estilo de vida para que sus hijo se identifiquen a ella.
5. Conozca con quien se asocia su hijo. Conozca a los amigos y a los padres de estos.
6. Mantengáse en contacto con los maestros de su hijo.
7. Mantenga a su hijo ocupado. Hágallo participar en deportes, artes manuales, hobbies, grupos de jóvenes, grupos de iglesia u otros programas que lo mantengan ocupado y activo.

## KO E ME'A 'OKU TOTONU KE MOU FAI 'I HA TAIMI 'OKU FAI AI HA HIA:

1. Kapau 'okú ke mamata ki he hoko ha fa'ahinga hia, hanga 'o hiki 'a e ngaahi me'a kotoa pē 'okú ke lava 'o hiki 'o kau ki he feitu'u 'oku fai ai 'a e hiá, mo e toko taha faihiá, ko 'ene kaá, mo e fa'ahinga hia 'okú ne fakahokó.

2. Telefoni ki ho'omou potungāue polisi fakafeitu'ú, 'o fakahā kiate kinautolu 'a e ngaahi fakamatala kotoa pē te mou lava 'o fai 'o kau ki he hiá. 'Oua na'a mou teitei feinga ke mou fetu'utaki mo e toko taha faihiá, pe te mou feinga ke ta'ofi 'a e me'a 'okú ne faí.

3. 'Okú 'ikai fie ma'u ke mou fakahā homou hingoá, tuku kehe kapau ko kimoutolu 'oku fai atu ki ai 'a e hiá, pe 'oku mou fie kau 'i he fakamo'oni he fakamaau-'angá.

4. Kapau te mou fakahā ki he kau polisi homou hingoá, ka 'oku 'ikai te mou loto ke 'a'ahi atu ha 'ōfisa polisi ki homou 'apí, pea mou fakahā ange 'oku 'ikai te mou loto ke mou fetu'utaki mo e kau polisi. Fakamahino'i 'oku mahino kiate kinautolu 'oku 'ikai te mou loto ke 'a'ahi atu ha 'ōfisa polisi ki homou 'apí.

5. Mou fokotu'u ha fa'ahinga polokalama ke mou fetokoni'aki ai mo homou ngaahi kaungā'apí 'i hono fakasiosio ha ngaahi faihia ki homou ngaahi 'apí. 'Okú fa'a fakataha leva 'a e ngaahi kaungā'apí 'i he polokalama ko iá 'o nau loto-taha ke nau fetokoni'aki 'i hono tokanga'i honau ngaahi 'apí 'i he taimi 'oku nau mama'o af, pea nau lipooti ki he kau polisi ha fa'ahinga me'a pē 'oku ngalingali kehé.

6. Ko e me'a 'oku manavahē ki ai 'a e kakaf ha fakafepaki 'e fai mai 'e he ngaahi kengí. Ka neongo iá, kapau 'oku 'ikai lipooti 'e he kakaf ha faihia, 'e kei hokohoko atu pē hono fai 'e he toko taha faihiá 'a e hia tatau ki ha

kakai kehe. Pea mahalo na'a nau toe fai foki mo ha ngaahi hia kehe, mo ha ngaahi hia 'oku mamafa mo fakamamahi angé, kapau te nau 'ilo 'oku manavahē 'a e koló ke nau fai ha me'a ki he'enau ngaahi hiá. 'Okú ikuna leva 'a e ngaahi kengí 'o ka hoko ha ngaahi me'a peheni. Mou loto-to'a ke mou hanga 'o fakahā ha hia 'i ha taimi te mou mamata tonu ai ki hano fakahokó!

## KAPAU 'OKU MOU FIE MA'U HA NGAHI FAKAMATALA KEHE:

Mou fetu'utaki ki he Salt Lake Area Gang Project, koe'uhí ke mou ma'u mei ai ha ngaahi fakamatala lahi ange 'o kau ki he ngaahi kengi 'a e to'u tupu mei he 'Otu Motu Pasifiki, mo e ngaahi kengi kehé. Ko e Gang Project, ko ha kautaha fakalao ia 'oku nau ngāue 'i he Kauniī Sōleki kotoa 'o fakamamafa'i hono tauhi 'o e laó. 'E hanga ai 'e ha Toko Taha Ngāue Tokoni Fakakolo (Community Coordinator) 'a ia 'oku 'ikai ko ha 'ōfisa polisi 'o tokoni'i kimoutolu 'i ha'amou ngaahi palōpalema pē 'o fekau'aki mo e kengí, hangē ko ha'amou talanoa ki ho'omou fānaú 'o kau ki honau 'ātakai 'i he kengí, mo tokoni kiate kinautolu ke nau li'aki ia. 'Okú 'i ai foki mo ha polisi fufu lea faka-Tonga 'a e Gang Project, 'a ia 'oku fakamamafa pē 'ene ngāue ki he ngaahi kengi mei he 'Otu Motu Pasifiki, pea 'okú ne fie tokoni atu kiate kimoutolu 'i ho'omou lipooti 'a e ngaahi faihia fakakengí. Telefoni ki he 799-3742.

## NGAAHI FAKAHINOHINO MA'Á E MĀTU'Á FEKAU'AKI MO E KENGÍ

'Okú lahi 'aupito ha ngaahi 'uhinga 'oku kau ai 'a e fānau 'o e 'aho ní 'i he ngaahi kengí:

1. 'Okú nau fie kau ki ha fa'ahinga kulupu.
2. 'Okú nau ongo'i 'oku li'ekina kinautolu 'i he akó pe 'apí.
3. 'Okú nau fie ngaohi ke ongoongoa honau hingoá.
4. 'Okú nau fie ma'u ha malu'i mei he ngaahi kengi kehé.

Ka neongo iá, 'oku iku 'o kau 'i ha ngaahi faihia ha tokolahi 'o e fānau 'oku nau kau ki he kengí. 'Okú lava 'o kau ki he ngaahi hia ko iá 'a e kaiha'á, vali takai holo 'a e ngaahi hingoa fakakengí 'i he ngaahi falé, fuhú mo e keé, ngāue'aki mo fakatau atu 'a e faito'o kona tapú, pea 'oku a'u foki ki he fakapoó. 'Okú fie ma'u ke fakatokanga'i 'e he mātu'á 'a e ngaahi faka'ilonga fakatokanga 'o e kau 'a e fānaú ki he kengí, koe'uhí ke nau ala tokoni kiate kinautolu.

## KO E HĀ 'A E KENGĪ?

Ko e kengī, ko ha falukunga (kulupu) kakai ia 'oku nau faaitaha koe'uhī ke nau fai ha fa'ahinga hia. 'Oku fa'a kamata ia mei ha ngaahi kaungāme'a. 'Oku fokotu'u hanau hingoā ke ui'aki kinautolu, pea nau lau ha ngaahi feitu'u 'e ni'ihī ko honau "ēlia" 'oku nau pule ki ai. 'Oku toe 'i ai foki mo ha hingoā fakatenetene 'o ha mēmipa 'o e kengī, pea 'oku fa'a 'i ai hanau ngaahi tātatau — pe fa'ahinga teunga 'oku nau tui — 'oku tohi'i fakanounou ai honau hingoā pe ko honau hingoā kakatō.

## KO HAI 'OKU KAU KI HE NGAACHI KENGĪ?

'Oku kau ki he ngaahi kengī 'a e fānau tangata mo e fānau fefine mei he fa'ahinga mo'ui pe matakali tatau. 'Oku fa'a ngāue'aki 'e he to'u tupū 'a e ta'e 'ilo 'a 'enau mātu'ā ki he ngaahi kengī, ke fufuu'i ai 'enau kau ki he ngaahi kengī. 'Oku mahu'inga 'aupito ke ngāue vāofi 'a e mātu'ā mo honau ngaahi 'api akō, ngaahi kaungā'api, ko honau siasī, mo e kau 'ōfisa fakalaō ke fakapapau'i hono lahi 'o e kau 'enau fānau ki he kengī.

'Oua na'a mou fakatoloi ha'amou fai ha me'a kapau 'oku mou mahamahalo 'oku kau ha'amou fānau ki ha kengī. Mou talanoa ki ho'omou fānau 'o kau ki ai, pea fakahā ange ho'omou hoha'a ki ai, pea 'oua na'a mou manavahē ke mou fekumi ki ha tokoni. Fakahā ki ho'omou fānau ke nau 'ilo 'a e me'a 'e hoko kiate kinautolu 'i he'enau kau ki he kengī, pea 'oku mou fie tokoni ange kiate kinautolu ke nau 'atā mei ai.

## KO E HĀ NAI 'A E 'UHINGA 'OKU FAKATU'UTĀMAKI AI 'A E KENGĪ?

Kuo pau ke iku 'o faihia 'a e fānau ko ia 'oku nau kau ki he ngaahi kengī. 'Oku fa'a hanga foki 'e he kau mēmipa motu'a pe lalahi ange 'o e kengī 'o tu'utu'uni ke fai 'e

ho'omou fānau ha ngaahi hia, ke fakamahino'i ai 'okū ne fe'unga ke ne kau ki he 'enau kengī. 'Oku lava ke kau ki he ngaahi fa'ahinga me'a ko ia 'e fie ma'u ke nau fai, ha'anau kaiha'a mei he fale koloā, vali takai holo 'i he ngaahi falē ha ngaahi me'a, pe ko ha'anau fana'i ha taha. 'Oku 'i ai ha tokolahi 'o e fānau 'oku 'ikai te nau fakahoko 'iate kinautolu pē 'a e ngaahi hia ko 'enī, ka 'oku nau fai ia 'i hano fekau'i pe fakaloto'i kinautolu 'e honau ngaahi kaume'ā, koe'uhī ke fakamahino'i ai 'oku nau kau ki he kengī.

'Oku lava 'o hoko homou fāmīlī ko ha rāketi ia pe ke fakataumu'a kiate kinautolu ha ngaahi hia pe ko ha ngaahi pau'u 'a ha kau kengī, hangē ko ha'anau fana mai ki homou 'api 'i ha'anau lele mai 'i ha me'alele, kapau 'oku kau ha'amou fānau ki he kengī. 'Oku hoko leva ho'omou fānau ko e fili ia 'o ha ngaahi kau kengī kehe. 'E fakatu'utāmaki ia ki ho'omou fānau 'i hano tā pe tāmata'e'i kinautolu 'e ha kengī 'e taha, 'a ia 'oku nau fehi'a 'i he kengī 'oku kau ki ai ho'omou fānau.

## KO HA ME'A TE MOU LAVA 'O FAI KI AI:

Lau 'a e ngaahi faka'ilonga fakatokanga 'i lalō. Talanoa mo ho'omou fānau 'o kau ki hono ngaahi fakatu'utāmaki 'o e kengī, pea mou fakapapau'i 'oku nau fai ha ngaahi me'a 'oku lelei mo 'aonga kiate kinautolū. Toe fakahā foki ki ho'omou fānau ke nau 'ilo 'oku 'ikai fie ma'u ke nau kau ki ha kengī, ke nau fakahā ai 'a 'enau pōlepole 'i honau tupu'anga mo honau anga fakamatakālī.

## NGAAHI FAKA'ILONGA FAKATOKANGA KI HE MĀTU'Ā 'OKU KAU 'ENAU FĀNAU 'I HA KENGĪ:

1. Fakamama'o mei he kau mēmipa 'o e fāmīlī.
2. Feohi mo ha ni'ihī kehe 'oku 'ikai lelei,

pe ko ha'ane feohi mo ha ngaahi kaungāme'a fo'ou 'oku 'ikai te mo 'ilo pe maheni mo ia.

3. Toki foki mai ki 'api kuo fuoloa 'a e po'ulī.
4. Holi ke 'oua 'e fakahoha'asi ia 'i he'ene nofō.
5. Kamata ha ngaahi palōpalema faka'ulungāanga faingata'a 'i he fetu'utaki mo e mātu'ā, kau faiakō, mo kinautolu 'oku ma'u mafā.
6. Kamata ke inu kava mālohi mo ngāue'aki 'a e faito'o kona tapū.
7. Tali ha pa'anga pe ko ha ngaahi me'a 'oku 'ikai te mo fakangofua pe te mo 'ilo ki ai.
8. Faikehe hono 'ulungāangā.
9. Kovi 'ene akō.
10. Puke, fakahū, pe fa'a ha'u 'a e kau polist kiate ia.

## KO E FOUNGA TE MOU HOKO AI KO HA MĀTU'Ā TOKONI MĀLOHĪ:

1. Talanoa tau'atāina mo ho'omou fānau 'o kau ki hono fakatu'utāmaki 'o e kengī.
2. Fakahīkihiki'i mo fakalāngilangi'i ho'omou fānau 'i he taimi 'oku lelei ai 'enau ngāue, pea tokoni'i kinautolu ke nau ako mei he'enau ngaahi fehālākī.
3. Ako'i ki ho'omou fānau honau ngaahi anga mo 'enau lea faka-Polinisiā. Ka neongo iā, 'oku totonu ke mou tali lelei ha ngaahi 'ulungāanga faka-'Amelika kuo nau ako.
4. Feinga ke mou 'ilo 'a e kakai 'oku feohi mo ho'omou fānau. Fe'iloaki mo e ngaahi kaume'a 'o ho'o fānau mo 'enau mātu'ā.
5. Fetu'utaki ma'u pē mo e faiako ho'omou fānau.
6. Feinga ke femo'uekina ma'u pē ho'omou fānau. Feinga ke nau kau 'i ha ngaahi sipoti, ngaahi ngāue fakamea'a, ngaahi ngāue 'oku nau manako 'i hono fai, ngaahi kulupu 'o e to'u tupū, ngaahi kulupu fakasiasi, pe ko ha ngaahi polokalama kehe 'oku nau femo'uekina mo ngāue mālohi ai.

## ***FAAMATALAGA TAIALA MO MATUA E UIGA I KEGI***

I ona po nei, ua auai tamaiti i kegi mo ni mafuaaga eseese:

1. Ua latou mananao e avea i latou ma se vaega o se faalapopototoga.
2. Ua latou lagona le le amanaia o i latou i aoga poo le aiga.
3. Ua fia tautaua.
4. E latou te manaomia se puipuiga mai isi kegi.

Peitai, o le tele o tamaiti e aafia kegi e agai ina aafia foi i soligatulafono. E mafai ona aafia ai le gaoi, tusitusi solo ma valivali le alalafaga, misa, faaogaina faaletatau o vailaau oona, faatau atu fualaau faasaina, poo le fasioti tagata. E manaomia e matua ona silafia tulaga e atagia ai le aafia o fanau i kegi ina ia mafai ona latou fesoasoani e taofia lea tulaga.

## ***O LE A LEA MEA O LE KEGI.***

O se kegi o se faalapopototoga o ni tagata ua tuufaatasia mo le mafuaaga o le solia o le tulafono. E masani ona amata lea faalapopototoga e ni faiga uo. E i ai foi la latou igoa, ma o nisi taimi ua faatulagaina ni tuaoi poo ni vaega eleele ua taua o ni o latou laufanua. O tamaiti uma foi i totonu o ia kegi ua i ai ni o latou igoa valaau e lauiloa ai i la latou kegi, e ese mai i o latou igoa sao. E latou te ofuina foi se ituaiga ofu ma faapitoa a latou soligatulafono e pei o le gaoi taavale, poo le gaoia faamalosi o fale.

## ***ITUAIGA TAGATA MA TAUSAGA E AAFIA I LE USOGA A KEGI:***

Ua auai faatasi alii ma tamaiti i faiga kegi a tamaiti pasefika. O le toatele o tamaiti, e auai i kegi i le sefululua o latou tausaga.

## ***O LE MEA E TATAU ONA E FAIA PEA A FAI UA FAIA SE SOLIGATULAFONO.***

1. Pe a fai o faia se soligatulafono, ia tusingusia i lalo faamatalaga auiliili e uiga i le tautusi o tupu ai, le o loo faia, le taavale, ma poo le a foi le soligatulafono.
2. Telefoni le ofisa o leoleo o loo lata ane ma tau i ai faamatalaga uma o loo e silafia. Aua nei taumafai e taofia pe talanoa i le o loo masalomia i le soligatulafono.
3. E te le tau tauina i le ofisa o leoleo lou suafa, se ia vagana ua e lotomalie lava oe e te molimau i le faamasinoga, poo oe foi na faia agai atu i ai le soligatulafono.
4. A fai e te tauina i le ofisa o leoleo lou suafa ae e te le manao i se leoleo e asiasi mai i lou fale, ia e tau atu i ai e te le manao e toe faafesootai mai oe e tusa ai o lea soligatulafono.
5. Ia faatuina se polokalama e vaavaaia ai e tagata o le tauoi lea vaega o le alaafaga. I lea polokalama, e auai faatasi aiga o le tauoi ina ia vaavaaia e le tasi aiga fale ma laufanua o isi aiga ina ia lipotiina ni tualaga e faaono masalomia o se solitulafono i le ofisa o leoleo.
6. O le toe faasagatau mai o kegi i aiga ma tagata taitoatasi e faamatau tagata. Peitai, a fai e le lipotiina e se tasi se soligatulafono ua faia, o le a faia ai pea lava pea e lea tagata lea soligatulafono i isi tagata. A le o lea, o le a faapea ona solia nisi tulafono e sili atu ona mamafa ma matautia, pe a fai e latou te iloa o loo fefefe tele tagata e faia se mea ia i latou. Pe a fai e tupu lea mea, o lona uiga ua manumalo kegi. Ia taumafai e tau atu i le ofisa o leoleo, pe a fai ua e molimauina se soligatulafono.

## ***O NISI NEI O FAAILOGA E MAFAI ONA ILOAINA AI E MATUA LE AAFIA O A LATOU FANAU I KEGI.***

1. Le fia fegalegaleai ma isi tagata o le aiga.
2. Faaauo atu i nisi tamaiti e te le manao ai ona o a latou tu ma amioga, poo le faauo atu foi i nisi uo e le masani ai matua.
3. Umi ona alu e tafao ma tuai mai i le fale.
4. Pe a fai e manao lava ia e faifaimea toatasi.
5. Amata ona inu ava malosia poo le faaagaina o vailaau oona.
6. Suia o le amio, ma le faafitauli i matua, faiaoga, poo i latou o loo taitai.
7. Taliaima o ni tupe poo ni tusingusia, e aunoa ma sau faatagana.
8. Faia nisi uiga fou.
9. Vaivai i le aoga.
10. Fessootai ma le ofisa o leoleo.

## ***LE AVEA MA SE MATUA MALOSI MA MAEMAE.***

1. Talatalanoa ma lau tama i faalavelave e faaono tutupu i le aafia i kegi.
2. Faamalo atu i lou alo pe a latou faia ni mea lelei ma fesoasoani ia i latou e aoao mai i ni mea sese na latou faia.
3. Aoao lou alo i lau tu ma agaifanua faaPolenisia.
4. Taumafai ia maua le lagona e taliaina le aganuu faaAmerika.
5. Ia iloa ma faamasani i uo ma matua o uo a lou alo.
6. Tuu atu lou alo e faamasani i taaloga, faalapotoopotoga a autalavou, faalapotoopotoga faale lotu, ma ni mea e fiafia i ai ina ia le nofo faasamasamanoa ae ia i ai ni mea e faia i taimi uma.
7. Ia faatumauina le tulaga fesootai lelei ma le faiaoga a lou alo.

## ***MO NISI FAAMATALAGA:***

Faafesootai le Salt Lake City Gang Project mo nisi faamatalaga u uiga i Kegi a tamaiti o le Pasefika ma isi kegi. O le matagaluega o Kegi o se matagaluega e faamalosia le tulafono i totonu o Salt Lake County. O loo ua i ai se faatonu i lea matagaluega, e le o se leoleo, e mafai ona fesoasoani i soo se faafitauli e aafia ai kegi, e pei o le faatalanoaina o lou alo e uiga i lone aafia i kegi, ma le fesoasoani ia i latou ina ia o ese mai ai. O loo ua i ai foi leoleo susesue o loo faapitoa tonu i lea matagaluega mo le fesoasoani ia te oe i le lipotiina o soligatulafono e faia e kegi. Telefoni mai i le numera 799-GANG (799- 4264). Ua aoaoina nisi o lea ofisa i tu ma agaifanua faalepasefika ma ua latou fia fesoasoani i ou manaoga.

## CHI TIẾT HƯỚNG DẪN VỀ BĂNG, ĐẢNG CHO CÁC BẬC PHỤ HUYNH

Trẻ em thời nay thường gia nhập các băng, đảng vì những lý do sau đây:

1. Chúng muốn thuộc về một đảng phái nào đó.
2. Chúng cảm thấy cô độc ở trường cũng như ở nhà.
3. Chúng muốn tự xứng mình là một vị anh hùng.
4. Chúng muốn được có sự bảo vệ của các băng, đảng.

Dù là thế nào đi nữa, những trẻ em đã gia nhập vào các đảng phái sẽ từ từ đi đến con đường tội lỗi, có nghĩa rằng chúng sẽ nhúng tay vào trộm cắp, phá hoại tài sản công và tư, đánh lộn, sử dụng ma túy, buôn bán bạch phiến và luôn cả giết người. Do đó, các bậc phụ huynh cần phải hiểu rõ các dấu hiệu liên quan về sự gia nhập các đảng phái để có thể đề phòng và ngăn chặn.

### ĐẢNG PHẢI LÀ GÌ:

Băng đảng là một nhóm người tụ họp lại với nhau với mục đích chuyên làm những chuyện bất chính. Chúng được hình thành từ một nhóm bạn. Chúng sẽ đặt tên cho nhóm của chúng và tìm một xóm hoặc một khu vực nào đó để làm "lãnh thổ". Những người trong băng sẽ có một tên "cung côm" riêng. Họ sẽ thường mặc những loại quần áo đặc biệt giống nhau và chuyên môn vào một việc làm bất chính nào đó chẳng hạn như ăn cắp xe hoặc cướp của phá nhà.

### THÀNH PHẦN VÀ TUỔI TÁC CỦA CÁC BĂNG, ĐẢNG:

Các đảng phái Á Đông bao gồm cả thanh niên lẫn thiếu nữ. Phần lớn, những người này gia nhập băng khi họ được 16 tuổi. Những tên trùm của các đảng phái này sẽ di chuyển khắp cả nước và dụ dỗ các trẻ em gia nhập để giúp chúng làm điều bất lương.

### PHÂN LOẠI CỦA CÁC ĐẢNG PHẢI Á ĐÔNG:

Các đảng phái Á Đông gồm có hai loại: Truyền thống và tân thời.

Các đảng phái truyền thống đã được tồn tại từ mấy trăm năm nay và có phần tử ở khắp nơi trên thế giới. Thành phần của họ phần đông tuổi tác khá cao, giới trưởng thành và hoạt động của họ rất là tinh vi.

Các băng, đảng tân thời ngày nay bao gồm các trẻ em từ trung học cho đến vị thành niên. Trung bình, trẻ em bắt đầu gia nhập băng đảng vào năm chúng được 16 tuổi. Những người trong các đảng phái này thường hay mặc

quần áo giống nhau, để một kiểu tóc giống nhau, hoặc có một vết xăm mình đặc biệt nào đó để biểu tượng đảng phái của họ. Và ngược lại, cũng có một số đảng phái Á Đông khác lại không thích lộ diện và họ sẽ không ăn mặc hoặc có một dấu vết nào đáng chú ý chứng tỏ họ đang thịnh hành. Một số phần tử trong các đảng phái này sẽ dùng các ký hiệu riêng, sơn tên của băng mình lên tường, vách nhà hoặc dụ dỗ những người ngoại tộc để tham gia băng, đảng của họ.

## **NHỮNG HÀNH ĐỘNG BẤT CHÁNH DO CÁC ĐẢNG PHÁI GÂY RA:**

Các đảng phái Á Đông hành hung bất chính vì tiền. Thông thường, nạn nhân của chúng là những người Á Đông khác. Trong cộng đồng người Á Đông của chúng ta, việc mà các đảng phái thường hay làm nhất là vào nhà hành hung cướp của.

Một khi bọn này đã chọn một căn nhà nào đó để đánh cướp, chúng sẽ cho người đến quan sát kỹ lưỡng để xem có bao nhiêu người trong gia đình này và việc làm hàng ngày của họ. Chúng sẽ len vào nhà một khi không có ai hoặc tìm cách làm quen với một người nào đó ở trong gia đình này. Cho đến khi chúng đã biết rõ hoặc thân thiện với gia đình này rồi, chúng sẽ phân chia công việc ra cho nhau để hành động. Một số đồng bọn của chúng sẽ trực tiếp vào nhà để đánh cướp, số khác ở ngoài canh chừng để yểm trợ và một kẻ khác sẽ lái xe. Họ sẽ mang vũ khí và đe dọa thân chủ cho đến khi gia đình đó chịu nói ra nới cất dấu tiền bạc, vàng và nữ trang.

## **BẠN PHẢI LÀM GÌ KHI BẮT GẶP MỘT HÀNH ĐỘNG BẤT CHÁNH:**

1. Khi bạn chứng kiến một vụ cướp, đầu tiên hãy chi tiết một vẽ địa điểm, thủ phạm, xe cộ và hành động của kẻ cướp.
2. Lập tức gọi điện thoại đến sở cảnh sát và đưa cho họ tin tức bạn vừa lấy được. Đừng bao giờ dẩu đầu với bọn cướp cũng như tự mình can thiệp.
3. Bạn không cần phải đưa tên và họ của mình cho sở cảnh sát trừ khi bạn là nạn nhân của vụ cướp hoặc muốn làm nhân chứng trước tòa án.
4. Nếu bạn đã cho sở cảnh sát tên và họ, nhưng lại không muốn họ đến nhà thăm viếng, bạn có thể nói thẳng với họ để họ hiểu rằng bạn không muốn có sự liên lạc giữa đôi bên.
5. Thành lập một chương trình "Neighborhood-Watch". Trong chương trình này, những người trong xóm sẽ họp lại với nhau và đồng ý trong năm nhà cửa cho nhau mỗi khi một ai đi vắng và sẽ báo cáo những hành động khả nghi trong xóm của mình đến với sở cảnh sát.
6. Sự trả thù của các đảng phái là một điều đáng sợ. Nhưng nếu chúng ta không giám tố cáo những hành động bất chính này, bọn chúng sẽ tiếp tục hành hung những gia đình khác. Hơn nữa, chúng sẽ càng ngày càng lộng hành và cướp phá nhiều hơn nếu chúng cảm thấy những người trong cộng



đồng của chúng ta sợ chúng. Nếu là như vậy, bọn chúng đã thắng cuộc. Vì vậy, bạn phải sẵn sàng tố cáo tội trạng của chúng khi chúng có những hành động bất chính!

### **CÁC BẬC PHỤ HUYNH CẦN PHẢI CHÚ Ý NHỮNG ĐIỂM SAU ĐÂY:**

1. Khi con cái có những hành động xa lạ đối với gia đình.
2. Chúng đi chơi với những người bạn lạ mặt mà mình chưa hề quen biết.
3. Đi chơi về khuya hơn thường lệ.
4. Con cái đòi hỏi quá nhiều, thói giở riêng tư cho bản thân.
5. Có những thái độ vô lễ đối với cha mẹ, thầy cô và người lớn.
6. Bắt đầu uống rượu, hút thuốc và sử dụng các loại thuốc nguy hiểm khác.
7. Nhận được tiền bạc và quà cáp mà cha mẹ không hề hay biết.
8. Có những hành động khác thường.
9. Sự học hành trở nên giảm sút hoặc học kém.
10. Con cái của mình có những vấn đề liên quan với sở cảnh sát.

### **CÁC BẬC PHỤ HUYNH PHẢI LÀM THẾ NÀO ĐỂ CÓ HIỆU LỰC:**

1. Thường xuyên giải thích cho con cái về sự nguy hiểm của các băng đảng.
2. Nên khen thưởng con của mình nếu chúng làm điều tốt và dạy dỗ chúng học hỏi từ những lỗi lầm.
3. Dạy dỗ chúng về nền văn hóa và ngôn ngữ của người Á Đông.
4. Sẵn sàng hòa đồng giữa hai nền văn hóa Á Đông và Tây Phương vào cuộc sống của mình.
5. Cần nên tìm hiểu về bạn bè của con cái mình. Nếu được, nên gặp mặt phụ huynh của họ.
6. Liên lạc thường xuyên với nhà trường và thầy cô giáo.
7. Giúp cho con cái của mình hoạt động thường xuyên bằng cách chơi thể thao, cho con tham gia các hoạt động ở trường, ở nhà thờ hoặc những hoạt động giải trí lành mạnh khác.

### **MUỐN BIẾT THÊM CHI TIẾT:**

Xin liên lạc với "Gang Project" của quận Salt Lake để học hỏi thêm về các vấn đề liên quan đến các băng đảng Á Đông cũng như các đảng phái khác. "Gang Project" là một cơ quan luật pháp phục vụ toàn Quận Salt Lake. Người Quản Lý Đoàn-Thể, không phải là một cảnh sát viên, có thể giúp quý vị với bất cứ một vấn đề gì liên quan đến các băng đảng ví dụ như nói chuyện với con cái của quý vị về sự gia nhập vào các băng phái và giúp đỡ chúng trở lại con đường lương thiện. Những nhà trình thám chuyên môn về các đảng phái cũng sẽ sẵn sàng giúp đỡ quý vị về chuyện thông báo các tội hình của chúng. Xin gọi số 799-3742. Nhân viên của chúng tôi đã được huấn luyện kỹ càng về phong tục và tập quán của người Á Đông và rất hiểu những cần thiết của quý vị.

ຖ້າມີຄົນທຳການໂຈຣະກັນຫລືທຳຜິດກົດໝາຍ  
ເກີດຂຶ້ນທ່ານຄວນຈະເຮັດຢ່າງໃດ?

1. ຖ້າວ່າມີການເຄື່ອນໄຫວກ່ຽວກັບການໂຈຣະກັນຫລືມີຄົນ  
ທຳຜິດທີ່ເກີດຂຶ້ນທ່ານຈົ່ງຈັດລາຍລະອຽດກ່ຽວກັບ  
ຫ້ອງຖິ້ມທີ່ເກີດເຫດ, ບຸກຄົນ ຜູ້ຕ້ອງລົງສັຍ, ລັກສະນະຂອງຣິດ,  
ປາຍຣິດ ແລະເຫດການທີ່ເກີດຂຶ້ນ.
2. ໃຫ້ທ່ານຕື່ມກ່ຽວກັບຮ່າງຖິ້ມແລະກ່ຽວກັບລາຍລະອຽດເທົ່າທີ່  
ທ່ານຈະສາມາດບອກໄດ້. ຢ່າໄດ້ຜະເຊີນໜ້າຫລືເອົາຕົວທ່ານ  
ເຂົ້າໄປພົວພັນກັບບຸກຄົນຜູ້ຕ້ອງລົງສັຍດ້ວຍຕົນເອງ.
3. ທ່ານບໍ່ຈຳເປັນທີ່ຈະຕ້ອງບອກຊື່ຂອງທ່ານ ແຕ່ຖ້າຫາກວ່າ  
ທ່ານຖືກຕິດເປັນເຫຍື່ອ, ຜູ້ເຄາະຮ້າຍ, ຫລືຖ້າທ່ານເຕັມໃຈ  
ຈະເປັນ (ພະຍາຍາມ) ຜູ້ໃຫ້ການໃບສະຫຼັບຈົ່ງຄວນບອກຊື່  
ຂອງທ່ານໃຫ້ເຈົ້າໜ້າທີ່ຕຳຮວດຮູ້ຈັກ.
4. ແຕ່ຖ້າຫາກທ່ານບອກຊື່ຂອງທ່ານ ແຕ່ຕ້ອງການໃຫ້ຕຳຮວດ  
ນາຍຮຸນເຢືອນຕິດຕໍ່ເຮືອນ, ກ່ຽວກັບການກັບມາໃຫ້ເຈົ້າໜ້າທີ່  
ຕຳຮວດຮູ້ວ່າທ່ານບໍ່ຕ້ອງການໃຫ້ຕຳຮວດມາຕິດຕໍ່ກັບທ່ານ  
ຂອງທ່ານອີກ.
5. ເປີດປະຊາພື້ນບ້ານຫລືບອກກັນໃຫ້ຊ່ວຍເຮັດບັ້ງບ້ານໃຫ້  
ຊຶ່ງກັນແລະກັນເວລາທີ່ຄອບຄົວໃດບໍ່ມີຄົນຢູ່ເຮືອນແລະກໍ່ແຈ້ງ  
ບອກລາຍລະອຽດກ່ຽວກັບພຶດຕິການເຄື່ອນໄຫວທີ່ເຮັດບັ້ງກະຕິ  
ໃຫ້ກັບເຈົ້າໜ້າທີ່ຕຳຮວດຮູ້.
6. ຖ້າທ່ານລາຍງານຫລືຮຽດຄວາມໃຫ້ເຈົ້າໜ້າທີ່ຕຳຮວດຮູ້  
ກ່ຽວກັບພຶດຕິການຂອງແກ້ວ ແລະຖ້າລະມາຊິກແກ້ວຮູ້ແລະ  
ອາດຈະມາແຜ່ກັບຄືນ ມັນເປັນສິ່ງທີ່ໜ້າຍາກກົວ. ແຕ່  
ເຖິງຢ່າງໃດທ່ານກໍ່ຕ້ອງແຈ້ງຄວາມເພາະວ່າຖ້າຫ້ອງຖິ້ມໃດ  
ບໍ່ລາຍງານກ່ຽວກັບເຫດການໂຈຣະກັນຫລືມີການກະທຳເລິ່ງ  
ທີ່ເຮັດກົດໝາຍກົດຂັ້ນ ຜູ້ຮ້າຍກໍ່ຈະຄິດວ່າຄົນໃນຫ້ອງຖິ້ມນັ້ນ  
ຢ່ານພວກເຂົາແລະບໍ່ມີໃຜສາມາດຈະເຮັດຫຍັງຕ້ານທານ  
ເຂົາໄດ້ ເຂົາກໍ່ແຈ້ງຈະສ້າງການໂຈຣະກັນທີ່ຮຸນແຮງຂຶ້ນອີກ  
ຕໍ່ໄປ. ເມື່ອເປັນເຊັ່ນນັ້ນ ແກ້ວກໍ່ຈະເປັນຝ່າຍຊະນະ. ສະນັ້ນ  
ຈົ່ງເວົ້າອອກມາເມື່ອເວລາທີ່ທ່ານເປັນພະຍາຍາມໃຫ້ການ  
ກ່ຽວກັບເຫດການໂຈຣະກັນທີ່ເກີດຂຶ້ນ.

## ຄຳຟຣາມະນຳສຳລັບພໍ່ແມ່ ກ່ຽວກັບລາຍລະອຽດຂອງແກ້ວ:

ສາເຫດທີ່ເກີດກ່ຽວກັບພໍ່ແມ່ທີ່ເຂົ້າໄປພົວພັນກັບແກ້ວ:

1. ເຂົາຕ້ອງການເຂົ້າເປັນຄົນໃນກຸ່ມນັ້ນ. ມີພຶກພວກ  
ເປັນຝ່າຍເຂົາ.
2. ເຂົາຮູ້ສຶກເປັນຄົນມອກບໍ່ມີສ່ວນຮ່ວມໃນກຸ່ມໂຮງຮຽນ  
ຫລືໃນຄອບຄົວ.
3. ເຂົາຕ້ອງການສ້າງຊື່ສຽງໃຫ້ກັບຕົນເອງ.
4. ເຂົາຕ້ອງການຄວາມປົກປ້ອງຄືນຄອງ. ຖ້າເຂົາເຂົ້າ  
ແກ້ວ, ແກ້ວກຸ່ມອື່ນໆຈະບໍ່ຮັບກວນຫລືທຳຮ້າຍເຂົາໄດ້.

ເຖິງຢ່າງໃດກໍ່ຕາມ, ວັນຮຸ່ນທຸກໆຄົນທີ່ເຂົາພົວພັນກ່ຽວຂ້ອງ  
ກັບແກ້ວມີສ່ວນທີ່ຈະກະທຳສິ່ງທີ່ຜິດກົດໝາຍແລະສ້າງ  
ການໂຈຣະກັນຂຶ້ນ ນັ້ນກໍ່ໝາຍຄວາມວ່າ ໄປລັກຂອງ, ໃຊ້  
ສະເປຣດຂະໜາດ, ແຕ່ເພື່ອໝາຍແກ້ວຕາມສາທາລະນະ,  
ຖືກຮ້ານບ້ານຂອງ, ຕິດສິ້ນ, ໃຊ້ຢາເສບຕິດ ແລະເຖິງກັບ  
ຄາດຕະກຳ (ເຂົາຄົນ) ໄດ້. ພໍ່ແມ່ຄວນຕ້ອງຮູ້ຈັກລະດັບແລະ  
ສິ່ງເກີດຂຶ້ນຮຸນກ່ຽວກັບການພົວພັນກ່ຽວຂ້ອງກັບແກ້ວ  
ເພື່ອວ່າພວກທ່ານຈະສາມາດທຳການຂັດຂວາງແລະ  
ປ້ອງກັນໄວ້.

## ລາຍລະອຽດເພີ່ມເຕີມ:

ຕິດຕໍ່ຫາຫ້ອງການ ພະແນກ ຂອດຕິເລກຄ໌ ແກ້ວ (Salt Lake  
Gang Project) ເພື່ອຮຽນຮູ້ລາຍລະອຽດເພີ່ມເຕີມກ່ຽວກັບ  
ເອເຊຍແກ້ວຫລືແກ້ວກຸ່ມອື່ນໆ. ໂຄງການແກ້ວແມ່ນມີວົງການ  
ກົດໝາຍທີ່ຕັ້ງຂຶ້ນເພື່ອເຮັດວຽກກ່ຽວກັບການປາບປາມ  
ແກ້ວໃນເມືອງ Salt Lake. ຫົວໜ້າປະສານງານກຸ່ມ  
ມວນຊົນຊຶ່ງບໍ່ແມ່ນເຈົ້າໜ້າທີ່ຕຳຮວດສາມາດໃຫ້ຄວາມ  
ຊ່ວຍເຫລືອທ່ານກ່ຽວກັບບັນຫາທີ່ກ່ຽວຂ້ອງກັບແກ້ວ ຖ້າວ່າ  
ລູກຂອງທ່ານເຂົ້າໄປພົວພັນກ່ຽວຂ້ອງດ້ວຍ ເຊັ່ນວ່າ  
ອະທິບາຍ, ໄຊ້ແຮກ, ໄອລິນກັບລູກຂອງທ່ານໃຫ້ຖອນຕົວ  
ອອກຈາກແກ້ວນັ້ນໄດ້, ຖ້າທ່ານຕ້ອງການຄວາມຊ່ວຍເຫລືອ  
ຫລືຢາກຈະແຈ້ງຄວາມກ່ຽວກັບແກ້ວ ກະຊວງຕິດຕໍ່ໄປທີ່  
ເລກໂທ: (801) 799-3742

ສູ່  
ຕົ້ນສະບັບນີ້ເຄືຣບທິນຈາກ: Salt Lake Valley Drug  
Abuse Prevention Coalition/Gang Task Force

[illegible]

ကုမ္ပဏီကြီးများ၏အသက်မွေးဝမ်းကျောင်းအဖွဲ့အစည်းများသည်

បទព្រឹត្តិការណ៍នេះ គឺជាសកម្មភាពប្រកួតប្រជែងរវាង

[illegible]

2000

ក្រសួងកសិកម្ម រុក្ខាប្រមាញ់ និងនេសាទ

ប្បកូលធម្មតាសាសនាសម្មាសម្ពុទ្ធិ ឆ្នាំ១៩៩៩

[illegible][illegible]

୦୬୫୭

ନିମ୍ନଲିଖିତ ଲେଖକଙ୍କ ଦ୍ଵାରା ରଚିତ କବିତାଗୁଡ଼ିକ

ចេតនាប្រវត្តិសាស្ត្រចេតនាប្រវត្តិសាស្ត្រ

[illegible][illegible]

မင်းမင်းလေး၊ ပျိုပျိုလေး၊ မင်းမင်းလေး၊ မင်းမင်းလေး၊ မင်းမင်းလေး

[illegible]

ဖွဲ့စည်းမှု၊ ကျန်းမာရေးနှင့် ဖွံ့ဖြိုးတိုးတက်မှုအတွက် အထောက်အကူပြုရန်

សង្ខេបនៃការងារដែលបានធ្វើឡើងក្នុងរយៈពេល១២ខែ

ក្រុងកែប្រែ ក្រុងស្រីរាជ្យ ក្រុងស្រីរាជ្យ ក្រុងស្រីរាជ្យ ក្រុងស្រីរាជ្យ

[illegible]

9

'ସୁନୁକମେଲେ ଚେତନାକୁ ପ୍ରାପ୍ତି ନୁହାନ୍ତି କିଏ'

အလကားပေးနေတာမျိုးမဟုတ်ဘဲ အလကားပေးနေတာမျိုးမဟုတ်ဘဲ

നഗരത്തിലെ നഗരഭരണസമിതി. നഗരഭരണസമിതിയുടെ

“ក្រីក្រក្នុងក្រុងខ្មែរ” ជាមួយនឹងការបោះឆ្នោតប្រជាធិបតេយ្យ

1. The first part of the document is a list of names and dates, which appears to be a roster or a list of participants. The names are written in a cursive script, and the dates are written in a standard font. The list is organized into two columns, with names on the left and dates on the right.

ප්‍රකාශන මධ්‍යස්ථානයේ ප්‍රකාශනයක් ලෙස සලකන්න.

အထွေထွေအားဖြင့် မြန်မာနိုင်ငံတော်အတွင်းရှိ မြို့များတွင် အများစုမှာ အိမ်ရာမရသေးသေးသော အခြေအနေအထားတွင် ရှိနေပါသည်။

ကမ္ဘာ့လူမှုစီးပွားရေးအဖွဲ့အစည်းများက 'ကမ္ဘာ့လူမှုစီးပွားရေးအဖွဲ့အစည်းများ' ကို

- ပြေးကုန်သွားရမည့်အခြေအနေ

1. បុគ្គលិកដែលបានបញ្ជូនទៅកាន់សាលាបណ្តុះបណ្តាល។

“අපේ මනුෂ්‍යයින්ට අනෙක් අයට වඩා වැඩි වගකීමක් තියෙනවා. ඒ නිසා ඒ අයට වඩා වැඩි ප්‍රතිචාරයක් දෙන්න ඕනි. ඒ නිසා ඒ අයට වඩා වැඩි ප්‍රතිචාරයක් දෙන්න ඕනි.”

4. ຫຼັງການສຶກສາລະຫວ່າງການປະຕິບັດ (PTVay).

၁၂-၁၃-၁၄-၁၅-၁၆-၁၇-၁၈-၁၉-၂၀-၂၁-၂၂-၂၃-၂၄-၂၅-၂၆-၂၇-၂၈-၂၉-၃၀-၃၁-၃၂-၃၃-၃၄-၃၅-၃၆-၃၇-၃၈-၃၉-၄၀-၄၁-၄၂-၄၃-၄၄-၄၅-၄၆-၄၇-၄၈-၄၉-၅၀-၅၁-၅၂-၅၃-၅၄-၅၅-၅၆-၅၇-၅၈-၅၉-၆၀-၆၁-၆၂-၆၃-၆၄-၆၅-၆၆-၆၇-၆၈-၆၉-၇၀-၇၁-၇၂-၇၃-၇၄-၇၅-၇၆-၇၇-၇၈-၇၉-၈၀-၈၁-၈၂-၈၃-၈၄-၈၅-၈၆-၈၇-၈၈-၈၉-၉၀-၉၁-၉၂-၉၃-၉၄-၉၅-၉၆-၉၇-၉၈-၉၉-၁၀၀

[illegible]

(၂) နေပြည်တော်၊ မန္တလေး၊ ပုသိမ်၊ ရန်ကုန်၊ လှိုင်စင်၊ သီပေါ၊ ကချင်ပြည်နယ်၊ တနင်္သာရီ၊

10. ប្រតិទិន្យផ្សាយព្រឹត្តិបត្រ

ଶ୍ରୀକୃଷ୍ଣାୟ ନମଃ ।

အစဉ်အဆက် ပြုပြင်ဆင်ခြင်မှုများကို ဆောင်ရွက်ခဲ့ပါသည်။

[illegible]

ကညီကတော့အဲဒါတွေကိုလည်းကောင်း၊ အဲဒါတွေကိုလည်းကောင်း

မေတ္တာမဂ္ဂဗျူဟာ

[illegible][illegible]

ကဏ္ဍပေါ်, နေရာချပေး (Homework), ပုံစံပြုစု

[illegible]

## **WHAT YOU SHOULD DO WHEN A CRIME IS COMMITTED:**

1. If a crime is in progress, write down as much information about the location, the suspect, the car, and the crime.
2. Call your local police department and give them as much information as possible. Never confront the suspect or try to intervene yourself.
3. You do not have to give your name unless you are a victim or are willing to testify in court.
4. If you do give your name but do not want a police officer to visit your home, tell them that you do not want contact. Make sure they understand that you do not want an officer to visit your home.
5. Form a neighborhood watch program. In this program, neighbors get together and agree to watch each other's homes when they are away and report any suspicious activity to the police.
6. Retaliation by gang members is a real fear. However, if the community fails to report crime, the criminal will continue to commit the same crime to others. They may also commit more crimes and commit more violent crimes if they feel the community is too afraid to do anything. When this happens, the gangs have won. Be willing to speak out when you witness a crime!

## **FOR MORE INFORMATION:**

Contact the Salt Lake Area Gang Project to learn more about Pacific Islander gangs and other gangs. The Gang Project is a law enforcement agency that works throughout Salt Lake County. A Community Coordinator who is not a police officer can assist you with any gang-related problems such as talking to your child about their involvement in a gang and helping them get out. The Gang Project also has a Tongan-speaking detective who specializes in Pacific Islander gangs and who is willing to assist you in reporting gang crimes. Call 799-3742.

Brochure Funded By: Salt Lake Valley Drug Abuse Prevention Coalition/Gang Task Force

## **GANG INFORMATION GUIDE FOR PARENTS**

Today's children become involved in gangs for several reasons:

1. They want to belong to a group.
2. They feel left out at school or home.
3. They want to make a name for themselves.
4. They want protection from other gangs.

However, most children who do become involved in a gang eventually become involved in crime. That can mean stealing, graffiti (spray painting gang names on buildings), fighting, drug use, drug sales, and even murder. Parents need to be aware of the warning signs of gang involvement so they can intervene.

### **WHAT IS A GANG:**

A gang is a group of people who are together for the purpose of committing crime. They usually start out as a group of friends. They have a name and sometimes claim neighborhoods or certain areas as their "territory." A gang member will also have their own nickname and will have tatoos or clothing with gang initials and names on them.

### **WHO ARE IN GANGS:**

Both male and females from all backgrounds are in gangs. Often, youths will take advantage of their parent's lack of knowledge about gangs and hide their involvement in the gang. It is important that parents work closely with their school, their neighbors, their church, and law enforcement to uncover the extent of their child's involvement in the gang.

If you suspect that your child may be involved in a gang, do not wait to do something about it. Talk to your child about it, express your concern, and do not be afraid to seek help. Let your child know that they can get out of their gang and that you are willing to help them.

### **WHY ARE GANGS DANGEROUS:**

Children who belong to gangs will eventually commit crime. Often, older gang members will make your child commit a crime to prove that he or she is worthy enough to belong to their gang. That crime can be shoplifting, graffiti, or even a shooting. Most children will not commit these acts alone, but under the influence of their friends, they want to show that they belong.

If your child is a gang member, your family can become a target of gang activity such as a drive-by shooting. Your child will also become the enemy of every rival gang. That means that your child could get beat up or even killed because another gang did not like the gang that your child belongs to.

### **WHAT CAN YOU DO:**

Read the warning signs below. Speak with your children about the dangers of gangs and make sure they are doing activities that are positive. Also, let your child know that if they want to show their pride in their Tongan culture, they do not have to join a gang to do that.

### **WARNING SIGNS FOR PARENTS:**

1. Withdrawing from family members.
2. Associating with undesireables or hanging around new friends that you do not know.
3. Staying out later than usual.
4. Desiring too much privacy.
5. Developing major attitude problems with parents, teachers, or those in authority.
6. Starting to drink alcohol or use drugs.
7. Receiving money or articles without your permission or awareness.
8. Acting unusual.
9. Doing poorly in school.
10. Contact with the police.

### **HOW TO BE AN ACTIVE PARENT:**

1. Talk openly with your child about the dangers of gangs.
2. Praise your child when they do well and help them learn from their mistakes.
3. Teach your child about your Polynesian culture and language. However, be willing to accept some American customs that they have picked up.
4. Learn who your child associates with. Meet your child's friends and their parents.
5. Keep in contact with your child's teacher.
6. Keep your child busy. Get them involved in sports, crafts, hobbies, youth groups, church groups, or other programs that keep them busy and active.

***There's a new industry in Utah, whose growth rate would make any Fortune Five Hundred company envious. New franchises are opening daily. More than seven hundred teenagers will join this year. The money's easy, the drugs plentiful, and it's all tax free. To sign your kid up, ignore the problem. Gangs.***



As part of the community, businesses feel the impact of gangs just as much as anyone else. Not only are they subjected to graffiti, vandalism, thefts, and assaults, businesses rely on the health of the community to sustain themselves. If residents are fearful to get out, if youths have no place to go, if employment and training opportunities do not exist, the community suffers and businesses close their doors.

Businesses have a responsibility to the residents of their community. It exceeds their day-to-day operations. Just as communities serve businesses through their patronage, businesses must serve its residents.

Many programs could not exist without funding from local businesses. Some examples include businesses who give prizes for students who maintain good grades and citizenship; the donation of paint and brushes for a graffiti paint-out; movie tickets for disadvantaged youths; free tattoo removal; printing brochures for a local parent's group; or scholarships to attend college.

But it's not just a question of money. Businesses have contributed their time, their staff, and their expertise. Some companies have "adopted" a school, classroom, or playground. They provide books, computers, playground equipment, and other supplies. Employees visit the classroom and teach youth about career opportunities, their culture, or a favorite hobby. Some employees serve as mentors for individual youths. Other businesses have created internship programs and have offered to train youths in a particular vocation or skill.

The rewards are many. Residents not only feel good about visiting your business or supporting your programs, they also feel an "ownership" into that business. Business reap the rewards of a community that is active, skilled, and healthy.

Get involved. Make a difference.

**Salt Lake Area Gang Project  
315 East 200 South  
Salt Lake City, Utah 84111  
799-GANG**

## Community Resources

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*Division of Youth Services*      261-5499

Diversion for offenders from the juvenile justice system. Also provides crisis intervention and counseling.

*I.H.R.D.*      521-4473

Provides family-based counseling, youth activities and clubs, Spanish-speaking assistance.

*Salt Lake Area  
Gang Project*      799-GANG

A law enforcement agency specializing in gang suppression and gang diversion

*Legislation*      538-1032

Information and/or support for bills.

*Valley Mental Health*      264-2315

Information on counseling services.

*Victims Reparations*      533-4020

Financial assistance for qualified victims of crime.

*For numbers not listed:*

*The Information and  
Referral Center*      487-4716

For Emergency Crisis Intervention

C.A.R.E. Team      561-8181

## Gang Warning Signs

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1. Buying (or wants to buy) an excessive amount of blue or red for their wardrobe.
2. Wearing the same clothing style every day--a "uniform."
3. Wearing sagging pants on hips or waist.
4. Using excessive amount of gang talk, hand signs, or drawing gang insignias on notebooks or clothing.
5. Withdrawing from family members or demanding excessive privacy.
6. Associating with undesirable people or hanging around new friends you haven't met.
7. Staying out later than usual or very secretive about where they've been.
8. Developing major attitude problems with parents, teachers or authorities.
9. Obtaining money or articles without your permission or awareness.
10. Showing signs of starting to use drugs or alcohol.

### For More Information Call:

<i>Stacie</i>	<i>Colleen</i>	<i>Katrina</i>
965-9517	973-4942	521-3210

# Mothers Against Gangs In Communities

## History

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MAGIC (Mothers Against Gangs in the Community) is a community group started by concerned parents who want to address the growing violence associated with gang activity.

## Name

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The name MAGIC evokes the word "Mother" because it is a term that represents unconditional love. No matter what kind of problem a youth may be experiencing, they still look to their mother with respect and for love.

MAGIC, however, is designed not only for mothers, but for fathers and family members who are concerned about our youth.

## Philosophy

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MAGIC is not against youth, but rather the criminal and/or violent activities that stem from gang involvement.

## Goals

1. Increase gang awareness and education efforts.
2. Referrals to support services for victims of gang violence.
3. Referrals to support services for families of gang involved and at-risk children.
4. Interact with other agencies to address the gang problem.
5. Seeks support for prevention programs and gang legislation.

## Mission Statement

Mobilize families and neighborhoods to reduce the impact of gang violence, substance abuse, and juvenile delinquency in our communities.

## Gang Awareness

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Gangs are very much a part of every child's life whether they are recruited to join a gang or whether they are victimized and harassed by gang members. The decision to join a gang, however, is not always a voluntary one although many kids say they join to "fit in" or for "protection."

Active parenting can go a long way in keeping kids out of gangs. Setting limits and spending time with your child can make a difference. If they feel important, they won't need to seek attention from gangs.

Occupying their free time, showing an interest in their school and in their friends can also build strong relationships. Be an active, not a passive parent.

For parents with kids who are already gang-involved, overcoming denial of the problem is the first and most important step in helping your child get out of gangs.

Honesty, open communication, and a support system are important at this time. Seeking outside help and support should not be seen as an admission of failure, but rather as a willingness to learn and confront problems. If you are unable to cope with the situation, you won't be able to help your child cope either.

Join M.A.G.I.C.



# *Juvenile Justice System*

## **Who's Who**

### **1. Intake Officers:**

Juvenile Court staff responsible to work with youth where there is not continuing jurisdiction. They do initial investigations and interviews based on referrals sent to Court. They make decisions of whether or not a youth may go to Court or close an offense out non-judicially. If the youth goes to Court, they would provide the Court with a written summary about the youth and recommendations for disposition.

### **2. Probation Officers:**

Juvenile Court staff responsible for long terms supervision and treatment of youth placed on a formal probation status by the Court. These youth typically reside in their own homes and are on probation four months to two years.

### **3. Field Services (OCO)**

A division of Social Services. Caseworkers may become involved with a student through incidents of neglect, dependency, abuse or delinquency. The youth may reside in their own homes, be placed in a foster home, a group home, or other alternatives. Commonly referred to as D.F.S. (Division of Family Services).

### **4. Youth Corrections**

A division of Social Services responsible for supervision of youth placed out of their home or on parole of a secure facility. They deal with the more seriously delinquent youth and the focus is generally placed on a placement out of their natural home.

### **5. Youth Services Center**

A Salt Lake County agency charged with diverting status offenders out of the Juvenile Court. They do crisis intervention with families of ungovernable and runaway youth. The youth may be out of the home for several days to a month while this is being done.

### **6. Detention**

This is a state operated secure facility that is responsible for holding youth that are awaiting placement or disposition by the Court. It is a temporary holding facility and youth cannot be sentenced to incarceration as part of the Court disposition.

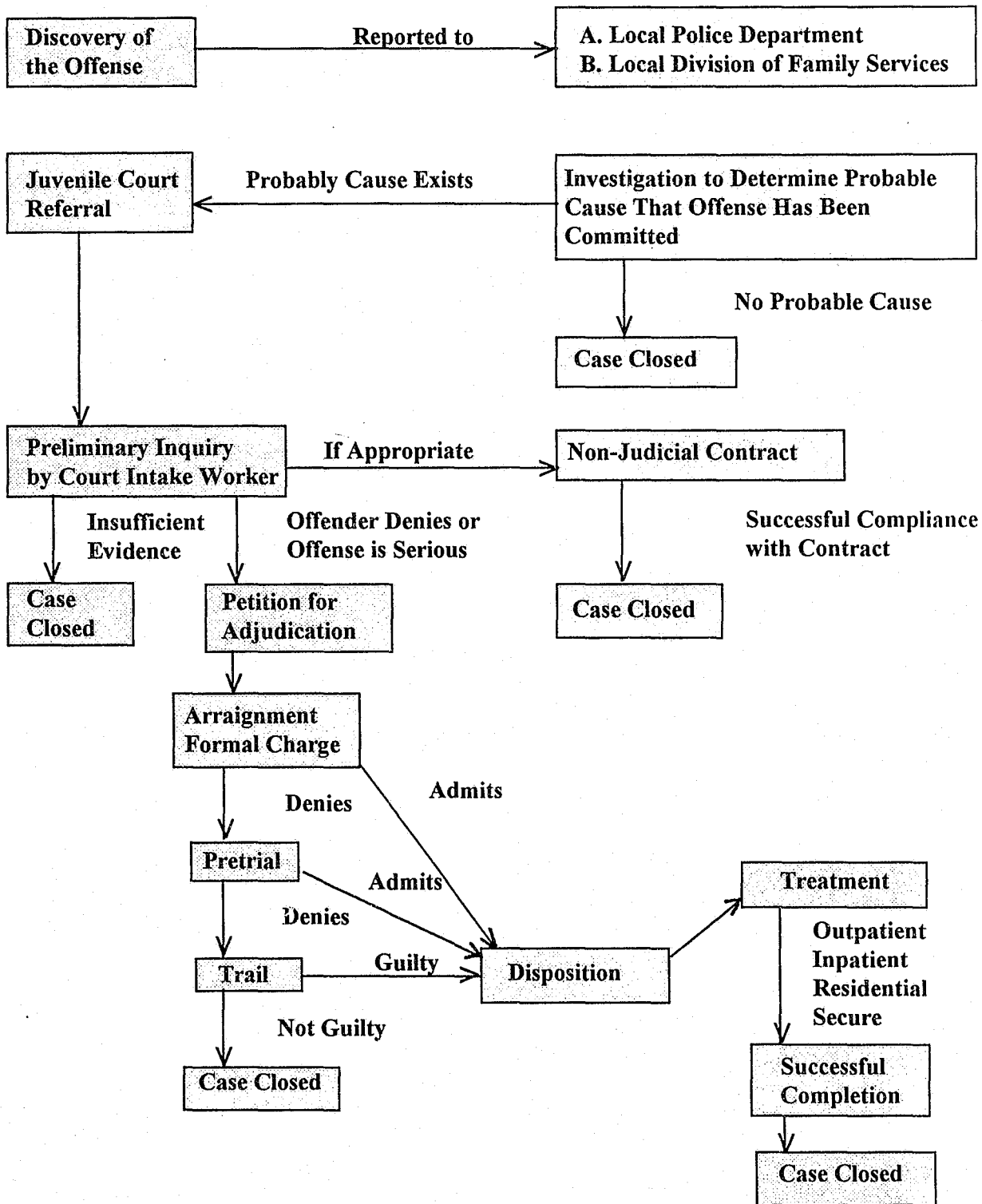
### **7. Home Detention**

This is an extension of the Detention Center that provides for youth to be released to their parents under the strict condition of house arrest. They are monitored daily by a staff member from the Detention Center. Often this staff member will make frequent contacts in person or by phone, with the school to insure compliance. This status is temporary and not to be confused with probation.

### **8. Shelter**

A third part of the Detention Center that provides temporary placements in homes for youths who cannot return home and do not need to be locked up in the secure facilities of the Detention Center.

# Third District Juvenile Court Flow Chart



D0319

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