

IMPACT STATEMENT

Legislation title: * Approve Innovation Funding for 12 micro-grant proposals for FY 2015-16 (Ordinance).

Contact name: Janet Storm

Contact phone: 3-6952

Presenter name: Jane Braaten

Purpose of proposed legislation and background information:

The legislation is proposed to obtain Council approval to fund 12 innovative project proposals recommended by the City of Portland Innovation Micro-grant Review Panel for FY 2015-16. The allocation of monies from the Special Appropriation fund to recipient bureaus will occur through the FY 2015-16 Fall Budget Monitoring Process. Council approval of the funding through this legislation will provide the opportunity for bureaus to move a project forward, so long as the bureau has budget capacity, prior to the adoption of the Fall Budget Monitoring Process report.

Financial and budgetary impacts:

There is no change to an appropriation due to this legislation. Ongoing Special Appropriation funds have previously been approved by Council for the specific support of the Innovation Fund. The legislation is being proposed to obtain approval of Council to fund 12 project proposals recommended by the City of Portland Innovation Micro-grant Review Panel for FY 2015-16. The allocation of monies from the Special Appropriation fund to recipient bureaus will occur through the FY 2015-16 Fall Budget Monitoring Process.

Community impacts and community involvement:

All City employees were notified that the City was looking for creative micro-grant proposals that accomplish one or more of the following:

- Promote equity and opportunity in City government and our community
- Improve customer service to the community and/or City customers
- Save time or money for the City, partners, or community members
- Improve City services and make things better

Micro-grants are ideally geared for project proposals with an approximate cost of \$10,000 or less; however proposals up to \$20,000 were considered. Micro-grants can fund idea development, pilot programs, or fully implement small scale innovations. The potential outcomes of the projects recommended are focused on improving City services for the community, and/or efficiencies within the City to improve service and/or create savings. The City employees that proposed projects were asked to specifically address equity and opportunity in the one-page project proposal form. Each proposer was asked to address the following in the context of the potential outcomes:

- Who would benefit from the project outcome?
- Who might be burdened?
- How does this project make Portland, and/or the City organization, better?
- Does it promote equity?

- Does it create efficiencies?

The City of Portland Innovation Micro-grant Review Panel is comprised of community members and City of Portland employee representatives. The panel is in support of this legislation and the Chief Administrative Officer recommends approval of this ordinance.

The Office of Management and Finance will be inviting some City employees whose projects are recommended by the City of Portland Innovation Review Panel for funding to testify regarding their proposed projects.

Budgetary Impact Worksheet**Does this action change appropriations?**☐ **YES:** Please complete the information below.☒ **NO:** Skip this section

Fund	Fund Center	Commitment Item	Functional Area	Funded Program	Grant	Sponsored Program	Amount

Portland Fire & Rescue
Innovation Fund Presentation
City Council 7/29/15

Portland Fire & Rescue proposes to install a solar water heating system at Fire Station 13. A solar water heating system works by increasing the temperature of water flowing into the regular water heater so that the water heater requires less energy to create hot water for showers, dishwashers, laundry, and other needs. The system consists of a solar collector for the roof and a storage tank for the warmed water.

Cost Breakdown

The solar water heating system would be constructed from a qualified business with a City of Portland contract. The estimated quote from Synchro Solar Company is \$15,000 (an exact materials and labor quote will be provided after three competitive bids), PF&R's commitment to this project is \$5000, Innovation Funding \$10,000.

<u>Construction Costs</u>	<u>\$15,000</u>
PF&R's Funding Commitment	5000

*Total Requested Innovation Funds \$10,000

Time Line:

April 2015: Mr. Kiel Johnson who occupies an apartment building next to Fire Station 13 located at NE 10th & Weidler St emails an opportunity for Portland Fire and Rescue to join them in a solar project.

Lt. Ely Goldman Armstrong replies that PF&R is always looking at new ways to reduce the cost of station operations for the public and forwards the recommendation to Capt. Bill Goforth of PF&R's Logistics Section.

Captain Goforth applies for the Cities Innovation Fund for this project and works with PF&R's Administrative Staff to prepare the request. Captain Goforth receives an initial bid from EC Electric Co for an estimated \$12,000 cost for the project.

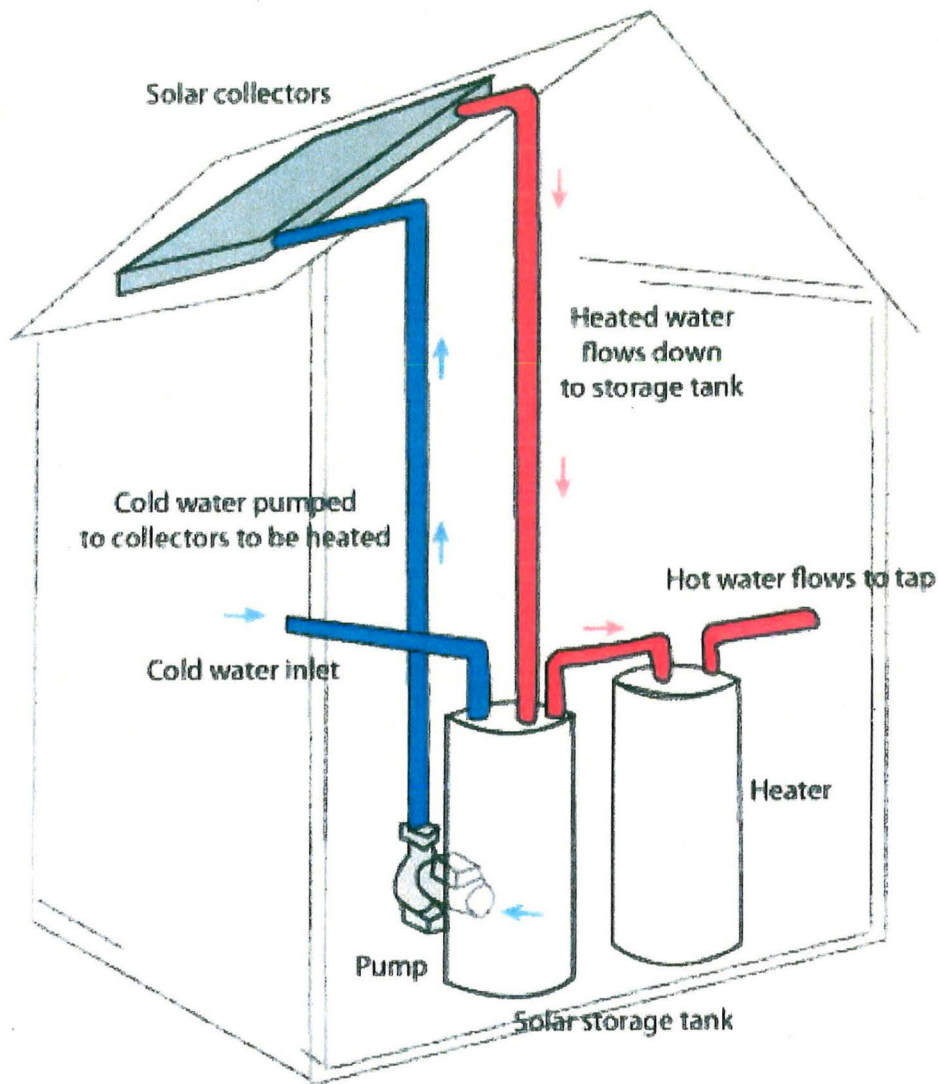
June 2015: PF&R Innovation Fund request is approved to move on in the process for Council Recommendation.

July 2015: Captain Greg Ennis takes over the project as the new Logistics Captain and meets with Synchro Solar for a Preliminary Bid for more concrete numbers on costs for the project. Synchro Solar Company returns an initial bid of \$15,152.

FY13/14 Station 13 Natural Gas bill was \$3170. FY 14/15 Station 13 Natural Gas Bill was \$2730. The estimated cost of the Hot Water Heater natural gas bill is approximately \$1500 each year.

It was estimated by Synchro Solar that this could save 50-75% of the Natural Gas use by the Hot Water Heater system. 50% savings is \$750/year, 75% is \$1125/year in estimated savings paying off the cost of the project in 13 months @ 75%, 20 months @ 50% savings. Savings above cost is 50% \$13,800, 75% \$20,700.

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PROPOSAL FOR PROFESSIONAL SERVICES

DATE: 07/09/15

CLIENT: Greg Ennis – Portland Fire and Rescue

LOCATION: 926 N Weidler St. Portland, OR 97232

Synchro Solar, LLC will provide contracting services for work and services listed below. Synchro Solar, LLC and all of its subcontractors are licensed by the Oregon Construction Contractors Board, bonded, and covered by workman's compensation insurance.

SCOPE OF SERVICES:



This proposal includes:

- (1) Apricus AP-30, 30 Evacuated Tube Solar Collector
- (1) 80 Gallon DHW Tank
- (1) Pump Station
- (1) Controller

Equipment, labor and all necessary permits provided by Synchro Solar.

Cost of System

Total	\$ 15,152.00
Terms:	
50% Due upon signing of contract	\$ 7576.00
50% Due upon completion of services	\$ 7576.00
Total Due:	\$ 15,152.00

*Checks and credit cards accepted.
2.75% fee for credit card processing
\$25 fee charged for returned checks
3% interest charge per month on late payments after 30 days past due date*

G.R.E.A.T. FAMILIES

For the Hispanic Community

City Council Presentation

July 29, 2015

Intro:

- Lt. Mike Fort, Youth Services Division
- Regional Administrator for the West Region of the Nation GREAT program
- In charge of SROs, Runaway juvenile Officer, Local G.R.E.A.T. program

Program:

- Gang Resistance Education And Training (G.R.E.A.T.)
- 1991 created in Phoenix, AZ
- 1998 Created five regions to serve a national need
- 1999 Families component added

G.R.E.A.T. Families:

- Six Lessons approx. two hours each
- Held in the community
- Police Officers certified to facilitate the copyrighted program
- Co-facilitator selected from the involved community

Goals:

- Relationship building/trust with Hispanic community
- 9.4 % of population in Portland
- Underserved by the main stream, including police and schools
- Reluctant to report crimes against minority women and children
- Opportunity for police to intentionally engage the community

- Serve eight families each session, children 10-14 plus adults
- Serve 32 people each session
- Personally serve 128 individuals who will share their knowledge and experience with others.
- Accommodate underage children (babysitter)

Cost Request:

- \$5,000 per six-week session
- \$20,000 for four six-week sessions
- Food is largest cost (\$2548)
- Personnel is second (\$2010)
- Incentives/Materials (\$518)
- Evening classes (after normal work hours)
- Propose four six-week sessions



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Citywide Innovation Fund

G.R.E.A.T. Families Training for the Hispanic community

Request Amount \$20,000**Describe the Problem/Opportunity**

I propose to increase the positive relationships between Portland Police officers and members of the Latino community. Currently, the Latino community is the fastest growing demographic in Oregon. From 2000-2010, the Latino population in Oregon grew by 64%, and according to the 2010 census reports, Latinos make up 9.4% of the population in Portland. The Portland Police Bureau has a need to keep pace with building the relationships that are necessary for public trust and growth for the entire community. With budgets, and other job requirements stretching our abilities to specifically address the needs of the Latino community, we are left with limited opportunities to create and maintain positive relationships with this fast-growing population. Additionally, many in the Latino community are reluctant to report abuse or other crimes because they fear the police will inquire about their resident status in the U.S. There is a great need to build trust between the police and the Latino community so that crimes against minority women and children can be addressed, and assistance can be offered to those too afraid of the police to ask.

Describe the Proposed Solution/Strategy

Over the years, the Portland Police Bureau's Youth Services Division has offered the **G.R.E.A.T. Families** training to families in Portland. Portland Police officers that are certified to teach this program present the program each week for six weeks with the assistance of a community co-facilitator that is bilingual and is culturally engaged with the Latino community. The Gang Resistance Education And Training (G.R.E.A.T.) Families curriculum is part of the evidence-based national G.R.E.A.T. program that has proven to help parents maintain strong connections with their children, and is abundantly important in creating relationships between the disenfranchised families and the police officers that serve the community. The G.R.E.A.T. Families training gives parents tools for good parenting practices, and involves the learning and development of skills to choose to be a family free of crime, violence, drugs, and gang affiliation. Additionally, a strong bond is built when police officers and community members intentionally come together to solve mutual problems like youth violence, truancy, and bullying.

I propose to provide four separate, six-week programs during fiscal year 2015. The \$20,000 will pay for food/snacks for each family session, and overtime for half the staff needed to present the program. The remaining staff will be paid by the Police Bureau on adjusted time.

Potential Outcomes

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The four trainings will reach approximately 24 families for a total of 120 family members. Additionally, I expect the community partners and co-facilitators will benefit from the relationships gained with the police officers. These 120 family members will share their new-found trust with the police to an untold number of friends and other family members. Rather than simply earning the trust of the family members, we are earning the trust of an entire community.

Lead Bureau & Partners

Portland Police Bureau/ Youth Services Division--Lead Bureau

Multnomah County, Department of Human Services, Virginia Salinas 503-988-6295

Hacienda Community Development Corporation, Victor Merced, Executive Director 503-595-2111

LEAVE COMMENT

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Status

Recommended

Lead Bureau

Police Bureau

Primary Contact

Lieutenant Mike Fort, Youth Services Division

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- Share By Email
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CITY OF PORTLAND
INNOVATION PROGRAM MICRO-GRANT PROPOSAL

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Portland Police Bureau - Gang Resistance Education And Training

G.R.E.A.T. FAMILIES PROPOSED BUDGET DETAIL

A. Personnel **\$ 2,010**

<u>Position</u>	<u>Computation</u>	<u>Cost</u>
Officer overtime for evening instruction		
Average overtime rate per hour for G.R.E.A.T.-certified officer = \$58.29 (includes FY 2015-16 COLA increase)		
	\$58.29/hr x 4-hour class x 6 classes (one session)	\$1,398.96
Senior Administrative Specialist (SAS) overtime for evening instruction		
Overtime rate per hour for G.R.E.A.T.-assigned SAS = \$50.94 (includes FY 2015-16 COLA increase)		
	\$50.94/hr x 4-hour class x 3 classes (half-session)	\$ 611.28

B. Fringe and Benefits **\$ 82**

Officer overtime			
	Medicare only	0.0145 x 1,398.96	\$ 20.28
	TriMet regional payroll tax	0.007226 x 1,398.96	10.11
SAS overtime			
	Worker's Comp	0.02 x 12 hours	\$.24
	FICA	0.0765 x \$611.28	46.76
	TriMet regional payroll tax	0.007226 x 611.28	4.42

C. Supplies **\$ 518**

<u>Item</u>	<u>Computation</u>	<u>Cost</u>
G.R.E.A.T. Program Incentives for one session		
T-shirts		
Water bottles		
"Swag" bags		
Presentation certificates & photographs		
Operating Supplies for one session		
Information packets		
Lesson materials		
Pens & markers		
Paper plates, plasticware, napkins, and cups		

\$74.00 per class x 6 classes = \$444.00 + \$74 for graduation ceremony

CITY OF PORTLAND
INNOVATION PROGRAM MICRO-GRANT PROPOSAL

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Portland Police Bureau - Gang Resistance Education And Training

D. Food **\$ 2,548**

<u>Item</u>	<u>Computation</u>	<u>Cost</u>
Meal and beverages provided each class		
	\$364.00 x 6 classes (one session)	\$2,184.00
Dessert and beverages for Graduation ceremony		
	\$364 x 1 graduation	364.00

TOTAL PROJECTED COSTS*

One six-week Session including graduation **\$ 5,158**

Four six-week sessions including graduation **\$ 20,000****

*Costs are based on previous G.R.E.A.T. Families sessions held for eight families comprising 32 people participating, plus underage children.

**Award limit is \$20,000. Expenses incurred in excess of potential award would be covered by G.R.E.A.T. Trust Fund, approximately \$700.

Choose to Be

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Building Safer Communities *One Child at a Time*



Prevention Brings a G.R.E.A.T. Change

The consequences of gangs and gang violence to our youth today are costly. More than 700,000 young people are treated in emergency departments in the United States for assault-related injuries every year. Further, homicide is listed by the National Center for Injury Prevention and Control as the second-leading cause of death for American adolescents and young adults, accounting for an average of 13 deaths every day among 15- to 24-year-olds.¹ National studies have shown that the large majority of youths who join a gang are these same adolescents.² Youth gangs have played a major role in perpetuating a "culture of violence," with research consistently showing the link between gangs and violence.

Given these facts, it is clear that aftermath measures, including intervention with youths who have already joined gangs, are not sufficient alone to create a lasting reduction to this problem. The real need is for prevention measures. These are exactly what the Gang Resistance Education And Training (G.R.E.A.T.) Program provides.

G.R.E.A.T. is an evidence-based, national and international gang and violence prevention program intended as an immunization against delinquency, youth violence, and gang membership. It is designed for children in the years immediately before the prime ages for introduction into gangs and delinquent behavior. In existence since 1991, this Program has been evaluated and has proved effective in decreasing rates of gang membership, decreasing positive attitudes about gangs, and increasing positive attitudes towards law enforcement.



The G.R.E.A.T. Program is built around school-based, law enforcement officer-instructed classroom curricula. It provides a continuum of components for children and their families. These components include a 13-lesson middle school curriculum, a 6-lesson elementary school curriculum, a summer component, and a families component. More than 13,000 sworn officers from around the United States and various Central American countries have been trained and certified to teach the G.R.E.A.T. curricula and have delivered them to more than 6 million children.

Violence prevention, refusal skills, anger management, empathy, and listening skills are just a few of the competencies students gain from the lessons in this Program. With the help of these skills, students can avoid destructive behavior, develop a positive bond with both their school and law enforcement officers, and set attainable, personal goals.

In addition, in light of the recent increase in bullying in schools today, it has

become more and more important for students to feel a sense of community and safety within their school. Studies have shown that bullying can harm the school climate and reduce not only school bonding, or how connected a child feels to his or her school, but also children's perceptions of how safe their school is.³ Research has shown that both school bonding and feeling safe at school are important protective factors in preventing youths from joining gangs and engaging in criminal activities.^{4, 5} G.R.E.A.T. students leave the Program equipped to change their own negative feelings and behaviors towards their peers and to have a sense of ownership and well-being in their schools.

Since its inception, G.R.E.A.T. has developed partnerships with nationally recognized organizations, such as Boys & Girls Clubs of America, Inc.; Families and Schools Together®; and the National Association of Police Athletic/Activities Leagues, Inc. These partnerships encourage positive relationships among the community, parents, schools, and the law enforcement community.

¹ Centers for Disease Control and Prevention. Web-based Injury Statistics Query and Reporting System (WISQARS) [online]. National Center for Injury Prevention and Control, 2009. Available at www.cdc.gov/injury/wisqars/index.html. Accessed on November 22, 2013.

² Changing Course: Preventing Youth From Joining Gangs, National Institute of Justice, September 16, 2013.

³ Dusenbury, L., M. Falco, A. Lake, R. Brannigan, K. Bosworth, M. J. Elias, et al. 1997. "Nine Critical Elements of Promising Violence Prevention Programs." *Journal of School Health*, 67(10), 409-414.

⁴ Gottfredson, G. D., and D. C. Gottfredson. 2001. "Gang Problems and Gang Programs in a National Sample of Schools." Ellicott City, MD: Gottfredson Associates, Inc.

⁵ Najaka, S. S., D. C. Gottfredson, and D. B. Wilson. 2001. "A Meta-Analytic Inquiry Into the Relationship Between Selected Risk Factors and Problem Behavior." *Prevention Science Journal*, 2(4), 257-271.

The Evidence Is G.R.E.A.T.

Evidence for Program Effectiveness

The most frequent questions asked about the G.R.E.A.T. Program are “Is G.R.E.A.T. effective?” and “How do you know if it works?” G.R.E.A.T. is a rarity among youth violence and gang prevention and intervention programs in that it has been subjected to rigorous scientific evaluation and has data to demonstrate that it has a measurable impact on the attitudes and decisions of students who complete the G.R.E.A.T. lessons. Recently, there has been increasing demand from public policymakers for implementation and dissemination of “evidence-based” practices, yet there has been a surprising lack of quality research on promising or effective gang programs. The G.R.E.A.T. Program is an exception.

G.R.E.A.T.’s core middle school curriculum was the focus of a rigorous, long-term, multisite evaluation. Commissioned by the National Institute of Justice, the National Evaluation of the G.R.E.A.T. Program was initiated in 2006 and concluded in 2012. This evaluation was a follow-up to an earlier study (1995–2000) that returned promising but inconclusive results and led to a rigorous programmatic review that resulted in substantial program and curriculum modifications. The second study followed students who received the revamped curriculum and was designed to determine whether the modified program would produce measurably improved results.

Utilizing a field trial, this study assigned classrooms randomly to treatment and control conditions at 31 schools in seven geographically and demographically diverse cities representing a cross-section of the United States. Results of the latest study, which concluded in

the spring of 2012, have been published in peer-reviewed professional journals, and the investigators recently released a report providing data and analysis of the full study.

The report notes that in the one-year and four-year post-program surveys, the G.R.E.A.T. students, compared to non-G.R.E.A.T. students, showed statistically significant positive program effects on the following measures:

- More positive attitudes toward police
- Less positive attitudes about gangs
- More use of refusal skills
- Higher collective efficacy (research correlates higher collective efficacy with lower crime rates in neighborhoods)⁶
- Less use of hitting neutralizations
- Less anger
- Lower rates of gang membership
- Higher levels of altruism
- Less risk-seeking



⁶ Sampson, R. J., S. W. Raudenbush, and F. Earls. 1998. “Neighborhood Collective Efficacy—Does It Help Reduce Violence?” Washington, DC: National Institute of Justice.

The report concludes: “Our multicomponent evaluation found that the G.R.E.A.T. Program is implemented as it is intended and has the intended program effects on youth gang membership and on a number of risk factors and social skills thought to be associated with gang membership. Results one year post-program showed a 39% reduction in odds of gang joining among students who received the Program compared to those who did not and an average of 24% reduction in odds of gang joining across the four years post-program.”⁷

Program Fidelity

In the search for “what works,” it is equally important to understand how and why interventions are successful. A substantial body of research indicates that lack of program fidelity—rather than failure of the program design—is one of the primary explanations for the failure of prevention programs.⁸ Without evidence that a program has been implemented properly, it is difficult to determine whether a program “works,” or meets its intended goals. In addition to measuring outcomes, the National Evaluation of the G.R.E.A.T. Program utilized multimodal process evaluations to measure Program fidelity, among other factors. Investigators concluded that “the G.R.E.A.T. Program was implemented with fidelity in the vast majority of classrooms . . . thereby providing confidence in outcome results.”⁹ This high degree of fidelity is attributed to the success of the instructor training program and the level of instructor commitment to the G.R.E.A.T. Program and also has positive implications for the capability to successfully replicate the Program in multiple settings.

Perceptions of G.R.E.A.T.

The process evaluation also included comprehensive surveys of teachers and school administrators to measure their responses to the Program. Surveys of school personnel found that:

- 91 percent of teachers and administrators support having law enforcement in schools.
- 94 percent of administrators and 87 percent of teachers are in favor of having G.R.E.A.T. in their schools.
- 100 percent of administrators and 83 percent of teachers say that G.R.E.A.T. addresses problems facing their students.
- 88 percent of administrators and 80 percent of teachers agree that G.R.E.A.T. teaches students the skills needed to avoid gangs and violence.¹⁰

The instructing officers also expressed strong support for the Program, stating that it improved their relationships with the children, the school, and the community as a whole.

“Our multicomponent evaluation found that the G.R.E.A.T. Program is implemented as it is intended and has the intended program effects on youth gang membership and on a number of risk factors and social skills thought to be associated with gang membership. Results one year post-program showed a 39% reduction in odds of gang joining among students who received the Program compared to those who did not and an average of 24% reduction in odds of gang joining across the four years post-program.”

— Finn-Aage Esbensen, Dana Peterson, Terrance J. Taylor, and D. Wayne Osgood. 2012. “Is G.R.E.A.T. Effective? Does the Program Prevent Gang Joining? Results From the National Evaluation of G.R.E.A.T.” St. Louis, MO: University of Missouri-St. Louis.

⁷ Esbensen, F.-A., D. Peterson, T. J. Taylor, and D. W. Osgood. 2012. “Is G.R.E.A.T. Effective? Does the Program Prevent Gang Joining? Results From the National Evaluation of G.R.E.A.T.” St. Louis, MO: University of Missouri-St. Louis.

⁸ Dusenbury, L., R. Brannigan, M. Falco, and W. B. Hansen. 2003. “A Review of Research on Fidelity of Implementation: Implications for Drug Abuse Prevention in School Settings,” *Health Education Research*, 18:237–256.

⁹ Esbensen, F.-A., K. N. Matsuda, T. J. Taylor, and D. Peterson. 2011. “Multimethod Strategy for Assessing Program Fidelity: The National Evaluation of the Revised G.R.E.A.T. Program,” *Evaluation Review*, 35(1):14–39.

¹⁰ Peterson, D., V. R. Panfil, F.-A. Esbensen, and T. J. Taylor. 2009. National Evaluation of the Gang Resistance Education And Training (G.R.E.A.T.) Program: School Personnel Survey Report. St. Louis, MO: University of Missouri-St. Louis.

G.R.E.A.T. Growth and Expansion

Facing disturbing growth in gang violence in its area, the Phoenix, Arizona, Police Department (PD) decided it was time to take action not just in dealing with gang issues as they arose but in preventing those issues before they began. This thinking led the Phoenix PD to the development of the G.R.E.A.T. Program in 1991.

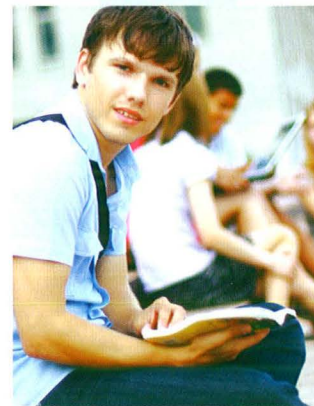
At that time, the Phoenix PD, along with local educators and community leaders, received federal funds appropriated from Congress to the Bureau of Alcohol, Tobacco and Firearms (ATF) for the development and implementation of a school-based gang prevention pilot program. The program was designed to reduce gang activity by having law enforcement personnel teach life skills to middle school students to help them resist the pressures to join gangs.

The eight-lesson pilot program was introduced in schools within the Phoenix metropolitan area in January 1992. Fulfilling a burgeoning need, this program would grow to become the national gang prevention program known as Gang Resistance Education And Training (G.R.E.A.T.).

The success of the pilot program was remarkable. In April 1992, ATF and the Phoenix PD entered into a cooperative agreement to facilitate the national expansion of the G.R.E.A.T. Program. In August 1992, the Federal Law Enforcement Training Center (FLETC) joined ATF and the Phoenix PD to expand the Program nationally, providing the programmatic support required to train G.R.E.A.T. instructors. G.R.E.A.T. expanded with surprising speed over the next few years.

The success of the pilot program was remarkable. In April 1992, ATF and the Phoenix PD entered into a cooperative agreement to facilitate the national expansion of the G.R.E.A.T. Program.

By 1995, the Program had trained 1,859 law enforcement officers and taught more than 500,000 middle school students. This joint venture remains an outstanding example of a cooperative endeavor among local, state, and federal law enforcement agencies. Positive results from a cross-sectional evaluation conducted in 1995–1996 by the University of Nebraska Omaha's (UNO) School of Criminology and Criminal Justice encouraged the spread of the Program even further. At the same time, UNO began an in-depth, 5-year longitudinal evaluation of the Program. Evaluating the effectiveness of the Program's initial rollout, the longitudinal study showed the following positive results for students who had completed the training: lower levels of victimization, more negative views about gangs, more favorable attitudes about police, reduction in risk-seeking behaviors, and increased association with peers involved in prosocial activities. However, the study did not clearly demonstrate that the Program was meeting its goals for reductions in gang joining. Therefore, program leadership decided to take a hard look at what was needed to improve effectiveness.



In 1998, the Program added four additional law enforcement agencies to assist in administering the Program and serve as Regional Training Centers. These agencies—the Phoenix PD (Southwest Region); the Portland, Oregon, Police Bureau (West Region); the La Crosse, Wisconsin, Police Department (Midwest Atlantic Region); and the Metropolitan Nashville, Tennessee, Police Department (Southeast Region)—currently continue their mission to support and assist G.R.E.A.T. agencies within their respective regions. The heads of each of these agencies, along with the directors of ATF and FLETC, form the National Policy Board (NPB) and make policy decisions for the Program. Each NPB member further assigns a representative to sit on the National Training Committee, which oversees the development and implementation of all G.R.E.A.T. training courses and curricula.

During 1999–2000, G.R.E.A.T. underwent an extensive multidisciplinary program and curriculum review. The objective was to ensure program adherence to the latest scientifically supported data regarding prevention and educational research and theory. This review led to a thorough redevelopment of the middle school curriculum that expanded the original 8 lessons to 13 interactive, facilitation-style lessons; placed more emphasis on active learning; focused on building specific social and cognitive skills known to be generally lacking in youths who become involved in gangs; and increased teacher involvement. The new curriculum was successfully piloted in 14 cities nationwide in 2001 and universally implemented beginning in 2003.

To complement this newly enhanced curriculum, an elementary school curriculum and a new family training component were developed. The elementary school curriculum is taught to fourth- or fifth-grade students in six interactive lessons, each accompanied by an explanatory family

letter to encourage parent-child interaction. G.R.E.A.T. Families is a research-based, family-strengthening program consisting of six parent/child sessions that provide facilitator-guided, multilevel, relationship-building opportunities.

In 2004, administration and oversight of the G.R.E.A.T. Program was transferred from ATF to the U.S. Department of Justice, Office of Justice Programs, which assigned operational control to the Bureau of Justice Assistance (BJA). BJA awarded a grant to the Institute for Intergovernmental Research (IIR) to provide national training coordination services and related tasks. ATF and FLETC continued to work closely with BJA and IIR and participate in administration of the Program.

In 2006, a second evaluation was commissioned to assess the redesigned curricula implemented in 2003 to determine whether the changes increased Program effectiveness. To read about the results of the National Evaluation of the G.R.E.A.T. Program, see the article on page 2 titled “The Evidence Is G.R.E.A.T.”

In 2009, the Bureau of International Narcotics and Law Enforcement Affairs, U.S. Department of State, partnered with G.R.E.A.T. to introduce the G.R.E.A.T. Program in Central America. The region is plagued by an epidemic of gang growth that has become transnational in scope, influenced by strong migration, deportation, and repatriation patterns that make this a shared problem with the United States. The Program has spread rapidly throughout Central America, adding an eagerly received prevention component to anti-gang efforts in the region.

In 2011, the Office of Juvenile Justice and Delinquency Prevention became an active partner in the G.R.E.A.T. national effort, assuming from BJA the responsibility for providing the funds needed to support the training of G.R.E.A.T. instructors and provide up-to-date materials to instructors and students.

**Since G.R.E.A.T.'s inception in 1991,
more than 13,000 law enforcement
officers have been certified as G.R.E.A.T. instructors,
more than 6 million students have graduated from the
G.R.E.A.T. Program, and the Program has expanded throughout
North and Central America, including the United States and its
territories, Canada, Costa Rica, Belize, El Salvador, Guatemala,
Honduras, Nicaragua, and Panama.**

G.R.E.A.T. Components

Are you looking for a suite of instructional materials to help youths develop the skills and attitudes needed to treat others with respect and empathy, make better choices, and set positive and achievable goals?

... If so, keep reading.

The G.R.E.A.T. Program offers four instructional components that help youths avoid gang membership, prevent violence and criminal activity, and develop a positive relationship with law enforcement, all while accomplishing the above skills and attitudes. The components are designed to produce attitude and behavioral changes through a unique combination of skills training, cooperative learning, facilitated group discussions, and role playing. This is accomplished using a skills-based approach that incorporates three learning domains: cognitive, behavioral, and affective.

Students are provided with many opportunities to model and practice life skills that are relevant to their day-to-day experiences. When students consistently rehearse these behaviors, they are more likely to use them in real-life situations.

Research has shown that youths who are involved in gangs show a lack of important socialization skills, have low self-esteem, tend to be poor academic achievers, have low levels of self-control, and have poor refusal skills.¹¹ Therefore, the G.R.E.A.T. Program focuses on four important skill areas:

1. Personal: Goal setting, decision making, anger management
2. Resiliency: Message analysis, problem solving
3. Resistance: Refusal skills, recognition of peer pressure, anti-gang and -violence norms
4. Social: Communication skills, conflict resolution, social responsibility, empathy, and perspective taking

Research has also shown that school-based instructional programs that are the most promising in long-term prevention strategies have certain characteristics. The programs are:

- Focused on developing skills.
- Dedicated to program fidelity and instructional best practices.
- Conducted over an extended period of time.
- Consistently taught, supported, and reinforced by instructors.¹²

To be as successful as possible, the G.R.E.A.T. Program should be part of a suite of programs that reinforce life skills. G.R.E.A.T. offers a range of opportunities through its elementary school, middle school, summer, and families components. These work synergistically to reinforce each other and to complement other life-skills programs within schools and the community.



Students are provided with many opportunities to model and practice life skills that are relevant to their day-to-day experiences.

G.R.E.A.T. Elementary School Component

The six-lesson elementary school curriculum is designed for fourth- or fifth-grade students. It introduces students to G.R.E.A.T. skills and concepts and begins the process of behavioral and attitude change. Although not required, the ideal goal is to use the elementary curriculum as a precursor to the middle school curriculum, in which students will receive more advanced instruction.

The elementary curriculum is taught by specially trained, uniformed law enforcement professionals called G.R.E.A.T. instructors. The lessons must be presented consecutively, with no less than one day and no more than two weeks between lessons.

One unique feature of this curriculum is the use of family letters. A letter is sent home after each lesson for the parent or guardian to review. It serves to communicate the purpose of the lesson and encourage parent-student interaction. Family bonding is a protective factor; therefore, the G.R.E.A.T. Program encourages family communication and involvement.

The time frame for the lessons ranges from 30 to 45 minutes, with the following performance objectives:

1. G.R.E.A.T. Beginnings

Students will identify facts about the G.R.E.A.T. Program and various aspects of violence prevention.

2. To Do or Not to Do

Students will demonstrate decision-making skills and identify whom they can talk to if they need help making decisions.

3. Loud and Clear

Students will demonstrate effective communication skills.

4. Staying Cool When the Heat Is On

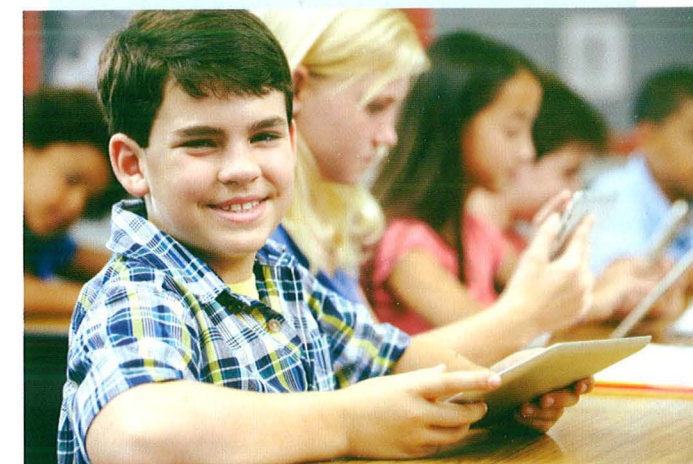
Students will practice controlling anger and develop strategies to manage their anger.

5. We're All in This Together

Students will identify individual and group differences and discuss respecting others.

6. G.R.E.A.T. Days Ahead

Students will identify ways of being a G.R.E.A.T. citizen.



"The real heart and soul of the G.R.E.A.T. Program is reaching out to kids on their home turf—their classroom. This builds a completely different type of relationship with law enforcement than most of these students are used to experiencing in their communities."

—Officer Harry Mercado
Chicago Police Department, Illinois

¹¹Esbensen, F.-A. 2000. "Preventing Adolescent Gang Involvement," *Juvenile Justice Bulletin*, Office of Juvenile Justice and Delinquency Prevention.

¹²Botvin, G., E. Baker, L. Dusenbury, E. Botvin, and T. Diaz. 1995. "Long-Term Follow-Up Results of a Randomized Drug Abuse Prevention Trial," *JAMA*, 273:1106–1112.



G.R.E.A.T. Middle School Component

The middle school curriculum is taught by specially trained, uniformed law enforcement professionals called G.R.E.A.T. instructors. It is designed to be taught at the entry level of junior high or middle school. However, it may be taught in the sixth, seventh, or eighth grade. The lessons must be presented consecutively, with no less than one day and no more than two weeks between lessons.

Implementation of the 13-lesson middle school curriculum produces the best results when students first complete the G.R.E.A.T. Elementary School Curriculum. However, if this is not feasible, the middle school curriculum can be taught as a stand-alone program.

One unique feature of this curriculum is the project called "Making My School a G.R.E.A.T. Place." The main purpose is to provide students with the opportunity to apply the skills they have learned. Research has shown that school bonding—that is, how connected a child feels to his or her school—is an important protective factor against joining a gang and participating in criminal activities. The goal is to increase the students' bond to the school and to have a positive impact on how students view their school.

The time frame for the lessons ranges from 30 to 45 minutes, with the following performance objectives:

1. **Welcome to G.R.E.A.T.: A Gang and Violence Prevention Program**
Students will identify the relationship among crime, violence, drug abuse, and gangs.
2. **What's the Real Deal?: The Real Deal on Gangs and Violence**
Students will analyze information sources and identify realistic, normative beliefs about gangs and violence.
3. **It's About Us: Being Part of the Community**
Students will define their roles and responsibilities in the family, school, and community.
4. **Where Do We Go From Here?: How to Set Goals**
Students will write realistic and achievable goals.
5. **Decisions, Decisions, Decisions: Making the Right Choice**
Students will practice decision-making skills.
6. **Do You Hear What I Am Saying?: How to Communicate Effectively**
Students will practice effective communication skills.
7. **Walk in Someone Else's Shoes: Thinking of Others**
Students will identify active-listening skills, how to recognize the emotional state of others, and how to demonstrate empathy toward victims of crime and violence.
8. **Say It Like You Mean It: Some Ways of Refusing**
Students will practice effective refusal skills.
9. **Getting Along Without Going Along: Dealing With Peers**
Students will practice effective refusal skills (continued).
10. **Keeping Your Cool: Managing Your Anger**
Students will practice anger-management skills.
11. **Keeping It Together: How to Calm Others**
Students will identify how anger-management skills help prevent violence and conflicts.
12. **Working It Out: How to Solve Conflicts**
Students will practice conflict-resolution techniques.
13. **G.R.E.A.T. Days Ahead: Applying Your G.R.E.A.T. Skills**
Students will explain how their G.R.E.A.T. project helped them develop a feeling of commitment and ownership of their school and their community.

G.R.E.A.T. Families Component

Because a healthy family life is so critical to a child's development, G.R.E.A.T. also offers a six-session research-based, family-strengthening training program. It is designed to help families develop skills and strategies that will foster a healthier home environment; for example:

- Communication skills
- Decision-making skills
- Strategies to better manage family time
- Appropriate discipline and monitoring strategies
- Strategies to combat bullying behaviors
- How to manage use of the Internet and technology

G.R.E.A.T. Families complements the middle and elementary school curricula and is targeted toward parents/guardians and children aged 10 to 14. The primary goal is to strengthen communities by strengthening families. To accomplish this, parents and youths are engaged in cooperative group activities, facilitated group discussions, and skills practice. Families are also given resources they can reference after the training.

Each session is approximately two hours in length and is facilitated under the guidance of a G.R.E.A.T. instructor specially trained as a G.R.E.A.T. Families Facilitator. The instructor works closely with one or two cofacilitators to guide as many as ten families through the program.

Sessions are usually held on evenings or weekends to avoid conflict with work schedules. The sponsoring agency may offer child care for younger children of participating families.



The curriculum consists of the following sessions:

Session 1: You Are G.R.E.A.T. Families—We Are a G.R.E.A.T. Community

- Impact of violence and gang involvement
- The role of families in healthy communities
- Addressing family obstacles and solutions

Session 2: Improving Family Relationships

- Spending quality time as a family
- Making family a priority
- Family goals and decision making

Session 3: G.R.E.A.T. Communication

- Types of communication
- Effective communication techniques
- Overcoming communication barriers

Session 4: Rules, Limits, and Discipline

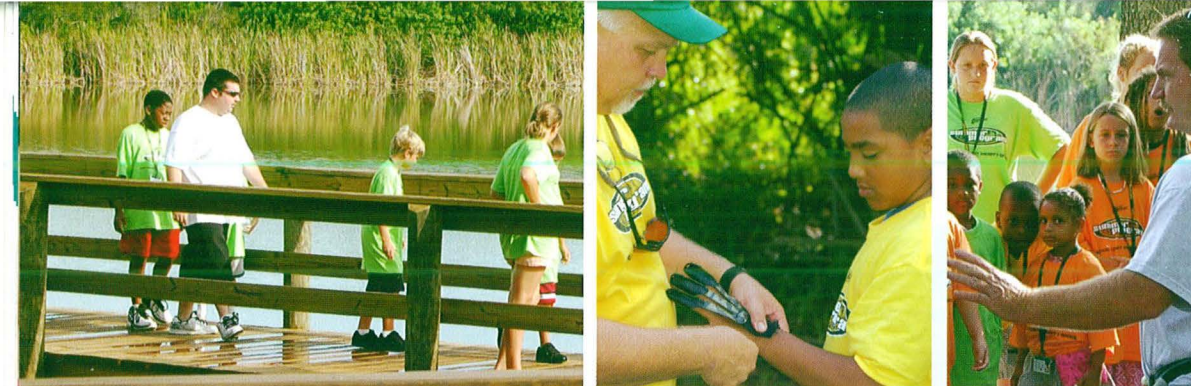
- Meeting everyone's needs
- Importance of clear, consistent rules and limits
- The role of effective discipline and monitoring

Session 5: Reducing Bullying by Developing Personal Character

- Addressing bullying
- Positive role models
- Developing positive character attributes
- Addressing common personal dilemmas

Session 6: Families in the Electronic Age

- Influence of technology
- Internet safety for families
- Family monitoring plan



G.R.E.A.T. Summer Component

The G.R.E.A.T. Summer Component is an opportunity for G.R.E.A.T. instructors to continue building on the middle and elementary school curricula during the time that students are not in school. Although the summer component is most beneficial when used as reinforcement for students who have received the middle school or elementary school curriculum, students may be selected from other programs or direct from the community. The goals are to:

- Build upon the school-based G.R.E.A.T. curricula and reinforce goals by offering youths an opportunity to enhance their skills.
- Strengthen law enforcement's relationship with youths and the community.
- Give youths positive alternatives to gang involvement.
- Improve public/community relations.
- Provide structured activities when students are not in school.

Although each law enforcement agency's program may be customized to address its particular issues and concerns, all programs must teach G.R.E.A.T. goals and skills and help students develop life and career skills. Instruction in G.R.E.A.T. principles, field trips, recreational and educational activities, service projects, and sporting events combine to make an effective G.R.E.A.T. Summer Program. The agency's program can also form positive community partnerships in the public and private sectors through a variety of community service projects.

Example Summer Program Topics

- G.R.E.A.T. skills (required subject), including:
 - Conflict resolution
 - Goal setting
 - Communication skills
- Bullying
- Self-image
- Juvenile law and procedures
- Cultural awareness/sensitivity
- Career exploration

Example Summer Program Activities/Trips

- Structured games
- Community service projects
- Basketball camp
- Fire department
- Hospitals
- Camping
- Horseback riding
- Skating
- Fishing

Sound Development Strategies

Laying the Groundwork

In order to design effective curricula that fulfill G.R.E.A.T.'s mission, extensive research was conducted to (1) identify risk factors associated with delinquent behavior and gang membership and (2) evaluate prevention programming.

Risk Factors: There are several risk factors that play a part in the likelihood that youths will commit an act of violence. Many of these factors are the same as those for youths who are at risk of joining a gang, and they include, but are not limited to, the following:

- Aggression
- Substance use (especially marijuana and alcohol)
- Antisocial or delinquent beliefs
- Family poverty
- Broken home
- Low achievement in elementary school
- Identified as learning-disabled
- Association with delinquent/aggressive peers
- High-crime neighborhood

Prevention Programming: It was also found that effective prevention practices increase protective factors in youths. These practices educate youths on how to recognize and manage their emotions, appreciate the perspectives of others, make good decisions, and handle interpersonal situations and conflicts. The G.R.E.A.T. Program incorporates these prevention practices to increase protective factors, such as school bonding, feeling safe at school, having the ability to solve problems, and being resourceful in seeking out sources of support.

This research on the identification of risk factors, prevention programming, and protective factors helped the curriculum development committee identify the skills that the curricula should teach. In addition, it helped the committee identify the learning theories and instructional strategies that should be used to teach youths these skills.

Learning Theories and Instructional Techniques

The committee's decision was to incorporate behavioral, cognitive, and constructivist learning theories. The primary mode of delivery chosen was facilitation versus lecture. Facilitation helps engage the students and offers opportunities to practice needed skills.

Behaviorism: This theory focuses on creating new behavior patterns until they become automatic.

- Strategies include the rehearsal of desired behaviors, such as refusal skills and treating others with respect through the use of role plays and other activities.

Cognitivism: This theory focuses on making knowledge meaningful to the learner and helping learners organize and relate new information to prior knowledge.

- Using the Revised Bloom's Taxonomy as a guide to progressively teach higher-level skills, strategies include using pertinent, age-appropriate scenarios and role plays with facilitated discussions of consequences and possible alternate outcomes.

Constructivism: This theory focuses on the concept that students absorb information, add it to what they already know, and construct new knowledge.

- Strategies include the use of activities such as "Reaching Your Goals" and "Speaker, Listener, Checker" so students can use personal experiences to learn new decision-making and communication skills.

The curriculum committee also recognized that people have different learning styles: visual, auditory, and kinesthetic. The curricula also incorporate strategies to meet these various learning styles to ensure that learning is maximized.

"Since 2006, indicators on the countywide survey show a 30 percent reduction in gang activity by students in the school system. G.R.E.A.T. has contributed to these results."

—Captain Kevin Crabtree
Person County Sheriff's Office, North Carolina

Extended Teacher Activities

Extended teacher activities are incorporated into each G.R.E.A.T. lesson and provide additional opportunities to reinforce G.R.E.A.T. skills and concepts. These activities are mini-lessons that can be incorporated into other subject areas, such as language arts, math, science, physical education, and technology. G.R.E.A.T. instructors have copies of these activities and can collaborate with the teachers on implementing them.

Learning Standards

The G.R.E.A.T. middle and elementary school curricula have integrated into each lesson the Standards for the English Language Arts, published jointly by the National Council of Teachers of English and the International Reading Association, and the National Health Education Standards, developed by the Joint Committee on National Health Education Standards.*

**This committee was made up of representatives from the Association for the Advancement of Health Education; the American Public Health Association; the American School Health Association; and the Society of State Directors of Health, Physical Education and Recreation and was sponsored by the American Cancer Society.*

Standards for the English Language Arts

- Students apply a wide range of reading strategies in order to comprehend, interpret, evaluate, and appreciate texts.
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing-process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

National Health Education Standards

- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology, and other factors on health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

"Former G.R.E.A.T. students have approached officers and thanked them for all their help. Students have claimed that they still follow what they learned so many years ago from the G.R.E.A.T. lessons. G.R.E.A.T. students have been very successful. Many are now going to college, and some have become members of the law enforcement community. They have made better decisions for themselves."

—Deputy Jacob Gross
Suffolk County Sheriff's Office, New York

The Cost to Have a G.R.E.A.T. Program

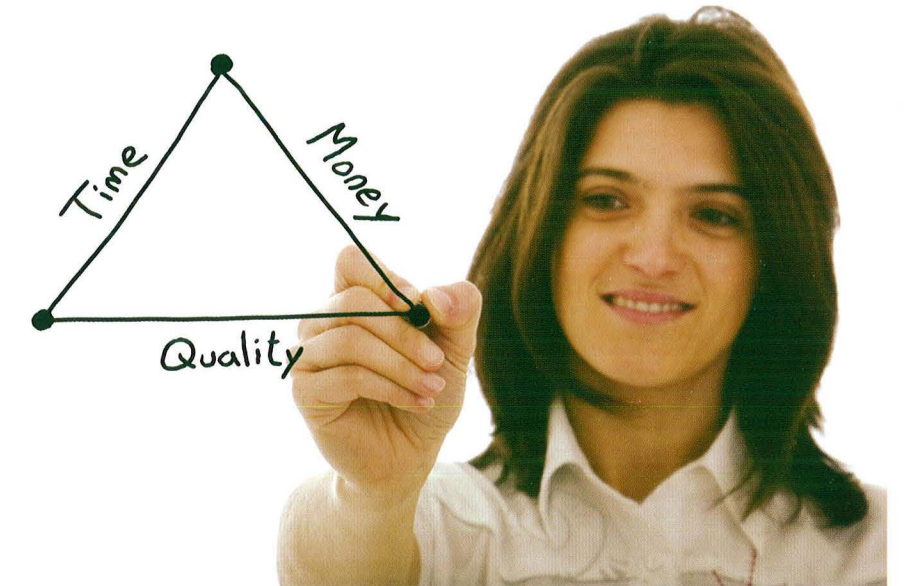
Very few programs can be implemented as inexpensively as G.R.E.A.T. Once in place, G.R.E.A.T. can be operated with few or no necessary costs. Following is a breakdown of potential costs, as well as what is provided at no cost to the implementing agency.

Instructor training is provided to qualified criminal justice professionals through a federal government grant, so the only costs to attend the training are travel and subsistence costs. No-cost lodging is also provided for officers who attend trainings held at one of the Regional Training Centers.

Everything needed for an instructor to teach the G.R.E.A.T. curricula is provided at no cost through a federal grant. Classroom materials include the G.R.E.A.T. student handbooks, family letters, extended teacher activities, and graduation certificates ready for personalization. Certified G.R.E.A.T. instructors can order these materials either online using their instructor accounts or by using a faxable order form.

Motivational items, such as T-shirts, water bottles, pencils, and pens imprinted with the G.R.E.A.T. logo, are used to encourage students to participate in the lessons and help them develop a positive identity with the G.R.E.A.T. Program. These items are optional and can be ordered from G.R.E.A.T.-authorized vendors by the G.R.E.A.T. instructor's agency, if funds are available. Once officers have completed the G.R.E.A.T. Officer Training, the basic classroom components can be offered at little or no cost to the agency, above the cost of officer time to deliver the lessons.

As with most projects, personnel costs are often the biggest obstacle. Since the G.R.E.A.T. Program is officer-instructed, an officer (or officers) must be made available to teach the lessons.

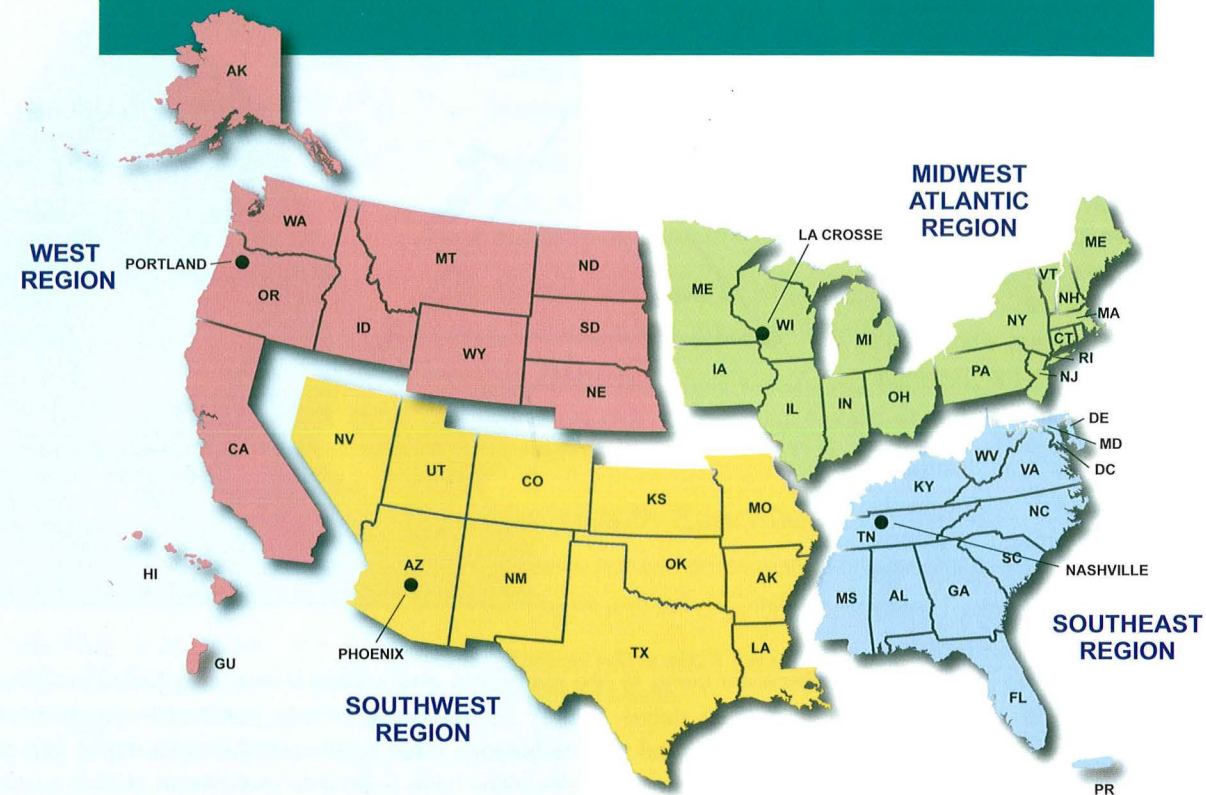


Because being in the classroom and school setting may take the officer away from other duties, it may be necessary to add personnel or use overtime to cover the G.R.E.A.T. instructor's other responsibilities while he or she is in the classroom. Some communities have been able to minimize staffing problems by utilizing school resource officers to deliver the G.R.E.A.T. lessons in their assigned schools. Depending on their duty assignments, they may be able to work the classes into their existing schedules without the need for additional coverage. When necessary, additional personnel costs may be covered by certain federal grants or through state or local resources.

The other components of the Program, the G.R.E.A.T. Families and G.R.E.A.T. Summer Components, are likely to entail additional costs for items such as food and transportation. Both the families and summer components are optional, and it is not necessary to offer either of them in order to implement the school-based curricula. Agencies that do utilize them often do so in partnership with other community agencies, such as Boys & Girls Clubs, which helps to spread both the responsibilities and the expenses.

The G.R.E.A.T. Foundation, Inc. (GFI) is a 501(c)(3) nonprofit corporation that was created in 2006. It was established to help reduce violence and develop positive life skills among our nation's youth by supporting the G.R.E.A.T. Program and G.R.E.A.T. instructors around the country and abroad. The GFI provides supplemental grants to law enforcement agencies and personnel to attend various G.R.E.A.T. training classes and to purchase classroom materials and youth incentives that will enhance G.R.E.A.T. classroom, summer, and families component goals. For more information on the GFI and grant availability, please visit the GFI Web site at <http://www.greatfoundationinc.org/>.

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