GUILFORD COUNTY GANG ASSESSMENT

OJJDP Comprehensive Gang Assessment

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Table of Contents

List of Tables

List of Figures

Executive Summary

Gang Violence: A National Priority

Gang violence has been identified as a national priority among the federal justice system and communities alike. The nation's youth gang problem is tracked by the National Youth Gang Surveys (NYGS) across the United States (US). The NYGS has identified that all larger cities (population over 100,000) have experienced gang problems in some form or another. As the figure below published by the National Youth Gang Survey Analysis depicts, while gang problems decreased in the early part of the decade, we are beginning to see a resurgence of gangs toward the later part of the decade. (see http://www.nationalgangcenter.gov/Survey-Analysis/Prevalence-of-Gang-Problems).
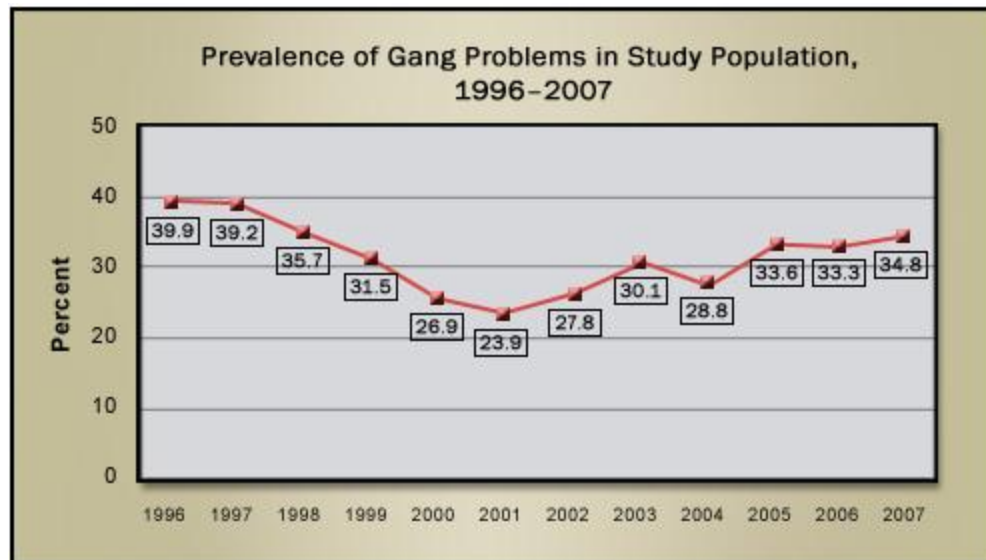
However, a central question remains: What are the activities of those gangs in local areas? Understanding these activity dynamics at a local level is essential for strategic planning and local intervention to address the problem. To support the strategic development at a local level, the US Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP) provided funding for hundreds of local communities nationwide to conduct an in-depth assessment on the local youth gang dynamics within their respective communities. Specifically, OJJDP recommends the implementation of a five-step model that ultimately leads to the understanding of the nature, dynamic, and intervention points to address youth gangs and related crime at a local level. These five strategies include:

1. Community mobilization: Involvement of local citizens, including former gang youth, community groups and agencies, and the coordination of programs and staff functions within and across agencies.

2. Opportunities provision: The development of a variety of specific education, training, and employment programs targeted at gang-involved youth.
3. Social intervention: Youth-serving agencies, schools, grassroots groups, faith-based organizations, police agencies, and other criminal justice organizations reaching out and acting as links to gang-involved youth, their families, and the conventional world and needed services.
4. Suppression: Formal and informal social control procedures, including close supervision or monitoring of gang youth by agencies of the criminal justice system and by community-based agencies, schools, and grassroots groups.
5. Organizational change and development: Development and implementation of policies and procedures that result in the most effective use of available and potential resources, within and across agencies, to better address the gang problem.

The OJJDP Comprehensive Gang Model holds that "neither social disorganization, underclass, nor poverty theory alone explains the scope and nature of youth delinquency or criminal gang association and gang crime. Social disorganization or lack of integration of essential elements of a local community system provides the basic stimulus for the formation of youth gangs. Lack of legitimate opportunity and the presence of alternative criminal opportunities are more likely to explain the character and scope of gang behavior" (Spergel, 1995). While youth in this age group are most likely to be engaged in or at risk of committing serious or violent gang crimes, the OJJDP Comprehensive Gang Model focuses primarily on youth gang members under 22 years of age, based on OJJDP's authorizing legislation. Motorcycle gangs, prison gangs, ideological gangs, and hate groups comprising primarily adults are excluded from the definition.

<u>A Local Approach: The OJJDP Comprehensive Gang Assessment in Guilford County</u>

In Guilford County, North Carolina, the OJJDP Gang Assessment is part of a larger community wide initiative to reduce youth gang activity. Three central programmatic partners (Youth Focus, Inc., One Step Further, and Guilford County Court Alternatives) comprised a steering committee and selected the University of North Carolina at Greensboro's (UNCG) Center for Youth, Family, and Community Partnerships (CYFCP) to lead the OJJDP Comprehensive Gang Assessment efforts.

UNCG/CYFCP worked closely with the steering committee as well as with the local Juvenile Crime Prevention Council (JCPC) in developing the local strategy. Additional key partners included Guilford County law enforcement offices, Guilford County School students and staff, community leaders and members, parents and youth, current and ex-gang members, as well as an array of youth-serving community organizations and agencies currently addressing gang prevention.

Assessment activities were based on the (OJJDP) Comprehensive Gang Model and Assessment Guide available at http://www.nationalgangcenter.gov/Comprehensive-Gang-Model/Assessment-Guide. A summary of each of the completed assessment activities is provided below:

Understanding the Community Composition: UNCG staff collected county-wide demographic information based on race, gender, age, income, poverty rates, employment status, educational attainment, teen birth rates, child abuse and neglect reports, and other categories of interest as suggested by the OJJDP model.

Understanding Law Enforcement Data Collection: UNCG partnered with local law enforcement jurisdictions to understand active gangs in their jurisdictions as well as gang-related crime across a one-year period. Crime data were compiled in an electronic database for analysis and gang-related incidents were mapped using Geographical Information Systems (GIS) mapping software.

School Data Collection: UNCG gathered publically available Guilford County School data and worked with school representatives to ensure its accuracy.

Community Perceptions Data: UNCG developed a series of surveys using OJJDP templates, including 1) Youth Perception Survey; 2) Community Resident Survey; and 3) School Resource Officer Survey. Surveys were available in both English and Spanish. In addition, Gang Member Interviews were provided by one of our partner agencies (One Step Further).

Community Resources Data Collection: UNCG created and distributed a Community Program Profile survey, based on the OJJDP template, which was disseminated by the Project Team to neighborhood associations, community-service organizations, faith-based organizations, and service providers who are youth-serving throughout Guilford County. UNCG compiled the surveys and will enter them into OJJDP Web-based Community Resource Inventory database (https://www.iir.com/nygc/tool/default.htm) on behalf of Guilford County.

The results of each element of the Guilford County Comprehensive Gang Assessment are described throughout this report. The report is broken up into Chapters that can be used either separately as individual documents, or combined for use as a comprehensive report for Guilford County.

Summary of Recommendations

Guilford County has made significant steps to addressing youth gangs across the county. As every county can continually improve, potential steps and recommendations are offered as Guilford County moves to the next stage of the OJJDP Comprehensive Gang Model. A brief summary of these recommendations is provided below, with detailed descriptions accompany each recommendation within the full document.

- Implement the OJJDP Comprehensive Gang Model driven by a diverse, multi-disciplinary Steering Committee formalized through use of a memorandum of agreement that focuses on coordinating strategies and policy decisions to reduce youth gang activity.

- Incorporate all five community-wide elements of the OJJDP Comprehensive Gang Model.

- Continue to fund evidence-based programs/practices consistent with OJJDP Comprehensive Gang Model components and address the full spectrum of evidence-based practices and programs across the OJJDP Comprehensive Gang Model.

- Provide services and resources to victims of gang violence.

- Invest resources and support local systems-wide initiatives such as Reclaiming Futures to improve system coordination and collaboration.

- Invest resources in gang prevention programs targeted at decreasing risk factors and increasing protective factors related to gang involvement.

- Develop common tracking mechanisms across programs funded to implement elements of the OJJDP Comprehensive Gang Model in Guilford County so that unified outcome data can be collected and monitored.

- Consider a reexamination of Disproportionate Minority Contact (DMC) across systems.

- Expand the number of juvenile court counselors.

- Consider adopting a uniform gang definition across jurisdictions in Guilford County.

- Think about groups, not just gangs.

- Understand and prioritize specific schools for gang violence and deliver services accordingly.

- Implement programs and strategies that aim to reduce suspensions, drop-outs, and truancy.

- Expand gang awareness training through multiple outlets (community, youth, parents, SROs, schools).

Guilford County Gang Assessment:
The OJJDP Comprehensive Gang Model

**Section: Overview of the
OJJDP Comprehensive Gang Model**
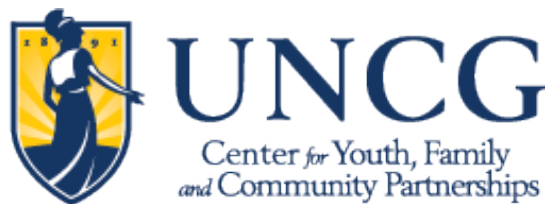
Overview: The OJJDP Comprehensive Gang Model

The OJJDP Comprehensive Gang Model holds that "neither social disorganization, underclass, nor poverty theory alone explains the scope and nature of youth delinquency or criminal gang association and gang crime. Social disorganization or lack of integration of essential elements of a local community system provides the basic stimulus for the formation of youth gangs. Lack of legitimate opportunity and the presence of alternative criminal opportunities are more likely to explain the character and scope of gang behavior" (Spergel, 1995). While youth in this age group are most likely to be engaged in or at risk of committing serious or violent gang crimes, the OJJDP Comprehensive Gang Model focuses primarily on youth gang members under 22 years of age, based on OJJDP's authorizing legislation. Motorcycle gangs, prison gangs, ideological gangs, and hate groups comprising primarily adults are excluded from the definition.

Five Strategies of the OJJDP Comprehensive Gang Model

OJJDP recommends the implementation of a five-step model that ultimately leads to the understanding of the nature, dynamic, and intervention points to address youth gangs and related crime at a local level. These five strategies include:

1. Community mobilization: Involvement of local citizens, including former gang youth, community groups and agencies, and the coordination of programs and staff functions within and across agencies.
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The OJJDP Comprehensive Gang Model requires that these strategies be delivered in a focused manner, based on a thorough assessment of the current gang problem in a community, its potential causes, and its contributing factors. A comprehensive assessment of the gang problem incorporates the data, the experience of service providers, and the views of parents, youth, and community residents. The problem of youth gang violence must, in fact exist, be perceived, and be communicated as a problem or a threat to the community. An assessment is the most important step in the design and implementation of the community's plan to address the youth gang problem. Guided by data, the assessment reliably measures the scope and depth of the gang problem to provide the basic information needed to develop strategic plans.

North Carolina's OJJDP Comprehensive Gang Assessment Efforts

Several counties across North Carolina have either completed or are in the process of completing the OJJDP Comprehensive Gang Assessment for their county. Each county implemented the gang assessment in a slightly different way, tailoring the assessment to their local needs. Although an exhaustive list is not applicable here, nearby counties include Durham (http://www.ci.durham.nc.us/news/NewsDisplay.cfm?vNewsID=1472), Rockingham (http://cabinvillagellc.com/rh_docs.html), and Forsyth (in progress) Counties.

Guilford County's Approach

In Guilford County, the OJJDP Comprehensive Gang Assessment is part of a larger community-wide initiative to reduce youth gang activity. Three central programmatic partners (Youth Focus, Inc., One Step Further, and Guilford County Court Alternatives) comprised a steering committee and selected the University of North Carolina at Greensboro's (UNCG) Center for Youth, Family, and Community Partnerships (CYFCP) to lead the OJJDP Gang Assessment efforts.

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    1) Youth Perception Survey;

    2) Community Resident Survey; and

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Surveys were available in both English and Spanish. In addition, data from Gang Member Interviews were provided by one of our partner agencies (One Step Further).

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Definition of a Gang

UNCG/CYFCP took a participatory action research approach to conducting the OJJDP Gang Assessment for Guilford County. Local partners were involved in each step of the evaluation process, provided feedback, and assisted with local data collection efforts. The first step was deciding on a collective definition of what a "gang" is for purposes of the local assessment.

Several definitions were consulted, including:

National Crime Information Center (NCIC):

An ongoing organization, association, or group of three or more persons that have a common interest and/or activity characterized by the commission of or involvement in a pattern of criminal or delinquent conduct.

- The NCIC definition has been adopted by the FBI in conjunction with collection of gang crime data through the National Incident Based Reporting Systems, the follow-up to the Uniform Crime Reporting system.

Guilford County Schools Definition:

A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as its primary activities the commission of criminal acts and having a common name, identifying sign, colors or symbols.

North Carolina General Assembly Definition:
General Statute § 14-50.16
(b)   As used in this Article, "criminal street gang" or "street gang" means any ongoing organization, association, or group of three or more persons, whether formal or informal, that:

> (1)   Has as one of its primary activities the commission of one of more felony offenses, or delinquent acts that would be felonies if committed by an adult;
>
> (2)   Has three or more members individually or collectively engaged in, or who have engaged in, criminal street gang activity; and
>
> (3)   May have a common name, common identifying sign or symbol.

After careful consideration and deliberation, the local steering committee and UNCG/CYFCP team chose to use the North Carolina General Assembly Definition because: (a) the definition is consistent with state law on how crime is coded locally and statewide (which has funding implications locally); (b) it is the definition that the NC Governors Crime Commission has adopted (which has funding implications locally); (c) it is consistent with the recommendation of the OJJDP comprehensive model's recommendation to connect with the National Crime Information Center (NCIC) definition, which also has been adopted by the FBI in conjunction with collection of gang crime data through the National Incident Based Reporting Systems, the follow-up to the UCR system; (d) it is consistent with other sites in NC who are conducting a OJJDP Comprehensive Gang Assessment of their local counties (e.g., Durham, Forsyth); and (e) it is concrete and measureable, without much ambiguity.

Community Presentations Prior to Implementation

Consistent with a true participatory action framework, the assessment team conducted a series of presentations across the community outlining the proposed approach, including the proposed gang definition. These presentations occurred in May 2010 and June 2010. The first presentation was a community-wide meeting coordinated by Youth Focus, Inc. and included a full presentation of the approach. Members present included community agencies, youth and family residents of Guilford County, local business owners, and representatives from Guilford County Schools, Greensboro Police Department, High Point Police Department, and the Guilford County Sheriff's Office. The second presentation was delivered to the Guilford County Juvenile Crime Prevention Council. Feedback from those meetings was integrated with the implementation plan prior to the beginning of assessment activities (e.g., one recommendation was that Spanish versions of the survey be available, and thus, surveys were translated into Spanish and available for completion for non-English speaking youth and families). Through this process, the current assessment integrates multiple perspectives across diverse stakeholders.

Guilford County Gang Assessment:
The OJJDP Comprehensive Gang Model

Section: Community Descriptions
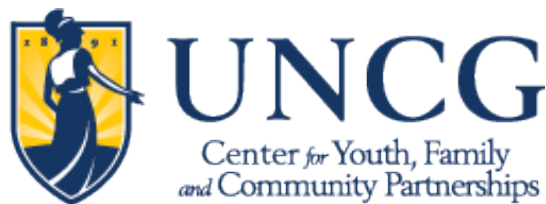
Community Descriptions

<u>Guilford County, North Carolina:</u>

According to the US Census Bureau[1], Guilford County contains approximately 472,216 people (estimated as of 2008). Guilford County is part of the Piedmont Triad metropolitan area and is centrally located in the state of North Carolina (NC). The county has a total area of 658 square miles, of which 649 square miles is land and 8 square miles (1.26%) of which is water.
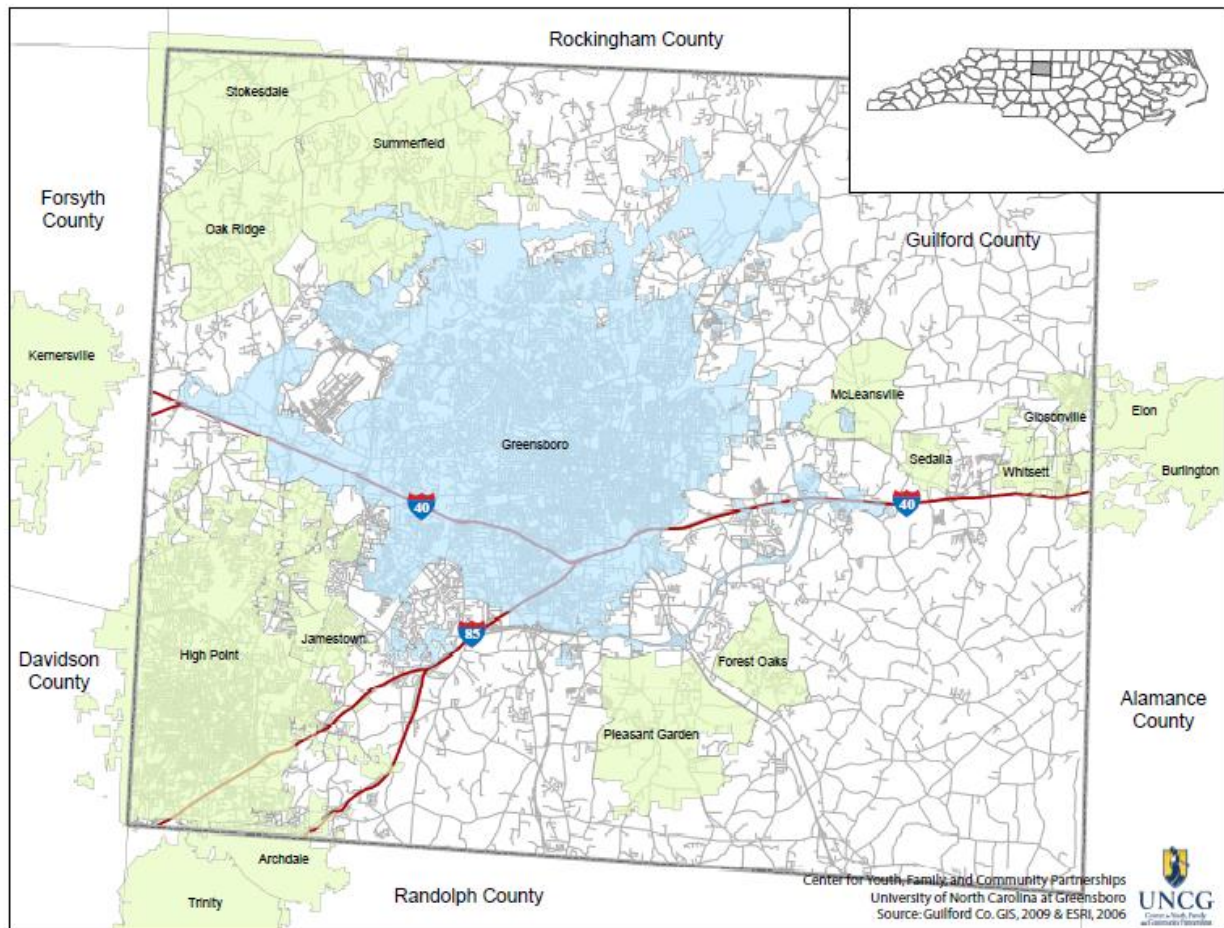
Founded in 1770, the original county seat of government for Guilford County was Greensboro, and an additional county court was added in High Point in 1938, making Guilford County one of only a few counties nationwide with a dual court system.

Guilford County[2] was originally divided into 18 townships, each with a common or public school: Bruce, Center Grove, Clay, Deep River, Fentress, Friendship, Gilmer, Greene, High Point, Jamestown, Jefferson, Madison, Monroe, Morehead, Oak Ridge, Rock Creek, Sumner,

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[1] Most county statistics from the US Census Bureau, 2008 American Community Survey 1-Year estimates unless otherwise noted.
[2] http://www.ncgenweb.us/guilford/townships.html

and Washington. All townships were named to commemorate important historical figures or to describe specific geographic features. Today, the county houses several cities and towns, as well as some unincorporated communities, including: Browns Summit, Colfax, Forest Oaks, Greensboro, High Point, Jamestown, McLeansville, Oak Ridge, Pleasant Garden, Sedalia, Stokesdale, Summerfield, Whitsett, and parts of Archdale, Climax, Gibsonville, and Kernersville.

Guilford County Municipalities
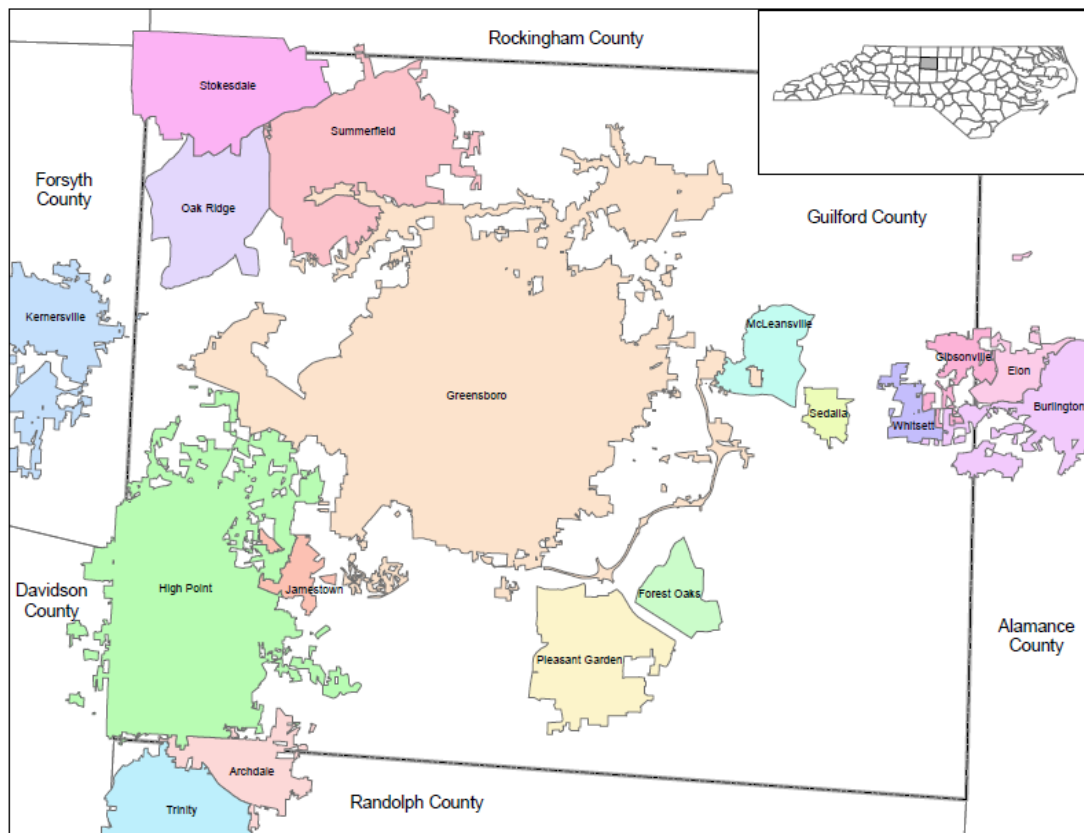
Demographic Overview:

Guilford is a county that is ethnically and socioeconomically diverse. Guilford County has a significantly higher population of African Americans (31.5%) compared to the US population (12.4%) and is predominantly composed of individuals reporting to be Caucasian (60.0%). The county has a lower Hispanic population (6.4%) compared to NC (7.4%) and the US overall (15.4%). Over 90% of residents were born in the US Residents of Guilford are well-educated overall, with 87.2% of residents over the age of 25 having attained at least a high school degree, which is slightly higher than NC (83.6%) and US (85.0%) educational attainment rates. Additionally, one in 10 Guilford County residents has achieved a graduate or professional degree. Nearly two-thirds of the work force, can be found in professional, sales, and office occupations. Residents average $65,401 a year per household, with 13.3% of residents and 9.5%

of families living below the poverty level (approximately $21,834 per year for a family of four). As of August 2010, the unemployment rate was estimated at 10.50% in Guilford County[3].

Municipal Profiles

Guilford County includes multiple municipalities, as well as unincorporated communities, with Greensboro serving as the county seat. Due to the limited resources available to conduct this assessment, a strategic decision was made to focus on mainly three jurisdictions in the Guilford County area, including

1. Greensboro;
2. High Point; and
3. Unincorporated areas in Guilford County.

However, promotional websites for each municipality were consulted to obtain the following information about each. Population estimates were based on latest data from the US Census Bureau (www.census.gov). Unincorporated communities are listed, but detailed information is not provided.

Archdale
Population: 9,300 (approximate)
Archdale, referred to as the crossroad of progress, is located in the southwest corner of Guilford County and the northwest corner of Randolph County. Originally a Quaker settlement known as Bush Hill, the town takes its formal name from John Archdale as tribute to the early Quaker governor. The town's Quaker heritage remains strong and proud in the area and is celebrated during the annual Bush Hill Heritage Festival in downtown Archdale. Archdale is home to Creekside Park, which hosts the annual North Carolina National Softball Association tournaments, including the Victory Junction Challenge. Archdale is conveniently located within a few miles of several higher education institutions and major medical centers, and is home to the headquarters of Sealy Incorporated.
http://www.archdale-nc.gov/
http://www.heartofnorthcarolina.com/cities-and-towns/archdale.htm

Browns Summit (unincorporated community)
Population: 7,900 (approximate)

Climax (unincorporated community located in both Guilford and Randolph Counties)
Population: 3,600 (approximate)

Colfax (unincorporated community)
Population: 2,500 (approximate)

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[3] Civilian Labor Force Estimates. (August, 2010). Retrieved from
http://eslmi40.esc.state.nc.us/ThematicLAUS/clfasp/CLFAASY.asp

Forest Oaks (unincorporated community)
Population: 3,600 (approximate)

Gibsonville
Population: 5,800 (approximate)
Gibsonville, known as the "City of Roses", offers a small town atmosphere while providing quick access to larger neighboring cities. The city is located in both Guilford and Alamance Counties. It was named for Joseph Gibson, a prominent Guilford County farmer/planter. The city is home to Northeast and Southeast Parks which provide a wide array of recreational activities, including boating, fishing, swimming, athletics, and trail accessibility.
http://www.gibsonville.net/

Greensboro
Population: 258,000 (approximate)
Greensboro is the largest city in Guilford County and the third largest city in NC based on population. Founded in 1808, the city was named for Nathanael Greene, a major general during the Revolutionary War. Greensboro is home to several institutions of higher education, including the University of North Carolina at Greensboro, North Carolina A & T, Bennett College for Women, and Guilford College. The city offers a variety of attractions for both residents and visitors and is the location of the Piedmont Triad International Airport. Greensboro is host to numerous sporting events, concerts, conferences and conventions and is home to the new International Civil Rights Museum which opened on the 50th anniversary of the historic Woolworth sit-in in downtown Greensboro.
http://www.greensboronc.org/

High Point
Population: 102,000 (approximate)
High Point was incorporated in 1859 and was named after the "highest point" on the North Carolina Railroad between Goldsboro and Charlotte. High Point's mission is to serve as the catalyst for bringing together the community's human, economic, and civic resources to create the single most livable, safe, and prosperous community in America. Today, High Point draws visitors from 50 states and 110 countries for the Biannual High Point Market, the largest Home Furnishings show in the world. The city is home to the Doll & Miniature Museum, art galleries, and immense Civil War history.
http://www.highpoint.org/events/index_mc.php
http://www.high-point.net/

Jamestown
Population: 3,300 (approximate)
Founded in 1816, Jamestown was a Quaker settlement named after James Mendenhall. Jamestown was the earliest continuing settlement of the Piedmont region. As early as 1701, the Keyauwee Indians were living in the region enjoying the mild climate and abundant natural resources. Today, nearly 3,330 residents live within three square miles. Jamestown prides itself

on small town charm and community character, while also being within minutes of bustling cities.
http://www.jamestown-nc.us

Kernersville
Population: 23,000 (approximate)
Kernersville is located between Greensboro and Winston-Salem on the I-40 and Business 40 routes and spans both Guilford and Forsyth Counties. The town describes itself as rich in history, but filled with innovative ideas, spirit, and civic pride. Its location is a great benefit to residents as it is a converging point between larger area cities.
http://toknc.com/
http://www.kernersvillenc.com/

McLeansville (unincorporated community)
Population: 1,200 (approximate)

Oak Ridge
Population: 5,000 (approximate)
Oak Ridge is located in northwest Guilford County and became an incorporated municipality in 1998. The town boasts a rich agrarian history and is home to the Old Mill of Guilford and Oak Ridge Military Academy. The town recently funded and has began building a town park featuring multi-purpose athletic fields, trails, picnic shelters, and grassy areas to host community events.
http://www.oakridgenc.com

Pleasant Garden
Population: 5,300 (approximate)
Pleasant Garden has deep rural roots. The town incorporated in 1997 as a means to preserve its special heritage. Within its 15 square miles lie quiet residential neighborhoods, family farms, local businesses, and varied industries. The community prides itself on working together and serving one another to create a lasting quality of life for all residents. Pleasant Garden offers residents a nature trail, farmers market, and youth soccer program.
http://www.pleasantgarden.net/

Sedalia
Population: 700 (approximate)
Sedalia is a quaint, proud community near the eastern side of Guilford County. The town derived its name from a small post office which operated in the back of a country store in 1901. People would gather there for mail and news. The post office was named, "Sedalia" and soon the community began to refer to itself as the same. Sedalia has a rich heritage and the community has maintained its historic homes and buildings.
http://www.sedalianc.org/

Stokesdale
Population: 3,800 (approximate)
Stokesdale, incorporated in 1989, is located in the northwest corner of Guilford County. It is a rural community providing a small business district for residents. The town is 21.4 square miles and is intersected by three major highways enabling easy access to larger cities. The town was once known as Green Pond due to the swampy pond located in the area.
http://www.stokesdale.org

Summerfield
Population: 7,700 (approximate)
Summerfield characterizes itself as being in an area of rolling open and wooded countryside and residential neighborhoods centered on a historic crossroads commercial district. Respectful of its past, but focused on the future, the town has easy access to major transportation routes and prides itself on excellent schools and quality of life. The town offers various community events and hosts an annual Founders Day festival. These features have made Summerfield a prime residential location for many individuals working in the Greensboro area.
http://www.summerfieldgov.com/

Whitsett
Population: 750 (approximate)
Whitsett is a small town which was incorporated in 1991. The town has experienced a 7% population increase since 2000. Main attractions include a ball field beside the Town Hall, open to public and league play, and a walking track and playground. The Puritan organization provides community fellowship, as well as, volunteer and community outreach programs.
http://www.whitsettnc.com/

City of Greensboro: A Snapshot

The city of Greensboro is a community of over 258,000 residents (estimated as of 2008), accounting for nearly half of the population in Guilford County[4]. Greensboro is part of a thriving metropolitan area called the Piedmont Triad, which encompasses three major cities (Greensboro, High Point, and Winston-Salem). It is the third-largest city, by population, in NC and the largest city in Guilford County and the surrounding Piedmont Triad metropolitan region.

Age

The median age for persons living in Greensboro is 34.6 years. Nearly one in five residents (18.6%) is under 18 years old and one in 10 residents (11.6%) is 65 years or older.

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[4] All city statistics from the US Census Bureau, 2008 American Community Survey 1-Year Estimates
Map: http://www.greensboronc.org/uploads/2010GreensboroMap.pdf

Racial/Ethnic Diversity

Although the city is predominantly Caucasian, Greensboro has a higher proportion of African American residents compared with Guilford County overall. Approximately half (51.1%) of residents are Caucasian, while approximately two in five (40.6%) residents are African American. Seven percent of the population is Hispanic. An overview of all demographics is provided in the table below.

Table 1: General Demographics

Category	2008 Estimates				
	Greensboro	High Point	Guilford	N C	USA
Total Population	258,000	102,000	472,216	9.2 mil	304 mil
Sex					
Males	46.7%	49.6%	48.2%	48.9%	49.3%
Females	53.3%	50.4%	51.8%	51.1%	50.7%
Race/Ethnicity					
African American/Black	40.6%	35.1%	31.5%	21.2%	12.4%
Caucasian/White	51.1%	53.7%	60.0%	70.4%	75.0%
Asian	3.9%	4.5%	3.4%	1.9%	4.4%
American Indian/Alaska	0.3%	0.3%	0.5%	1.0%	0.8%
Native Hawaiian/ Pacific	0.0%	0.1%	0.0%	0.0%	0.1%
Reporting two or more races	1.2%	1.1%	1.3%	1.7%	2.3%
Hispanic/Latino (any race)	7.0%	7.0%	6.4%	7.4%	15.4%
Age Ranges					
Under 10 Years	12.3%	14.0%	12.6%	13.6%	13.4%
10-14 years	6.3%	7.4%	7.0%	6.7%	6.7%
15-19 years	8.4%	7.3%	7.4%	70.0%	7.2%
20-24 years	10.0%	3.6%	7.2%	6.7%	6.9%
25-34 years	13.5%	13.6%	12.8%	13.3%	13.3%
35-64 years	38.0%	42.0%	41.0%	40.5%	39.8%
Over 64 years	11.6%	12.4%	11.9%	12.2%	12.8%
Median Age	34.6	37.3	37.0	37.0	36.9
Source: US Census Bureau, 2008 American Community Survey 1-Year Estimates					

Greensboro has seen a surge in residents from foreign countries in the past decade; nearly half (48.9%) of the foreign-born population in Greensboro arrived after 2000. This is higher than Guilford County's influx of individuals from foreign countries (43.9%) since 2000 and much higher than national rates (29.5%) since 2000. Nearly one in 10 (9.4%) of the city's residents are now of foreign nationality, but over two thirds (68.4%) of this foreign-born population are not currently US citizens.

The main language spoken in homes in Guilford County is English, although more than one in 10 residents (13.0%) over the age of five speak another language at home. Spanish is the next most common language, accounting for about half of non-English speaking homes. Of those

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[5] All Guilford County demographics inclusive of Greensboro and High Point cities.

speaking Spanish at home, over half speak English less than "very well." See the table below for specific breakdowns.

Table 2: Citizenship and Language

	Greensboro	High Point	Guilford	NC	USA
Native-born	90.6%	90.3%	92.0%	93.0%	87.5%
Foreign-born	9.4%	9.7%	8.0%	7.0%	12.5%
Foreign-born population	23,016	9,488	37,792	641,130	38 mil
Entered 2000 or later	48.9%	44.2%	43.9%	42.5%	29.5%
Naturalized citizen	31.6%	19.3%	30.6%	28.3%	43.0%
Not a US citizen	68.4%	80.7%	69.4%	71.7%	57.0%
Language spoken at home					
English only	87.0%	88.6%	89.5%	90.2%	80.3%
Language other than English	13.0%	11.4%	10.5%	9.8%	19.7%
Speak English less than "very well"	6.8%	6.3%	5.2%	4.8%	8.6%
Spanish	6.6%	5.2%	5.5%	6.6%	12.2%
Speak English less than "very well"	3.5%	2.9%	2.8%	3.8%	5.7%

Source: US Census Bureau, 2008 American Community Survey 1-Year Estimates

Education

Residents of Greensboro are well-educated overall. Nearly nine in 10 residents (86.8%) over the age of 25 have received at least a high school diploma, which is slightly higher than NC (83.6%) and US (85.0%) attainment rates. Furthermore, nearly two thirds of residents (32.1%) have a bachelor's degree or higher. As of 2008, 13% over the age of 25 had dropped out (they were not enrolled in school and had not graduated from high school).

Greensboro contains 68 public and 18 private elementary and secondary schools[6]. In 2008, the total school enrollment in Greensboro city public schools was approximately 42,374 and 4,504 in private schools. Pre-kindergarten and kindergarten enrollment was approximately 4,100.

Greensboro is home to several higher education institutions, including Guilford College, Greensboro College, The University of North Carolina at Greensboro, Bennett College for Women, Elon University School of Law, North Carolina A&T State University, and Guilford Technical Community College – Greensboro campus.

Workforce

Greensboro accounts for nearly half of the workforce in Guilford County. Over a quarter of the work force (28.4%), can be found in professional, sales, and office occupations. However, the average household income in Greensboro ($ 61,255) is about $4,000 less than the average household in Guilford County overall ($65,128). At 10.1% in August 2010, the unemployment rate in Greensboro is higher than that in NC and the US. Please see the table below for a detailed

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[6] Local School Directory: Greensboro http://www.localschooldirectory.com/city-schools/Greensboro/NC

description of the employment rates and the table below for a detailed description of the poverty rates across cities compared to NC and the US.

Table 3: Educational Attainment

	Greensboro	High Point	Guilford	NC	USA
Population 25 years and over	153,960	66,330	310,204	6.1 mil	200 mil
Less than 9th grade	5.5%	4.7%	4.9%	6.3%	6.4%
9th to 12th grade, no diploma	7.7%	11.0%	8.0%	10.1%	8.7%
High School graduate	26.6%	25.8%	26.7%	27.6%	28.5%
Some college, no degree	22.0%	21.4%	21.7%	21.8%	21.3%
Associate degree	6.1%	8.3%	6.7%	8.2%	7.5%
Bachelor's degree	21.7%	19.8%	22.1%	17.4%	17.5%
Graduate/professional degree	10.4%	9.0%	10.0%	8.6%	10.2%
High School graduates or	86.8%	84.3%	87.2%	83.6%	85.0%
Source: US Census Bureau, 2008 American Community Survey 1-Year Estimates					

Table 4: Employment Status

	Greensboro	High Point	Guilford	NC	USA
Population 16 years and over	196,027	75,220	373,463	7.2 mil	238 mil
In labor force	67.4%	65.0%	67.6%	66.3%	65.9%
Unemployed[7]	10.1%	10.8%	10.5%	9.8%	9.5%
Occupation					
Management, professional, &	34.5%	33.5%	35.3%	33.9%	34.9%
Service occupations	16.0%	14.4%	14.7%	16.2%	17.1%
Sales and office occupations	28.4%	26.3%	28.2%	24.4%	25.5%
Farming, fishing, and forestry	0.1%	0.0%	0.2%	0.8%	0.7%
Construction, extraction,	7.6%	7.6%	8.7%	10.6%	9.3%
Production, transportation, &	13.4%	18.2%	13.0%	14.1%	12.5%
Source: US Census Bureau, 2008 American Community Survey 1-Year Estimates					

Income Disparities

Compared with Guilford County as a whole, a higher percentage of residents (16.2%) and families (10.8%) in Greensboro are living below the poverty level. One in 10 residents (9.3%) has received food stamp assistance in the past 12 months. Single-parent households in particular are struggling. While 10.8% of families in Greensboro live below the poverty level, approximately one quarter (23.4%) of female-headed households in Greensboro are living below the poverty level. Furthermore, nearly half (46.7%) of female-headed households with children below age 5 are living below the poverty level.

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[7] Civilian Labor Force Estimates. (August, 2010). Retrieved from
http://eslmi40.esc.state.nc.us/ThematicLAUS/clfasp/CLFAASY.asp

Table 5: Poverty Rates

	Greensboro	High Point	Guilford	NC	USA
Income and Poverty					
Median Household Income	$41,393	$45,861	$47,553	$46,549	$52,029
Average Household Income	$61,225	$57,938	$65,401	$63,009	$71,498
Persons below poverty level	16.2%	16.1%	13.3%	14.6%	13.2%
Persons on Food Stamps	9.3%	9.5%	7.6%	9.6%	8.6%
Persons with SSI	2.7%	2.8%	2.2%	3.0%	3.5%
Persons with public assistance	3.2%	3.2%	2.6%	1.5%	2.3%
Family Poverty Rates					
2008 Poverty Threshold (family	$21,834	$21,834	$21,834	$21,834	$21,834
Family households (families)	57.0%	64.0%	63.2%	66.7%	66.3%
Families below poverty	10.8%	13.4%	9.5%	10.9%	9.7%
With related children under	17.3%	20.9%	14.9%	16.8%	15.0%
With related children under 5	21.8%	21.0%	17.5%	17.4%	16.3%
Female-headed families	15.4%	13.9%	13.2%	13.0%	12.5%
Female-headed families below	23.4%	46.0%	26.4%	31.4%	28.0%
With related children under	33.9%	55.2%	37.0%	39.7%	36.3%
With related children under 5	46.7%	89.9%	49.9%	48.5%	44.8%
Source: US Census Bureau, 2008 American Community Survey 1-Year Estimates					

City of High Point: A Snapshot

The city of High Point is a smaller city of nearly 102,000 residents (estimated as of 2008), accounting for a little over a fifth of the population in Guilford County[8]. High Point, in addition to Greensboro and Winston-Salem, is part of the NC metropolitan area known as the Piedmont Triad. Most of the city is located in Guilford County, with portions spilling into neighboring Randolph, Davidson, and Forsyth counties.

Age
The median age for persons living in High Point is 37.3 years. One in five residents (21.4%) is under 18 years old and one in 10 residents (12.4%) is 65 years or older.

Racial/Ethnic Diversity

Despite its smaller geographical size, High Point demographic characteristics and proportions are comparable to those of Greensboro. Approximately half of residents (53.7%) are Caucasian, with a higher percentage of African American residents (35.1%) as compared to Guilford County (31.5%) and the US (12.4%). Seven percent of the population is Hispanic. See the table below for full demographic breakdowns.

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[8] All city statistics from the US Census Bureau, 2006-2008 American Community Survey 3-Year Estimates
Map: http://www.high-point.net/plan/maps/commbdy.pdf

Table 6: General Demographics

Category	2008 Estimates				
	Greensboro	High Point	Guilford	NC	USA
Total Population	258,000	102,000	472,216	9.2 mil	304 mil
Sex					
Males	46.7%	49.6%	48.2%	48.9%	49.3%
Females	53.3%	50.4%	51.8%	51.1%	50.7%
Race/Ethnicity					
African American/Black	40.6%	35.1%	31.5%	21.2%	12.4%
Caucasian/White	51.1%	53.7%	60.0%	70.4%	75.0%
Asian	3.9%	4.5%	3.4%	1.9%	4.4%
American Indian/Alaska	0.3%	0.3%	0.5%	1.0%	0.8%
Native Hawaiian/ Pacific	0%	0.1%	0%	0%	0.1%
Reporting two or more races	1.2%	1.1%	1.3%	1.7%	2.3%
Hispanic/Latino (any race)	7.0%	7.0%	6.4%	7.4%	15.4%
Age Ranges					
Under 10 Years	12.3%	14.0%	12.6%	13.6%	13.4%
10-14 years	6.3%	7.4%	7.0%	6.7%	6.7%
15-19 years	8.4%	7.3%	7.4%	70.0%	7.2%
20-24 years	10.0%	3.6%	7.2%	6.7%	6.9%
25-34 years	13.5%	13.6%	12.8%	13.3%	13.3%
35-64 years	38.0%	42.0%	41.0%	40.5%	39.8%
Over 64 years	11.6%	12.4%	11.9%	12.2%	12.8%
Median Age	34.6	37.3	37.0	37.0	36.9
Source: US Census Bureau, 2008 American Community Survey 1-Year Estimates					

High Point has also seen a surge in residents from foreign countries in the last decade, though not as high as in Greensboro. Almost half (44.2%) of the foreign-born population in High Point arrived after 2000. This is comparable to Guilford County's overall foreign population (43.9%) since 2000. Like Greensboro, nearly one in 10 (9.7%) of the city's residents are now of foreign nationality. However, over three quarters (80.7%) of this foreign-born population are not currently US citizens, which is higher than rates for Greensboro (68.4%) and the US overall (57.0%). The main language spoken in homes is English, although in about 11% of households, English is not the primary language spoken. Spanish is the next most common language spoken at home, accounting for nearly half of non-English speaking homes. Of those speaking Spanish at home, data indicate that over half speak English less than "very well."

Education

Residents of High Point are well-educated. Over four in five residents (84.3%) over the age of 25 have received at least a high school diploma. Furthermore, over a quarter of residents (28.8%) have a bachelor's degree or higher. As of 2008, 16% over the age of 25 were dropouts; they were not enrolled in school and had not graduated from high school.

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[9] All Guilford County demographics are inclusive of Greensboro and High Point cities.

High Point contains 26 public and 10 private elementary and secondary schools[10]. In 2008, the total school enrollment in High Point city public schools was 15,407 (2,978 in private schools). Pre-kindergarten and kindergarten enrollment was approximately 1,600 children.

High Point is home to several higher education institutions, including High Point University, John Wesley Christian College, and Guilford Technical Community College – High Point campus.

Workforce

High Point accounts for about 20% of the workforce in Guilford County. Like Greensboro and Guilford County overall, a large percentage, over a quarter (26.3%), of the work force can be found in professional, sales, and office occupations. Unlike Greensboro and Guilford County more generally, more workers can be found in production, transportation, and material moving occupations in High Point (18.2%) as opposed to construction, maintenance and repair occupations (7.6%), likely due to High Point's history in the furniture and textile manufacturing industries. However, the average household income in High Point ($57,938) is nearly $7,500 less than the average household in Guilford County overall ($65,401). At 10.8% as of August 2010, the unemployment rate in High Point is higher than Greensboro, Guilford County, NC, and the US

Income Disparities

Compared with Guilford County as a whole, a higher percentage of residents (16.1%) and families (13.4%) in High Point are living below the poverty level. One in 10 residents (9.5%) has received food stamp assistance in the past 12 months. Single-parent households in particular are struggling. While 13.4% of families in High Point live below the poverty level, nearly half (46.0%) of female-headed households in High Point are living below the poverty level. Furthermore, nearly all (89.9%) of female-headed households with children below age 5 are living below the poverty level.

Across Guilford County: Risk Statistics

A major leverage point across these findings is to acknowledge the important nexus between gang involvement and a large variety of associated risk factors, including mental health and substance abuse issues, school failure, and trauma, to name just a few Researchers have documented that between 40% to 90% of youth involved in the juvenile justice system have experienced a traumatic event and suffer from a mental illness compared to 18% to 22% of the general youth population.[11] Additionally, as many as 50% have co-occurring substance use

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[10] Local School Directory: High Point   http://www.localschooldirectory.com/city-schools/High-Point/NC

[11] Cocozza, J. A., Stern, K. R., & Blau, G. (2005, March). *Prevalence of psychiatric symptoms and disorders among youth in the juvenile justice system: Findings from a multi-state study.* Symposium presented at the 18th Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base, Tampa, FL.

problems.[12] The Northwestern Juvenile Project indicated that two-thirds of juvenile detainees in the baseline sample had one or more alcohol, drug, and/or mental disorders. [13] In fact, the vast majority of youth in the juvenile justice system have multiple mental health diagnoses, with one large multi-state, multi-system study reporting that 60% of youth had *three or more* co-occurring mental health diagnoses. [14] A history of trauma increases the risk of arrest by 59%, and for committing a violent crime by 30%. [15] Given the astounding prevalence of trauma and related-issues, it is likely that these problems play a major role in gang involvement and illegal activities committed by youth.

Table 7: Brief Risk Statistics

	Greensboro	High	Guilford	NC	USA
Single-Parent Households	20.4%	17.5%	17.8%	17.3%	17.1%
Teen Birth Rate (per 1,000 women ages 15-19)	43	28	31	39	29
Rate per 1,000 of Pregnancy Among 10-14 Year Olds	na	na	1.9	1.3	na
Rate per 1,000 of Pregnancy Among 15-19 Year Olds	na	na	53.0	58.6	na
NC County Ranking for Pregnancy (1st highest-100th lowest)	na	na	68	na	na
# of Children in DSS Custody (August 2010)[16]	na	na	409	8986	na
# of Children per 1,000 in DSS Custody (June 2009)[5]	na	na	5.07	6.84	na
Source: US Census Bureau, 2008 American Community Survey 1-Year Estimates; NC DHHS, Division of Public Health, State Center for Health Statistics; na=data not available					

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[12] MacKinnon-Lewis, C., Kaufman, M. C., & Frabutt, J. M. (2002). Juvenile justice and mental health: Youth and families in the middle. *Aggression and Violent Behavior: A Review Journal, 7*(4), 353-363.

[13] Huizinga, D., Loeber, R., Thornberry, T. P., & Cothern, L. (2000, November). *Co-occurrence of delinquency and other problem behaviors* (NCJ No. 182211). Juvenile Justice Bulletin. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

[14] Skowyra, K. R., & Cocozza, J. J. (2001). *Blueprint for change: A comprehensive model for the identification and treatment of youth with mental health needs in contact with the juvenile justice system*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

[15] Widom, C. S. (1995). Victims of childhood sexual abuse – Later criminal consequences. *National Institute of Justice: Research in Brief*. Washington, DC: US Department of Justice, Office of Justice Programs.

[16] Duncan, D.F., Kum, H.C., Flair, K.A., Stewart, C.J., VanBusum, K., and Huang, S.P. (2009). Management Assistance for Child Welfare, Work First, and Food & Nutrition Services in North Carolina. Retrieved [month day, year], from University of North Carolina at Chapel Hill Jordan Institute for Families website. URL: http://ssw.unc.edu/ma/

Substance Use Rates:

According to the NC State Center for Health Statistics,[17] nearly half of adults (46.5%) in Guilford County have used alcohol in the past month, and nearly one in 10 (10.5%) has engaged in binge drinking. Approximately 16.5% of adults in Guilford County have smoked cigarettes in the past month.

Substance use rates for youth in Guilford County were obtained from data collected as part of the Youth Risk Behavior Survey.[18] According to 2008 results, nearly one third (29.1%) of middle school youth have ever used alcohol and nearly one in 10 (9.1%) of middle school youth have ever used marijuana. However, tobacco use at this age range is lower; only 5.5% have smoked cigarettes and 3.1% have used smokeless tobacco in the past month. As would be expected, these rates are higher when looking at the high school population. Over one third (39.0%) of high school youth in Guilford County have used alcohol in the past month, which is close to rates reported by adults using alcohol legally. In addition, over one quarter of high school youth (25.7%) have engaged in binge drinking in the past month, which is over double the rate of binge drinking for adults using alcohol legally. Cigarette use is also higher in the high school population. One in five high school youth (20.6%) have smoked a cigarette in the past month, which is higher than adult rates of use. Over one in five high school youth (22.5%) have also used marijuana in the past month.

Table 8: Substance Abuse Statistics

Adult Substance Use Rates	
Past month alcohol use	46.5%
Past month binge drinking	10.5%
Past month cigarette use	16.5%
Youth (Middle School) Substance Use Rates	
Past month cigarette use	5.5%
Past month smokeless tobacco use	3.1%
Ever used alcohol	29.1%
Ever used marijuana	9.1%
Youth (High School) Substance Use Rates	
Past month alcohol use	39.0%
Past month binge drinking	25.7%
Past month cigarette use	20.6%
Past month smokeless tobacco use	7.0%
Past month marijuana use	22.7%

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[17] Wolfson, Mark., Easterling, Doug, and Wagoner, Kimberly. (2010). *Addressing Substance Abuse in Guilford County: A White Paper.* Retrieved from Moses Cone Wesley Long Health Foundation website: http://www.mcwlhealthfoundation.org/images/stories/presentations/WhitePapers2010/sa%20wp%20for%20public.pdf.

[18] Youth Risk Behavior Survey (YRBS) 2008 Results: Guilford County

Abuse/Assault Rates and Assistance:

According to the Jordan Institute for Families,[19] 2,772 reports of child abuse and neglect were confirmed in Guilford County during the 2008-2009 fiscal year.

The NC Council for Women/Domestic Violence Commission[20] distributes and oversees state funding to local county programs for victims of domestic violence. Each local county program provides a 24-hour confidential crisis hotline, crisis intervention services, referrals to other community resources as needed, emergency shelter or shelter referral, advocacy, counseling, and community education. Guilford County houses two such programs, one in Greensboro and the other in High Point. According to Guilford County statistics from fiscal year 2008-2009, the programs together in Guilford County served 942 victims of domestic violence; 535 from the Greensboro location and 407 from the High Point location. Domestic assault victims were predominantly female (92.7%). Approximately a third (33.5%) of victims were Caucasian and nearly half (43.3%) were African American. The typical age range for victims was between 45-55 years (33%). Despite two locations, the program appears to be operating at capacity. Within 13 days of operation, the Greensboro shelter was reportedly full, and within 22 days, the High Point shelter was full. In addition, referrals are frequently made to other shelters because of a lack of space at one of the shelters within Guilford County.

The North Carolina Council for Women also provides funding to local county programs for victims of sexual assault. Each county program provides a 24-hour confidential crisis hotline, crisis intervention services, referrals to other community resources as needed, emergency shelter or shelter referral, advocacy, counseling and community education. Guilford houses two such programs, one in Greensboro and one in High Point. According to Guilford County statistics from fiscal year 2008-2009, the programs together in Guilford County served 495 victims of sexual assault. Greensboro received 13 calls to the crisis line but serviced 272 clients. High Point received no calls to the crisis line but serviced 223 individuals. The majority (84.0%) of sexual assault victims were female. Approximately half (50.7%) of sexual assault victims were Caucasian and nearly a third (31.7%) were African American. Approximately two-thirds (66.7%) of cases were child sexual offenses, and the majority of these cases (42.0%) were clients aged 0 to 12 years old. Victims were most frequently assaulted by a relative (60.4%) or an acquaintance (29.7%).

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[19] Jordan Institute of Social Work at UNC Chapel Hill:http://sasweb.unc.edu/cgi-bin/broker?_service=default&_program=cwdev.iexp.sas&county=Guilford&label=County
20 North Carolina Council for Women/Domestic Violence Commission http://www.nccfwdvc.com/stats.htm

Table 9: Assault and Violence Statistics

	Greensboro	High Point	Guilford County
Child Abuse and Neglect			2,772
Domestic Violence programs (1 program in Greensboro, 1 in High Point)			
Number of calls	318	47	365
Number of clients serviced	535	407	942
Referrals to other shelters	12	13	25
Number of days shelter full	13	22	35
Sexual Assault programs (1 program in Greensboro, 1 in High Point)			
Number of calls	13	0	13
Number of clients serviced	272	223	495
Type of assault			
Adult Rape	34	8	42
Adult Survivor of Child	7	5	12
Child Sexual Offense	200	130	330
Other	31	80	111
Offender Relationship			
Relative	145	154	299
Acquaintance	89	58	147
Unknown	38	7	45
Abuser treatment programs (3 programs in Guilford County)			
Number of referrals	na	na	410
Number of accepted referrals	na	na	209
Number completed program	na	na	73
Services for Displaced Homemakers			
Number of clients served	na	na	217
Job Placement	na	na	68
Full-time job placement	na	na	50
Part-time job placement	na	na	14
Disabled client placed	na	na	4
Education Placement			63
4-year college	na	na	2
Community College	na	na	22
Other Training	na	na	39

na =data not available

In order to combat assault rates, the NC Council for Women certifies abuser treatment programs to assist batterers. Guilford County houses 3 agencies for referrals. Referrals are made from criminal court, civil court, the Department of Social Services, substance abuse treatment settings, self referral, and probation and parole officers. During the 2008-2009 fiscal year, 410 referrals were made to the treatment programs, of which 209 were accepted. However, only 73 people were reported to have completed programming that year. Participants were most often terminated from treatment because of excessive absences from the program.

The NC Council for Women also utilizes state funding for local programs in order to assist displaced homemakers who are the victims of assault. The local programs provide job counseling, job training, job placement services, health education, counseling services, and financial management services to these displaced homemakers. During the 2008-2009 fiscal year, the Guilford County program serviced 217 displaced homemakers, half of whom (50.2%) were African American and a third of whom (36.4%) were Caucasian. Only one male displaced homemaker was serviced. The typical age range of clients receiving services was 34-44 years (30.7%) or 45-55 years (30.8%). Displaced homemakers were typically separated (41.9%) or divorced (31.3%). Nearly one third (31.3%) were able to be placed in jobs, the majority of whom were placed in full-time jobs. In addition, nearly one third (29%) received an education placement of some type.

Guilford County Gang Assessment:
The OJJDP Comprehensive Gang Model

Section: Overview of Guilford County Schools, School Safety, and School Performance
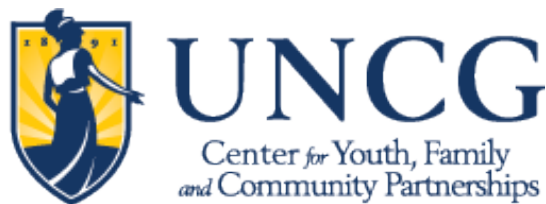
Guilford County Schools: A Snapshot

Overview:

Guilford County Schools (GCS) is the third largest school district in NC and one of the 50 largest school districts in the US.[21] Enrollment in GCS has grown by more than 10,000 students over the past decade, although the rate of growth has slowed in recent years. While the district continues to grow in number of students, no new schools were opened during the 2008-09 school year. Total enrollment for Guilford County Schools (public schools) was over 71,000 students for 2008-09, which included approximately 33,000 elementary school students, 16,000 middle school students, 22,000 high school students, and 800 students in alternative schools.[22] Students were split between 122 schools[23] in both urban and rural areas, including 67 elementary schools, 22 middle schools, 26 high schools, and seven alternative schools. Some school campuses house multiple grade levels spanning elementary, middle, and/or high school grades. Fifty-three percent of students in the district are classified as economically disadvantaged students (FRL) and the district serves 1,355 homeless students.[24]

Detailed school characteristic information, and student body population, demographic information, and school performance for all middle and high schools in Guilford County can be found in the tables in the end of the section. All data are compiled from existing, published sources as identified in this section, with the majority of information pulled from the NC Department of Public Instruction's (2009) *Education First: NC School Report Cards* database (http://www.ncreportcards.org/src/).

Figure 1: Guilford County Schools District School Statistics[25]

[21] Guilford County Schools. (2009, December). *Achieving Educational Excellence.* Retrieved from Guilford County Schools website: http://gcsnc.com/community2/pdf/factsheet.pdf.
[22] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success.* Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf.
[23] Guilford County Schools. (2009). Retrieved from Guilford County Schools website: http://www.guilford.k12.nc.us/
[24] Guilford Education Alliance. (Spring, 2010). *Faces of Change: Addressing Diversity in our Schools.* Retrieved from website: http://www.guilfordeducationalliance.org/resources/documents/FacesofChangeFinalReport.pdf,
[25] Local School Directory.com. Retrieved from Local School Directory website: http://www.localschooldirectory.com/district-schools/410/Guilford-County-Schools-District/NC.

Alternative Schooling

Approximately 11,000 students in Guilford County did not attend a GCS school in 2008-09, which is 13.7% of the student population in the county.[26] Students were alternately enrolled in either a charter or private school, or they were home schooled. Guilford County contains four charter schools serving 1,300 students and 29 private schools serving 7,100 students. An estimated 2,900 students were homeschooled during the 2008-09 school year.

GCS contains seven alternative schools[27]: the Gateway and McIver special education centers, High School Ahead Academy, Twilight High School, two School Community Alternative Learning Environment (SCALE) sites and the Doris Henderson Newcomers School. The district also supports magnet schools and early college options. These schools provide multiple options for students in the GCS system who benefit from the alternative classroom approaches to achieve their potential. District-wide decreases in dropout and suspension rates and increased graduation rates have been attributed in part to these alternative schools and their approaches.

As of the 2009-10 school year, over 10,000 (13.3%) GCS students were identified as Exceptional Children (EC) receiving special education services, for who GCS makes several options available.. Gateway Education Center and McIver Center serve EC students with moderate to severe mental and/or physical disabilities who require a separate school setting. Gateway is designed for youth between the ages of 6 months and 22 years and McIver Center is designed for students the ages of five and 22 years. In Fall 2010, GCS opened the Meredith Leigh Haynes Bennie Lee Inman Education Center to serve children with disabilities between the ages of three and 22 years.

High School Ahead Academy serves 100 middle school students who are above the average age for their grade level.[28] These students are designated as 8th graders. The goal of the Academy is to accelerate school readiness for transition into high school and enable students to graduate from high school in a timeframe that is in accordance with other students their age. The Academy has small class sizes so that students are able to benefit from individualized attention.

Suspension alternative programs in NC are supported through at-risk funding sent to each Local Education Agency (LEA). By state statute, each LEA is required to put in place an Alternative Learning Program (ALP) or school, although ALPs are not required to serve all suspended students.[29] GCS has two School Community Alternative Learning Environment (SCALE) programs to meet this requirement, one in Greensboro and one in High Point, which provide students in grades 6th through 12th alternatives to long-term suspension from their regular school. If a student warrants long-term suspension, a behavior contract is established between the student and staff at the SCALE school. If the student fulfills the behavior contract, he or she returns to

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[26] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf.

[27] Guilford County Schools. (2009). Retrieved from Guilford County Schools website: http://www.guilford.k12.nc.us/.

[28] Guilford County Schools. (2009). Retrieved from Guilford County Schools website: http://www.guilford.k12.nc.us/

[29] NC School violence Gang Activity Study Summary

the regular school and the long-term suspension is not recorded. A decline in long-term suspension rates in the district has been attributed in part to these SCALE programs.[30]

In January 2008, GCS began the Twilight High School program to provide classes on a non-traditional schedule for high school students who have circumstances that make regular school attendance difficult.[31] Students nine or less credits away from graduation and at risk of dropout are referred to Twilight by their high school principal after demonstrating issues such as poor attendance, chronic misbehavior, or other relevant circumstances. During the 2009-10 school year, Twilight High School served approximately 125 students.

GCS currently houses 44 magnet schools offering regular curricula as well as specialized areas of study, including arts, science, technology, international baccalaureate (IB) programs, and early/middle college options.[32] The district is a state and national leader in the middle college movement, with seven early/middle college high schools located at local college and university campuses in Guilford County: [33] Middle College at Bennett, Middle College at Greensboro College, Early College at Guilford College, Middle College at GTCC-Greensboro, Middle College at GTCC-High Point, Middle College at GTCC-Jamestown, and Middle College at NC A&T. These early colleges blend high school and college courses in a comprehensive and rigorous program, reducing the time it takes to complete a high school diploma and the first two years of college. Early colleges are small schools designed so that low-income youth, first-generation college goers, English language learners, students of color, and other young people underrepresented in higher education can earn both a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree tuition-free.

Diversity:

As the population of Guilford County has grown and evolved over the past decade, student enrollment in GCS has also become increasingly diverse.[34] GCS currently serves students from 142 distinct cultural and ethnic groups speaking 150 different languages and dialects. The percentage of Limited English Proficient (LEP) students has increased, as well. As of the 2009-10 school year, 9.4% of students were classified as LEP. The most common first languages spoken by LEP students are Spanish, Vietnamese, Arabic, Urdu, French, and Bermese.

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[30] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf.

[31] Guilford County Schools. (2009). Retrieved from Guilford County Schools website: http://www.guilford.k12.nc.us/

[32] Guilford County Schools. (2009). Retrieved from Guilford County Schools website: http://www.guilford.k12.nc.us/.

[33] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf.

[34] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf.

In 2007, the Doris Henderson Newcomers School opened to serve recently arrived immigrant and refugee students in 3rd through 12th grades who are novice English speakers.[35] The Newcomers School helps students acclimate to the US while also celebrating their cultures, languages and traditions. The program is unique in that it encompasses students from many different cultures speaking a wide variety languages and performing at a wide range of academic levels. Students stay at the Newcomers school for one year before moving into their district-assigned regular school. During the 2009-10 school year, the school served 240 students, including 85 high school students. Approximately 70% of students were refugees, while the remaining students were US immigrants.

District Performance:

Ten public district schools were 2009 Honor Schools of Excellence, including Brown Summit Middle School, Kernodle Middle School, Northwest Guilford Middle School, Early College at Guilford, and Weaver Academy. [36] At these schools, 90% or more of students scored at or above grade level, made expected or high growth and met Adequate Yearly Progress (AYP) standards. Nearly 70% of the district schools met AYP, which is the highest percentage for GCS since the measure was established in 2003. About 70% of elementary schools, 82% of middle schools, and 58% of high schools made AYP during the 2008-09 school year. However, as a school system, Guilford County Schools did not meet AYP and is in Year 3 of district improvement status. [37]To determine if a particular school within Guilford County met AYP, go to http://www.ncreportcards.org/src/.

Figure 2: Percentage of Schools that Met Adequate Yearly Progress (AYF) in 2009

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[35] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf.

[36]Guilford County Schools. (2009, December). *Achieving Educational Excellence.* Retrieved from Guilford County Schools website: http://gcsnc.com/community2/pdf/factsheet.pdf

[37]North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards.* Retrieved from Education First: NC School Report Cards website: http://www.ncreportcards.org/src/.

Of concern is that five schools in the district have never made AYP, including Andrews High School, Dudley High School, and Smith High School. Furthermore, AYP in both reading and math is less than 70% for disadvantaged students and students of color in the district.[38]

Additionally, 10 schools in GCS were considered low-performing schools as of 2008-09, meaning that less than 50% of students at the school were performing at or above grade level and the school did not meet growth expectations for the state's ABC testing program.[39] In 2008-09, GCS had more schools on this list than any other county in NC. Low-performing schools in the district included six elementary schools, Hairston Middle School, Andrews High School, Dudley High School, and Eastern Guilford High School. Smith High School had previously been on this list, but was removed in 2009. All 10 of the low-performing schools are Title I schools, indicating that they are identified for Title I School Improvement status and sanctions after not making AYP in the same subject (reading or math) for two years in a row.[40]

Graduation:

Over 4,600 students received high school diplomas during the 2008-09 school year, with another 174 receiving ESL diplomas, 46 receiving EC certificates, and 23 receiving ESL certificates.[41] Overall, the graduation rate for GCS in 2008-09 was 79.9%, which is higher than the overall statewide graduation rate of 71.7%.[42]

Figure 3: 2008-2009 Graduation Rates

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[38] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf.

[39] North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards.* Retrieved from Education First: NC School Report Cards website: http://www.ncreportcards.org/src/.

[40] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf

[41] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf.

[42] Guilford County Schools. (2009). Retrieved from Guilford County Schools website: http://www.guilford.k12.nc.us/.

Weaver Academy, Middle College at GTCC-Jamestown and Early College at Guilford were three of only seven schools in NC to accomplish a 100% graduation rate during the 2008-09 school year.[43] Another three GCS high schools had graduation rates above 95%: Greensboro College Middle College, Middle College at NC A&T, and Smith Academy.[44] In addition, for the second year in a row, Northwest High School had one of the top two graduation rates in the state for schools with 500 or more graduating seniors.

Despite a high overall graduation rate, an achievement gap exists in the graduation rate for the district. In 2008-2009, the graduation rates for African Americans (63.2%), American Indians (60%), and Hispanics (58.9%) are all lower than the graduation rate for white students (71.7%) and Asian/Pacific Islander students (83.6%). Economically disadvantaged (FRL) students, Limited English Proficient (LEP) students, and students with disabilities (SWD) also all graduated at rates below the district average of 71.7%.[45]

Table 10: AYP Four-Year Cohort Graduation Rate by Student Group

	All	White	Black	Hispanic	American Indian	Asian/ Pacific Islander	Multi- Racial	E.D.	L.E.P.	Students with Disabilities
2008 - 09	71.7%	77.7%	63.2%	58.9%	60.0%	83.6%	71.5%	61.8%	52.1%	56.8%
2007 - 08	70.3%	75.7%	62.7%	56.4%	53.8%	81.0%	68.4%	N/A	N/A	56.6%
Percent Change	1.4%	2.0%	0.5%	2.5%	6.2%	2.6%	3.1%	N/A	N/A	0.2%

Dropout Rates:

The multiple schooling options in GCS have helped the district dropout rate continue to remain below the state average, and GCS has the lowest dropout rate of the five largest school districts in NC.[46] For the 2008-09 school year, the GCS high school dropout count was 723 students.[47] The GCS high school dropout rate was 3.13%, which is a substantial decrease from the district's 3.31% dropout rate reported the previous year. The district's dropout rate has been cut almost in half since the 1999-00 school year, when it was 5.97%. This rate is also lower than NC's dropout rate of 4.27% for the 2008-09 school year, even though this statewide dropout rate is the lowest high school dropout rate ever recorded in NC to date.

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[43] Guilford County Schools. (2009, December). *Achieving Educational Excellence.* Retrieved from Guilford County Schools website: http://gcsnc.com/community2/pdf/factsheet.pdf

[44] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success.* Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf.

[45] North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards.* Retrieved from Education First: NC School Report Cards website:
http://www.ncreportcards.org/src/.http://www.ncreportcards.org/src/stateDetails.jsp?Page=1&pYear=2008-2009

[46] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success.* Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf.

[47] North Carolina Department of Public Instruction. (2009). *Annual report of Schools Crime and Violence:2008-2009 Consolidated Data Report.* Retrieved from North Carolina Public Schools website: http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf.

High schools with dropout counts greater than 50 students for the 2008-09 school year included: Andrews High School (n=55), Dudley High School (n=73), Eastern Guilford High School (n=65), Grimsley High School (n=64), High Point Central High School (n=62), Page High School (n=59), and Ragsdale High School (n=51).[48]

The dropout count for GCS for students in 1st through 12th grade for the 2008-09 school year was 759,[49] indicating that 36 students that dropped out in GCS had not yet entered high school. Elementary and middle schools with dropout counts greater than 5 students for the 2008-09 school year include Aycock Middle School (n=6), Caesar Cone Elementary (n=6), and the Newcomers School (n=13).[50]

Males accounted for the majority (61%) of high school dropouts in GCS,[51] which is comparable to NC rates for male dropouts (59%). Statewide in NC, attendance issues were the most often cited reasons for a reported dropout, accounting for roughly two in five (42%) dropouts.[52] However, approximately one in five dropouts (21.1%) in NC cited enrollment in a community college as the reason for dropout, because state guidelines dictate that students leaving to attend community college programs must be counted as dropouts. In 2008-09, as in past years, NC students dropped out most frequently in 9th grade (32.8%), followed by 10th grade (26.0%), 11th grade (22.7%), and 12th grade (15.3%).

Suspensions and Expulsions

In NC public schools, short-term suspensions for lesser offenses last for up to 10 days. Long-term suspensions for more serious offenses last at least 11 days and can run as long as up through the remainder of the school year. Expulsions signify that the student cannot return to their regular school or any other school within the district, and is reserved for cases where the student is at least age 14 and presents a clear threat of danger to self or others.[53]

During the 2008-09 school year, there were 11,928 short-term suspensions overall. There were 6,466 short-term suspensions at the high school level in GCS, for a short-term suspension rate of

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[48] North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards.* Retrieved from Education First: NC School Report Cards website: http://www.ncreportcards.org/src/.

[49] North Carolina Department of Public Instruction. (2009). *NC Schools 2008-09 Dropout Events, Grades 1-13.* Retrieved from North Carolina Public Schools website: http://www.ncpublicschools.org/docs/research/dropout/reports/2008-09/113countbylea.pdf.

[50] North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards.* Retrieved from Education First: NC School Report Cards website: http://www.ncreportcards.org/src/.

[51] North Carolina Department of Public Instruction. (2009). *Annual report of Schools Crime and Violence:2008-2009 Consolidated Data Report.* Retrieved from North Carolina Public Schools website: http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf.

[52] North Carolina Department of Public Instruction. (2009). *Annual report of Schools Crime and Violence:2008-2009 Consolidated Data Report.* Retrieved from North Carolina Public Schools website: http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf.
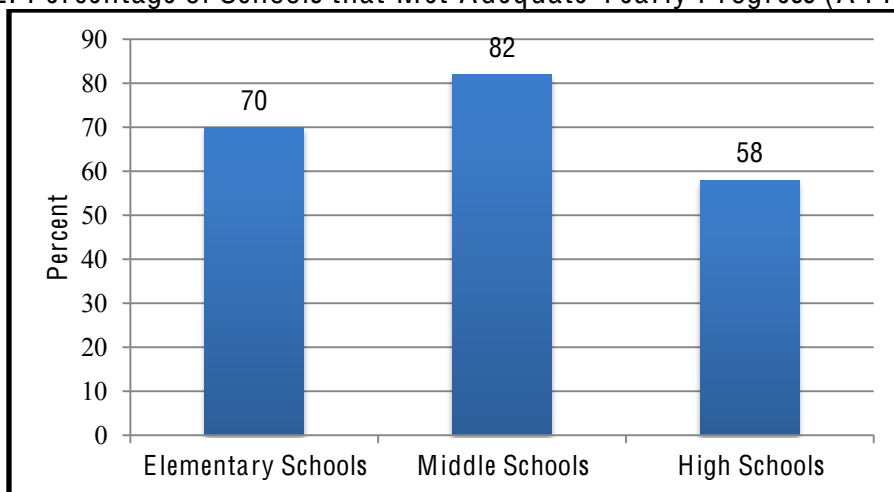
[53] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success.* Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf.

29.7 suspensions per 100 students.[54] However, the reported numbers are by suspension, not student; thus, one student can be counted more than once if he or she receives multiple suspensions. This rate represents a slight decrease for the district and is lower than the state rate of 34.8 short-term suspensions per 100 students.

Figure 4: Short-Term Suspension Rate per 1,000 Students
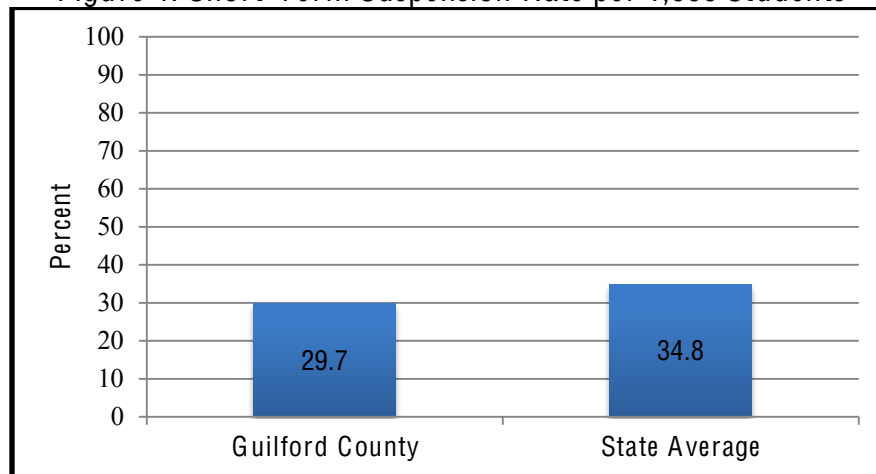
The top five GCS middle schools for short-term suspensions during 2008-09 were[55]: Allen Middle School (37 suspensions), Ferndale Middle School (43 suspensions), Hairston Middle School (68 suspensions), Welborn Academy of Science and Technology (74 suspensions), and High School Ahead Academy (164 suspensions). The top five GCS high schools for short-term suspensions during 2008-09 were[56]: High Point Central High School (39 suspensions), Southern Guilford High School (43 suspensions), Andrews High School (45 suspensions), Smith High School (75 suspensions), and Greensboro SCALE School (86 suspensions), which houses grades 6th through 12th.

In addition, 41 long-term suspensions in the district, representing a 59% decrease from the 2007-08 school year[57]. No expulsions were reported.[58] As reported by the NC Department of Instruction, only one GCS middle school (Hairston Middle School) and one high school (Smith High School) reported a long-term suspension for the 2008-09 school year.[59] The reason for the

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[54] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success.* Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf.

[55] North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards.* Retrieved from Education First: NC School Report Cards website: http://www.ncreportcards.org/src/.

[56] North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards.* Retrieved from Education First: NC School Report Cards website: http://www.ncreportcards.org/src/.
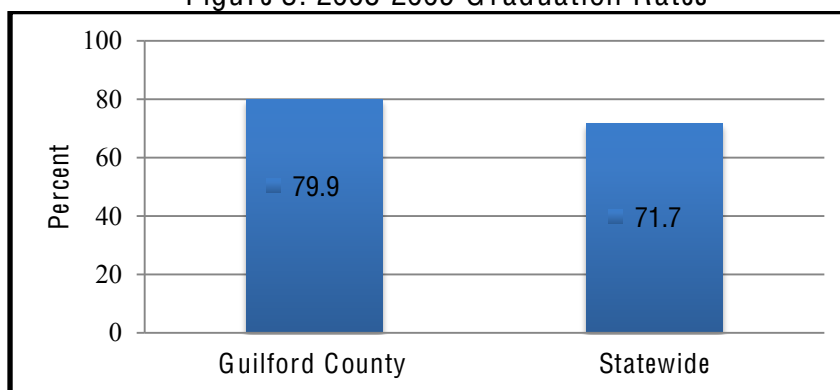
[57] Guilford County Schools. (2009, December). *Achieving Educational Excellence.* Retrieved from Guilford County Schools website: http://gcsnc.com/community2/pdf/factsheet.pdf

[58] North Carolina Department of Public Instruction. (2009). *Annual report of Schools Crime and Violence:2008-2009 Consolidated Data Report.* Retrieved from North Carolina Public Schools website: http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf.

[59] North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards.* Retrieved from Education First: NC School Report Cards website: http://www.ncreportcards.org/src/.

sharp decline in long-term suspensions is reported as being partly due to the presence of the two alternative SCALE schools for students suspended from their home school.

Disproportionate Minority Contact

Several researchers have documented the link between school suspensions and subsequent involvement in the juvenile and criminal justice systems, a phenomenon that has been labeled the School-to-Prison Pipeline.[60,61] Thus, it is important to understand where, why and to what extent disproportion exists in order to develop and implement effective reduction strategies.

Despite comparatively low suspension rates, a disproportionate amount of minority students received suspensions. This disproportionate minority contact (DMC) among African American students, which is not unique to GCS, can be assessed using a relative rate index (RRI). RRI is calculated by dividing African American student suspensions by white suspensions to equal the relative rate at which African American students get suspended as compared to white students. The RRI is preferable to other measures that are affected by: 1) the relative size of minority youth populations, and 2) the number of different minority populations being compared. The RRI method reduces statistical bias, allows accurate comparisons, and can compare multiple racial and ethnic groups.

In 2008-09, the short-term suspension RRI for GCS was 4.42, indicating that for every one white student who was suspended, there were 4.42 African American students suspended. Strikingly, in 2008-09, the long-term suspension RRI for GCS was 16, indicating that for every one white student who was suspended long-term, there were 16 African American students suspended long-term.[62]

In the 2008-2009 school year, African American males represented 50.2% of all short-term suspensions during 2008-09, as opposed to 12.9% of White males. African American females represented another 21.9% of all short-term suspensions, indicating that African Americans accounted for the majority (72.1%) of short-term suspensions in 2008-09 despite only comprising 41% of the student population. African Americans are also overrepresented in long-term suspension counts, with African American males receiving 41.5% of all long-term suspensions, African American females receiving 36.6% of long-term suspensions, and White males receiving 2.4% of all long term suspensions for the 2008-09 school year.[63]

[60] Wald, J., & Losen, D. J. (2003). Defining and redirecting a school-to-prison pipeline. In G. Noam (Series Ed.) and J. Wald & D. Losen (Vol. Eds.), *New directions for youth development: No. 99. Deconstructing the school-to-prison pipeline* (pp. 9 - 15). San Francisco: Jossey-Bass.

[61] NAACP Legal Defense and Education Fund, Inc. (2005). *Dismantling the School-to-Prison Pipeline.* Retrieved on from http://www.naacpldf.org/content/pdf/pipeline/Dismantling_the_School_to_Prison_Pipeline.pdf.

[62] North Carolina Department of Public Instruction. (2009). *Report of Schools Crime and Violence:2008-2009 Consolidated Data Report* [Data file]. Retrieved from North Carolina Public Schools website: http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf

[63] North Carolina Department of Public Instruction. (2009). *Report of Schools Crime and Violence:2008-2009 Consolidated Data Report* [Data file]. Retrieved from North Carolina Public Schools website: http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf

Minority disparities are also indicated by the dropout rates for the GCS district, particularly for African American students. [64] During the 2007-08 school year, 56.1% of students who dropped out at the high school level in GCS where African American, although they only comprised 40.4% of the total student population.

One potential contributor to DMC is zero tolerance policies. Zero tolerance disciplinary policies and high-stakes testing are two practices that have left millions of US children without the opportunity to receive a high-quality education. These practices needlessly punish students and limit opportunities for them to reach their full potential and achieve long-term goals. Oftentimes, zero tolerance disciplinary policies and high-stakes testing work in tandem to create hostile school environments and lead students down the "school-to-prison pipeline". Specific negative effects include a 15% increase in expulsions nationwide from 2002 to 2006, with disparate rates of disciplinary recourse for minority students. Removal from school is associated with higher rates of future misbehavior, negative academic performance, higher dropout rates, and higher likelihood of entering the justice system. Since the implementation of the No Child Left Behind (NCLB) Act, the nationwide graduation rate was 69% in 2006—the lowest since before NCLB. Graduation rates for Black and Latino students were 51% and 55% respectively. The graduation rates in the 100 largest US school districts were climbing prior to NCLB, but have began dropping significantly in most districts since NCLB. The 100 largest districts also serve a large proportion of the minority student population in the US.

When looking at NC specifically, there were 16,499 referrals to the juvenile justice system directly from schools in 2008-2009. Following the introduction of high-stakes testing, there was

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[64] Guilford Education Alliance. (2009, Fall). *Education Matters in Guilford County: Measuring Community and School Success*. Retrieved from Action Greensboro website: http://actiongreensboro.org/find-out/resources/documents/2009-EducationMattersReport.pdf.

a 53% increase in students retained from moving onto the next grade level. After NCLB, short-term suspensions increased 41%, long-term suspensions increased 153%, and the number of SROs present in schools has increased, thereby often reinforcing the punitive image of the schools they serve. Black students are three and a half times more likely to receive suspension than White students and one-half of teachers are leaving the profession before they make it to their fifth year. The graduation rate in 2006 was 63%, the ninth worst in the country. Graduation rates for Black students and Latino students were 45% and 50% respectively in that year.

Crime and Violence

According to Rule 25 of the Guilford County Schools Student Handbook for 2009-10, students are explicitly told that[65]:

> No student shall commit any act which furthers gangs or gang related activities. A student shall not threaten or intimidate another individual, or disrupt including but not limited to displaying gang colors, logos or jewelry on one's person or possessions, using gang gestures (throwing gang signs) or verbal communications, for the purpose of gang identification, or tag or deface school or personal property with gang-related symbols or slogans. A student shall not incite other students to intimidate or to act with physical violence upon any other person related to gang activity, solicit others for gang membership, or commit any other illegal act or other violation of school district policies that relates to gang activity. This rule will only apply when the behavior does not meet the standards of any other violation. If gang-related activity is associated with another act of misconduct, evidence of gang activity shall be considered an aggravating factor (p.32).

Consequences for violation of this rule are also explicit in the handbook and vary based on school level. At the elementary school level, violation results in in-school disciplinary action and out-of-school suspension (OSS) for up to 3 days for repeated or serious violations. In middle and high school, violation results in-school disciplinary action and OSS for up to 10 days for repeated or serious violations.

Youth violence risks and rates in Guilford County were obtained from GCS middle and high school students as part of the local implementation of the national Youth Risk Behavior Survey,[66] and many of these rates are higher in Guilford County than in NC overall. To review the full report, please go to:
http://www.guilfordeducationalliance.org/resources/documents/Finalcombinedreport.pdf. Sixty percent of middle school students in GCS reported that they had been in a fight, compared to 56.5% of NC middle school students. In addition, 6.1% of middle school students sustained injuries from a fight that required medical attention in the last year, compared to 5.3% of NC middle school students. However, fewer GCS middle school youth reported carrying a weapon to school (32%) compared with NC middle school students (37.2%) overall.

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[65] Guilford County Schools. (2010). *Guilford County Schools Student Handbook.* Retrieved from Guilford County Schools website: http://www.gcsnc.com/pdfs/studenthandbook.pdf.
[66] Guilford Education Alliance. 2008. *Youth Risk Behavior Survey.* Retrieved from Guilford Education Alliance website: http://www.cfgg.org/downloads/reports/Education_Alliance_Youth_Risk_Behavior_Survey.pdf.

Similarly, GCS high school students typically reported more risks for violence and higher rates of violence as compared to high school students in NC overall. A higher percentage of GCS high school students reported carrying a weapon on school property in the last 30 days (7.4%), becoming injured or being threatened with a weapon on school property (7.2%), being involved in a physical fight in the past year (34.5%), being involved in a physical fight on school property in the past year (14.4%), sustaining injuries from a fight requiring medical attention in the last year (5.3%), and/ or having personal property damaged or stolen in the past year (28.8%). However, less GCS high school youth reported carrying a weapon in the last 30 days (20.1%) as compared to NC youth (21.2%), and less GCS students reported that they did not go to school because they felt unsafe in the past 30 days (6.1%) as compared to NC youth (7%) overall.

NC public schools are required to report acts of crime or violence yearly to the NC State Board of Education. The NC State Board of Education has identified 17 criminal acts for NC public schools, 10 of which are considered dangerous and violent.[67] The 10 dangerous and violent acts are: homicide, assault resulting in serious bodily injury, assault involving the use of a weapon, rape, sexual offense, sexual assault, kidnapping, robbery with a dangerous weapon, robbery without a dangerous weapon, and taking indecent liberties with a minor. The other seven acts that are reported and included in these counts are: assault on a school personnel, bomb threat, burning of a school building, possession of an alcoholic beverage, possession of controlled substances in violation of the law, possession of a firearm or powerful explosive, and possession of a weapon. The most frequently reported acts of crime or violence in NC high schools are possession of a controlled substance in violation of the law, possession of a weapon excluding firearms and powerful explosives, and possession of an alcoholic beverage.

Across these 17 acts of crime or violence, GCS reported 545 total acts in 2008-2009, which is down approximately 15% from 638 acts the previous year. There were 346 reportable acts of crime or violence in GCS high schools, which equates to 15.9 acts per 1,000 students. This rate closely mirrors the state high school rate of 15.7 acts per 1,000 students.[68]

Summaries of the acts of crime/violence reported by school, as well as suspension and expulsion data listed by school, are provided in the tables below.

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[67] North Carolina Department of Public Instruction. (2009). *Annual report of Schools Crime and Violence:2008-2009 Consolidated Data Report.* Retrieved from North Carolina Public Schools website: http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf.
[68] North Carolina Department of Public Instruction. (2009). *Annual report of Schools Crime and Violence:2008-2009 Consolidated Data Report.* Retrieved from North Carolina Public Schools website: http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2008-09/consolidated-report.pdf.

Table 11: Crimes, Suspensions, and Expulsions By School: Middle Schools

School	Acts of Crime /Violence	Acts of Crime/ Violence (per 100 students)	Short term Suspensions	Long Tern Suspensions	Expulsions
Allen Middle	13	2	37	0	0
Aycock Middle	2	0	32	0	0
Brown Summit Middle	0	0	8	0	0
Dean B. Pruett SCALE School	0	0	N/A	N/A	N/A
Eastern Middle	3	0	23	0	0
Ferndale Middle	7	1	43	0	0
Guilford Middle	12	2	24	0	0
Guilford Newcomer's Center	0	0	5	0	0
High School Ahead Academy	4	4	164	0	0
Jackson Middle	6	1	24	0	0
Jamestown Middle	10	1	17	0	0
Johnson Street Global Studies	3	1	14	0	0
Kernodle Middle	2	0	10	0	0
Kiser Middle	7	1	17	0	0
Lincoln Academy	9	1	23	0	0
Mendenhall Middle	3	0	19	0	0
Northeast Guilford Middle	5	1	31	0	0
Northern Guilford Middle	3	0	11	0	0
Northwest Guilford Middle	8	1	7	0	0
Otis L. Hairston Sr. Middle	18	3	68	1	0
Penn-Griffin School for Arts	3	1	28	0	0
SCALE- Greensboro	0	0	86	0	0
Southeast Guilford Middle	9	1	19	0	0
Southern Middle	12	2	22	0	0
Southwest Guilford Middle	9	1	19	0	0
Welborn Academy	7	1	74	0	0

Table 12: Crimes, Suspensions, and Expulsions By School: High Schools

School	Acts of Crime/ Violence	Acts of Crime/Violence (per 100 students)	Short term Suspensions	Long Term Suspensions	Expulsions
Dudley High	23	2	33	0	0
Eastern Guilford High	31	3	37	0	0
Grimsley High	39	2	33	0	0
High Point Central High	34	3	39	0	0
Lucy Ragsdale High	19	1	35	0	0
Middle College at Bennett	0	0	1	0	0
Middle College at Greensboro College	0	0	N/A	N/A	N/A
Early College at Guilford College	0	0	N/A	N/A	N/A
Middle College at GTCC Greensboro	2	2	5	0	0
Middle College at GTCC High Point	0	0	N/A	N/A	N/A
Middle College at GTCC Jamestown	0	0	N/A	N/A	N/A
Middle College High at NC A&T	0	0	N/A	N/A	N/A
High Point Central Academy (The Academy at Central)	0	0	3	0	0
Northeast Guilford High	21	2	37	0	0
Northern Guilford High	7	1	9	0	0
Northwest Guilford High	26	1	10	0	0
Page High	36	2	31	0	0
Smith Academy (The Academy at Smith)	0	0	15	0	0
Ben L. Smith High	25	2	75	1	0
Southeast Guilford High	13	1	17	0	0
Southern Guilford High	9	1	43	0	0
Southwest Guilford High	17	1	30	0	0
T. Wingate Andrews High	16	2	45	0	0
Philip J. Weaver Academy	0	0	6	0	0
Western Guilford High	30	2	21	0	0

Table 13: Crimes, Suspensions, and Expulsions By School: Charter Schools

School	Acts of Crime/ Violence	Acts of Crime/ Violence (per 100 students)	Short term Suspensions	Long Tern Suspensions	Expulsions
Greensboro Academy	0	0	N/A	N/A	N/A
Guilford Preparatory	0	0	9	0	0
Triad Math & Science Academy	0	0	8	0	0

The five GCS middle schools that reported the greatest numbers of acts of crime or violence during 2008-09 were[69]: Jamestown Middle School (10 acts), Guilford Middle School (12 acts), Southern Middle School (12 acts), Allen Middle School (13 acts), and Hairston Middle School (18 acts). When taking student population into account, and comparing the rates of offenses committed, middle schools with high counts of crime and violence also typically had higher rates of crime and violence. Allen Middle School and Guilford Middle School reported two acts of crime or violence per 100 students and Hairston Middle School reported three acts of crime or violence per 100 students. Although High School Ahead Academy reported four acts, of crime and violence in total, because of the school's small population, this equates to a rate of four acts of crime or violence per 100 students.

The five GCS high schools that reported the greatest numbers of acts of crime or violence during 2008-09 were[70]: Western Guilford High School (30 acts), Eastern Guilford High School (31 acts), High Point Central High School (34 acts), Page High School (36 acts), and Grimsley High School (39 acts). As with the GCS middle schools, high schools reporting high counts of crime and violence also typically had high rates of crime and violence. Eastern Guilford High School and High Point Central High School had the highest rates for high schools, with three acts of crime or violence per 100 students reported. Several schools, including Grimsley High School and Dudley High School, had rates of two acts of crime or violence per 100 students.

Information on school-based offenses occurring during and after school hours was additionally obtained from the Guilford County Juvenile Crime Prevention Council (JCPC).[71] According to this data set, the five public middle schools in Guilford County reporting the greatest numbers of school-based offenses during 2008-09 were: Ferndale Middle School (36 offenses), Allen Middle School (40 offenses), Kiser Middle School (42 offenses), Hairston Middle School (43 offenses), and Welborn Academy (68 offenses). According to the Guilford County JCPC, the five public high schools in Guilford County reporting the greatest numbers of school-based offenses during 2008-09 were: Northeast Guilford High School (35 offenses), Eastern Guilford High School (46 offenses), Grimsley High School (64 offenses), High Point Central High School (71 offenses),

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[69] North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards.* Retrieved from Education First: NC School Report Cards website: http://www.ncreportcards.org/src/.

[70] North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards.* Retrieved from Education First: NC School Report Cards website: http://www.ncreportcards.org/src/.

[71] Department of Juvenile Justice and Delinquency Prevention: Guilford County Juvenile Crime Prevention Council. (2009). [Unpublished raw data file].

and Dudley High School (106 offenses). It is important to note that some public middle and high schools had no reported school-based offenses, including the Newcomers School, Weaver Academy, and Smith Academy.

Substance Use

Substance use rates for youth in Guilford County were also obtained from GCS students as part of the national Youth Risk Behavior Survey.[72] According to 2008 findings, nearly one third (29.1%) of middle school youth had used alcohol and nearly one in 10 (9.1%) middle school youth had used marijuana. However, tobacco use among students at this grade level was lower; only 5.5% had smoked cigarettes and 3.1% had used smokeless tobacco in the month prior to completing the survey.

As would be expected, these rates were higher when looking at the high school population. Over one third (39.0%) of high school youth in Guilford County had used alcohol in the past month, which is close to rates reported by adults using alcohol legally (46.5%).[73] In addition, over one quarter of high school youth (25.7%) had engaged in binge drinking in the past month, which is over double the rate of binge drinking for adults using alcohol legally (10.5%) in Guilford County.[74] Cigarette use was also higher for the high school population. One in five high school youth (20.6%) had smoked a cigarette in the month prior to completing the survey which is higher than the adult rate of use (16.5%). Over one in five high school youth (22.5%) had also used marijuana in the Month prior to completing the survey. Compared with youth in NC overall, middle school students reported using cigarettes, alcohol, and marijuana at lower rates. However, this was not the case for GCS high school students. A higher percentage of GCS high school students reported past month alcohol use (39%), binge drinking (25.7%), and marijuana use (22.7%) compared with NC high school students overall. Furthermore, a higher percentage of GCS high school students reported injecting illegal drugs (4.5%) and using heroin (3.6%), ecstasy (6.7%), and methamphetamine (5.4%) compared with NC high school students overall.

Mental Health

As with violence and substance use, mental health risks for youth in Guilford County were collected from GCS students as part of the national Youth Risk Behavior Survey.[75] According to 2008 findings, 6.7% of youth attempted suicide in the past year. However, significantly fewer

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[72] Guilford Education Alliance. 2008. *Youth Risk Behavior Survey.* Retrieved from Guilford Education Alliance website: http://www.cfgg.org/downloads/reports/Education_Alliance_Youth_Risk_Behavior_Survey.pdf.
[73] Wolfson, Mark., Easterling, Doug, and Wagoner, Kimberly. (2010). *Addressing Substance Abuse in Guilford County: A White Paper.* Retrieved from Moses Cone Wesley Long Health Foundation website: http://www.mcwlhealthfoundation.org/images/stories/presentations/WhitePapers2010/sa%20wp%20for%20public.pdf.
[74] Wolfson, Mark., Easterling, Doug, and Wagoner, Kimberly. (2010). *Addressing Substance Abuse in Guilford County: A White Paper.* Retrieved from Moses Cone Wesley Long Health Foundation website: http://www.mcwlhealthfoundation.org/images/stories/presentations/WhitePapers2010/sa%20wp%20for%20public.pdf.
[75] Guilford Education Alliance. 2008. *Youth Risk Behavior Survey.* Retrieved from Guilford Education Alliance website: http://www.cfgg.org/downloads/reports/Education_Alliance_Youth_Risk_Behavior_Survey.pdf.

GCS middle school students reported being at risk for committing suicide (15.3%) and suicidal intent (9%) as opposed to NC middle school youth overall.

In terms of GCS high school youth, 15.7% attempted suicide in the past year, which was the state rate for high school youth (26.9%). More GCS high school youth indicated suicidal risk (13.4%) compared to NC high school students (12.5%), although they also reported less suicidal intent (11.1%) compared to NC high school students (15.5%). In addition, 26.4% indicated being at risk for depression, which is similar to NC rates for high school youth (26.9%). A full review of the state of mental health in Guilford County can be found at http://www.mcwlhealthfoundation.org/images/stories/presentations/WhitePapers2010.[76]

School Climate Task Force

In July 2007, the Guilford County Board of Education charged a task force comprised of parents, teachers, principals, law enforcement, school officials, students, and community leaders to conduct research in GCS and review the district's handling of student misbehavior; review the 2005 Guilford County Disproportionate Minority Contact Report; gather feedback from teachers, parents, students and community stakeholders; and make a consensus report back to the Board of Education. It was requested that this report include recommendations that the Board of Education could adopt to reduce the number of suspensions and expulsions of GCS students; improve the relationship between law enforcement in the schools and minority communities disproportionately represented in arrest records; facilitate greater communication and understanding between the community, schools, parents, School Resource Officers (SROs) and students; improve the classroom education component of the SRO program; and increase the safety of school campuses with an emphasis on the growing gang concern.[77]

The final School Climate Task Force report was released in February 2008. The report revealed that the top concern for Guilford County Schools was the lack of adequate facilities and personnel for the population of students it serves. It was agreed that high schools should have no more than 800 students, middle schools should have no more than 600 students, and elementary schools should have no more than 400 students. However, as of the 2008-09 school year, 16 middle schools and 15 high schools exceeded these population suggestions,[78] indicating that most middle and high schools in the GCS district are overcrowded.

The Task Force made several other concrete suggestions including: assign one social worker per school; restructure and expand alternative programs for suspended students; encourage increased use of Teen Court for first time youth offenders pleading guilty to misdemeanors; provide more security personnel in schools; establish a Centralized Mediation Center with both a teacher and student training component; provide on-site support and opportunities for teachers regarding best

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[76] Graves, K.N., Buford, A., Frison, S., Ireland, A., & Shelton, T.L. (2010). *The State of Mental Health in Guilford County: A White Paper.* Greensboro, NC: Center for Youth, Family, and Community Partnerships at UNCG. Retrieved from Moses Cone Wesley Long Health Foundation website: http://www.mcwlhealthfoundation.org/images/stories/presentations/WhitePapers2010.

[77] Guilford County Schools. (2008). School Climate Task Force Report. Retrieved from Guilford County Schools website: http://www.guilford.k12.nc.us/boe/2008/2_25sc/stf_report.pdf.

[78] North Carolina Department of Public Instruction. (2009). *Education First: NC School Report Cards.* Retrieved from Education First: NC School Report Cards website: http://www.ncreportcards.org/src/.

practices in reading; increase the number of after-school and extracurricular activities available for students; provide multicultural training and professional development for staff on classroom discipline in diverse classrooms; increase school-community collaboration; clearly define School Resource Officer (SRO) roles and responsibilities; develop a memorandum of understanding (MOU) or contract in order to minimize conflict in schools and reduce the inconsistency within and among schools with the application of rules and repercussions; and implement a district wide standard mode of dress (SMOD) in order to ease indicators of socioeconomic differences, decrease distractions within the classroom, and enhance school campus safety.

As part of the report, the task force included a Proposed Gang Prevention and Student Intervention Policy designed to provide evaluation and prevention of the disparate impact of suspensions on certain classes of students, to disrupt illegal activity related to gangs in GCS, and to intervene with individual students in need of alternatives. It was recommended that a standing committee consisting of the School Safety Program Administrator, Student Hearing Officer, a designee from the office of the Superintendent, five knowledgeable members from the Guilford County community, and three SROs meet quarterly to review information regarding gangs and student-based criminal activities and provide a summary report identifying the communities containing the highest concentrations of gang related activity, the most affected schools in Guilford County, the most commonly identified gangs, and a suggested course of action for each significantly affected school.

Summary: District Level Strengths

Several strengths are of note about the GCS district. Performance-wise, 10 of the district schools are 2009 Honor Schools of Excellence, and approximately 70% of elementary schools, 82% of middle schools, and 58% of high schools made AYP during the 2008-09 school year.

Because of recently added and varied alternative schooling options, including High School Ahead Academy, Twilight High School, the two SCALE schools, and the multiple early/middle colleges, the GCS district has seen a significant decrease in dropout and suspension rates and greatly improved graduation rates over the past few years. The district also has plans to expand its magnet school programming to support a variety of specialized interests. Furthermore, the district has responded to the major influx of refugees and non-English speaking immigrants in the county with the unique Newcomers School to help these students acclimate before moving to regular district schooling options, further serving to improve graduation rates and decrease dropout.

Additionally, reportable acts of crime or violence in 2008-09 for the GCS district were down 15% from the previous year. Numbers of occurrences among GCS middle school students are generally lower than those in NC middle schools overall. For instance, fewer GCS middle school youth reported carrying a weapon to school compared to NC middle school students. Compared with middle school youth in NC overall, middle school students in GCS are also using cigarettes, alcohol, and marijuana at lower rates and reporting less suicidal risk and suicidal intent.

Summary: District Level Concerns

As noted throughout this summary, there are also several areas of concern for GCS. The school population continues to grow and has become increasingly diverse over the past decade. Over half of the students (53%) in the district are classified as economically disadvantaged (FRL), and these students are overrepresented in lower graduation rates and higher dropout rates. Minority disparities are also present in graduation, dropout, suspension, and expulsion rates for the GCS district, particularly for African American students, indicating strong evidence for disproportionate minority contact. Furthermore, despite the excellent performance of some schools, other schools have consistently failed to make AYP, and it is of note that these schools also have higher rates of FRL and African American students. Although GCS middle school students report fewer problems, GCS high school students have reported more risks for violence, higher rates of violence, and higher substance use rates as compared to high school students in NC more generally.

In addition to these concerns is the growing gang presence in Guilford County and in GCS schools. Although it is acknowledged that there is a growing gang presence, there exists a gap in the currently available data on gang involvement in the GCS district. However, what is understood is that Guilford County, like other urban areas, houses an increased risk for gang involvement. Furthermore, known risk factors for gang involvement, including low school achievement, fighting, substance use, low school attachment, and family financial stress, are all well-known risk factors for gang membership[79] that are noted as concerns in data summarized here.

Future District Level Improvement

Based on feedback from the School Climate Task Force, the 2008-2009 GCS budget included the following measures to increase student achievement through improved school climate and reduced school suspensions[80]: implement Positive Behavior Support (PBS) in 10 additional schools; add seven social worker positions; add a Behavioral Modification Technician at each traditional high school; provide a reading teacher for each middle and high school; provide additional resources to the Diversity Office; encourage increased use of Teen Court; establish a Centralized Mediation Center; provide district-level on-site support and opportunities for teachers regarding reading best practices; provide professional development for principals on instructional leadership and teacher empowerment; organize opportunities for open dialogue on what's happening in the schools and in the community for school staff, parents and students; distribute the SRO roles and responsibilities, and periodically review them; develop a Memorandum of Understanding (MOU) or contract for SROs in order to minimize conflict; include law enforcement supervisor and school administrator in SRO evaluations; encourage SROs to host weekly breakfast meetings on site with student representatives; educate all school

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[79] Howell, J.C., & Egley, A. (2005) Moving risk factors into developmental theories of gang membership. *Youth Violence and Juvenile Justice, 3*(4), 334-354.,

[80] Guilford County Schools. (2009). *Superintendent's Budget Message 2008-2009.* Retrieved from Guilford County Schools website: http://www.gcsnc.com/leadership/pdfs/2008-09%20Superintendent's%20Budget%20Message.pdf.

staff personnel on the history of gangs and why children are attracted to gang membership; and establish a Student Human Relations Commissions (SHRC) in each high school.
The Guilford County Board of Education has taken several other steps towards addressing concerns about the district's functioning. The Guilford County Schools Strategic Plan 2012,[81] launched in January 2009, included eight areas targeted for improvement by June 2012 including: academic achievement, supportive family and community involvement, strategic human resource management, respectful and responsive service, safe schools and character development, optimal business operations, technology, and clear baseline and equitable standards. GCS has implemented numerous strategies to address these areas targeted for improvement, several of which are expanded upon below.

In March 2009, the board voted to adopt a regionalizing plan for GCS effective beginning July 2009 with the goal of increasing efficiency and visibility of school administrators.[82] The district was regionalized into Northern, Western, Central, and Southeastern regions. Included in this regionalizing shift were the designation of a superintendent, executive director, and five other academic and support personnel for each region. In addition, an Enrichment region was included in the plan, consisting of nine schools across the GCS district that need intensive support and additional regional administrators.[83] Schools in the Enrichment region include Hairston Middle School, Jackson Middle School, Welborn Academy, Andrews High School, Dudley High School, and Smith High School.

As part of the plan for safe schools, GCS intends to expand instructional alternative schooling options beginning in August 2010 for students who are over-age, are suspended from school (especially those suspended for multiple or repeat offenses), or who have significant behavioral issues.[84] Although GCS has already made large strides in reducing dropout and suspension rates in the district by providing several alternate schooling options, GCS intends to review and enhance the SCALE programs and explore creating additional short-term suspension and therapeutic sites for students with significant behavioral issues. The district also plans to investigate expanding the Twilight program to support additional students.

In partnership with parents and multiple community partners, GCS has also planned to develop and launch a Parent University in January 2011.[85] The goal of the project is to make parents more aware of learning opportunities and resources available to them and their children in Guilford County in order to increase parental involvement in education. The first phase of the Parent University project includes identifying gaps in parent training, information and support services that currently exist in Guilford County, as well as conducting focus groups and other

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[81] Guilford County Schools. (2010). *Guilford County Schools Strategic Plan.* Retrieved from Guilford County Schools website: http://www.gcsnc.com/superintendent/pdf/StrategicPlan-Final%20-%20Single%20Pages.pdf#page=34.

[82] –Guilford County Schools. (2010) *Regional Office: Frequently Asked Questions.* Retrieved from Guilford County Schools website: http://www.gcsnc.com/regions/faq.htm.

[83] –Guilford County Schools. (2010) *Regional Office: Frequently Asked Questions.* Retrieved from Guilford County Schools website: http://www.gcsnc.com/regions/faq.htm.

[84] Guilford County Schools. (2010). *Guilford County Schools Strategic Plan.* Retrieved from Guilford County Schools website: http://www.gcsnc.com/superintendent/pdf/StrategicPlan-Final%20-%20Single%20Pages.pdf#page=34

[85] Mendez, Julia L. (2009). *Development of a Parent University for Guilford County Schools.* Retrieved from http://www.guilford.k12.nc.us/boe/2009/6_9/pu_summary.pdf.

research with parents. Plans have also been made to create a Parent University Web site during the first phase. Workshops, family learning events, conferences, and other learning opportunities will also be offered free or at low cost to Guilford County families as part of the project, whether or not their children are enrolled in GCS schools.

Within the community, the NC Governor's Crime Commission has provided Guilford County Juvenile Crime Prevention Council a two-year grant to assist with youth street gang violence prevention programs.[86] Funding was awarded in July 2006 and ended in June 2008. Guilford County was one of 15 counties to receive such funding, and was awarded $231,933 for several initiatives, including Teaching Adolescents Pathways to Success (TAPS), Gang Violence Prevention Education and Gang Mediation, The Hope Project, Gang Wise Parent Talk, Brothers Organized to Save Others (BOTSO), and project evaluation. Another $499,999 was also awarded to the Greensboro Police Department for an Anti-Gang Initiative project to prevent criminal and gang activity among at least 2,100 youth ages 7 to 16.[87]

As mentioned at the beginning of this section, the final component available here are summaries that overview general school characteristics, demographic breakdowns, and performance levels for all middle and high schools in Guilford. All data are compiled from existing, published sources as identified in this section, with the majority of information pulled from the NC Department of Public Instruction's (2009) *Education First: NC School Report Cards* database (http://www.ncreportcards.org/src/).

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[86]North Carolina Department of Juvenile Justice and Delinquency Prevention & North Carolina Department of Public Instruction. (2008). *School Violence Gang Activity Study.* Retrieved from North Carolina Department of Juvenile Justice and Delinquency Prevention website: http://www.ncdjjdp.org/news/2009/january/JLEOC.pdf.
[87]North Carolina Governor's Crime Commission. (2009). *Gangs in North Carolina: A Report to the General Assembly.* Retrieved from the North Carolina Governor's Crime Commission website: http://www.ncgccd.org/pdfs/2009/gangga.pdf.

Table 14: Guilford County Public Schools – Middle School Characteristics

School	Type of School	Grades served	ABC School Performance score*	% Students at or above grade level (reading)	% Students at or above grade level (math)	% receiving Free & Reduced Lunch (FRL)	6th Grade	7th Grade	8th Grade	Economically Disadvantaged (E.D.)	Limited English Proficiency (L.E.P.)	Students with Disabilities	Attendance Rates (average daily)
Allen Middle	Regular	6-8	Pro Exp	55.70%	73.10%	76.41%	244	216	242	519	122	115	95%
Aycock Middle	Regular	6-8	Pro Exp	60.30%	78.40%	68.03%	210	226	216	446	61	75	96%
Brown Summit Middle	Magnet	6-8	HE Exp	>95%	>95%	32.59%	80	78	65	74	N/A	6	97%
Dean B. Pruett SCALE School	Alternative Education	6-12	Exp	18.20%	27.30%	96.77%	10	6	17	13	N/A	12	82%
Eastern Middle	Regular	6-8	NR	54.70%	66.50%	61.02%	269	307	305	524	96	146	93%
Ferndale Middle	Regular	6-8	Pro Exp	53.00%	68.10%	71.49%	237	235	234	499	105	104	94%
Guilford Middle	Regular	6-8	Pro Exp	70.50%	86.30%	54.50%	253	225	237	381	74	113	95%
Guilford Newcomer's Center	Regular	3-12	ID NS	<5%	15.00%	99.56%							94%
High School Ahead Academy	Alternative	8	Exp	20.20%	58.50%	81.19%	N/A	N/A	97	77	N/A	26	90%
Jackson Middle	Regular	6-8	Pri Exp	39.80%	62.50%	80.37%	144	138	155	358	99	84	94%
Jamestown Middle	Regular	6-8	Pro Exp	71.30%	82.70%	47.02%	332	348	381	484	84	118	96%
Johnson Street Global Studies	Magnet	K-8	Pro Exp	66.30%	72.80%	69.53%	33	29	28				97%
Kernodle	Regular	6-8	HE Hgh	88.40%	>95%	17.89%	311	348	306	171	27	88	96%

School	Type of School	Grades served	ABC School Performance score*	% Students at or above grade level (reading)	% Students at or above grade level (math)	% receiving Free & Reduced Lunch (FRL)	6th Grade	7th Grade	8th Grade	Economically Disadvantaged (E.D.)	Limited English Proficiency (L.E.P.)	Students with Disabilities	Attendance Rates (average daily)
Middle													
Kiser Middle	Regular	6-8	Pro Exp	62.10%	80.10%	54.11%	216	224	259	376	54	108	94%
Lincoln Academy	Regular	4-8	Dst Hgh	79.90%	91.20%	40.96%	222	158	211				97%
Mendenhall Middle	Regular	6-8	Pro Exp	74.00%	83.00%	44.71%	300	329	311	415	79	154	94%
Northeast Guilford Middle	Regular	6-8	Pro Exp	60.90%	79.30%	57.48%	272	272	299	484	56	113	95%
Northern Guilford Middle	Regular	6-8	Dst Exp	80.70%	90.00%	20.04%	349	345	321	204	10	81	96%
Northwest Guilford Middle	Regular	6-8	Dst Hgh	87.00%	94.00%	11.15%	296	327	293	97	15	117	95%
Otis L. Hairston Sr. Middle	Regular	6-8	LP	38.10%	58.50%	91.06%	198	188	204	534	58	122	94%
Penn-Griffin School for Arts	Magnet	6-11	Pro Exp	64.20%	77.60%	58.50%							95%
SCALE-Greensboro	Alternative	6-12	Exp	10.30%	17.90%	97.92%							73%
Southeast Guilford Middle	Regular	6-8	Pro Exp	74.70%	84.30%	31.49%	342	323	337	311	25	124	95%
Southern Middle	Regular	6-8	Pro Exp	56.10%	71.80%	63.19%	240	280	233	454	71	110	95%
Southwest Guilford Middle	Regular	6-8	Pro Exp	73.50%	84.10%	37.82%	390	342	358	408	49	167	95%

School	Type of School	Grades served	ABC School Performance score*	% Students at or above grade level (reading)	% Students at or above grade level (math)	% receiving Free & Reduced Lunch (FRL)	6th Grade	7th Grade	8th Grade	Economically Disadvantaged (E.D.)	Limited English Proficiency (L.E.P.)	Students with Disabilities	Attendance Rates (average daily)
Welborn Academy	Regular	6-8	Pri	48.10%	66.30%	72.41%	219	177	171	413	28	76	94%

Table 15: Guilford County Public Schools – Middle School Demographics

School	Total population	Males	Females	White/ Caucasian	Black/ African American	Hispanic/ Latino	American Indian	Asian/ Pacific Islander	Multiracial
Allen Middle	700	339	363	24	463	93	N/A	87	33
Aycock Middle	655	350	302	78	443	47	N/A	35	47
Brown Summit Middle	224	87	136	109	86	8	N/A	N/A	15
Dean B. Pruett SCALE School	44	26	7	24.10%	69.00%	3.40%	0.00%	1.10%	2.30%
Eastern Middle	887	456	425	315	365	113	12	44	32
Ferndale Middle	708	367	334	209	270	113	N/A	72	35
Guilford Middle	725	343	372	234	267	100	N/A	42	70
Guilford Newcomer's Center	239			12.00%	16.70%	17.00%	0%	54.00%	0.30%
High School Ahead Academy	97	59	35	11	70	7	N/A	N/A	5
Jackson Middle	434	218	219	21	273	90	5	29	19
Jamestown Middle	1,052	571	488	411	398	80	N/A	111	58

School	Total population	Males	Females	White/Caucasian	Black/African American	Hispanic/Latino	American Indian	Asian/Pacific Islander	Multiracial
Johnson Street Global Studies	363			25.30%	46.60%	12.10%	0.80%	6.30%	8.80%
Kernodle Middle	970	465	500	654	149	45	5	61	51
Kiser Middle	704	337	362	286	329	40	N/A	20	20
Lincoln Academy	693			30.10%	55.80%	2.00%	0.10%	8.00%	3.90%
Mendenhall Middle	933	491	448	417	348	46	5	68	55
Northeast Guilford Middle	841	441	401	281	423	87	N/A	10	37
Northern Guilford Middle	1,012	510	505	690	230	43	N/A	15	37
Northwest Guilford Middle	917	490	426	768	50	28	5	39	26
Otis L. Hairston Sr. Middle	598	325	265	10	495	61	N/A	6	15
Penn-Griffin School for Arts	514			33.60%	49.40%	8.30%	0%	4.90%	3.80%

School	Total population	Males	Females	White/ Caucasian	Black/ African American	Hispanic/ Latino	American Indian	Asian/ Pacific Islander	Multiracial
SCALE-Greensboro	44			14.10%	77.50%	2.80%	1.40%	2.80%	1.40%
Southeast Guilford Middle	1,004	513	489	678	230	36	11	12	35
Southern Middle	763	407	345	245	334	96	N/A	45	30
Southwest Guilford Middle	1,088	572	517	464	399	60	5	108	53
Welborn Academy	576	301	265	83	400	38	N/A	17	26

Table 16: Guilford County Public Schools – High School Characteristics

School	Type of School	Grades served	ABC School Performance score*	% Students at or above grade level	% receiving Free & Reduced Lunch (FRL)**	Graduation Rates	Attendance Rates
Dudley High	Regular	9-12	LP	41.60%	68.23%	78.20%	95.00%
Eastern Guilford High	Regular	9-12	LP	46.10%	52.82%	75.30%	95.00%
Grimsley High	Regular	9-12	NR	74.90%	32.38%	79.60%	95.00%
High Point Central High	Magnet	9-12	Pro Exp	63.60%	60.57%	78.20%	95.00%
Lucy Ragsdale High	Regular	9-12	NR	59.10%	38.50%	87.70%	95.00%
Middle College at Bennett	Regular	9-12	Pri Hgh	54.10%	48.81%	90.50%	97.00%
Middle College at Greensboro College	Regular	11-12	Dst Exp	81.70%	6.38%	>95.0%	98.00%
Early College at Guilford College	Regular	9-12	HE Hgh	>95.0%	7.34%	>95.0%	99.00%
Middle College at GTCC Greensboro	Regular	9-12	Dst Hgh	82.50%	39.09%	88.50%	98.00%
Middle College at GTCC High Point	Regular	9-12	Pro Hgh	78.50%	28.00%	89.10%	94.00%
Middle College at GTCC Jamestown	Regular	9-12	Pro Hgh	70.40%	31.01%	>95.0%	97.00%
Middle College High at NC A&T	Regular	9-12	Pro Hgh	58.40%	45.24%	>95.0%	98.00%
High Point Central Academy (The Academy at Central)	Regular	9-12	Pri Exp	54.10%	60.57%	78.60%	98.00%
Northeast Guilford High	Regular	9-12	Pri	48.60%	47.99%	81.10%	94.00%
Northern Guilford High	Regular	9-11	Pro Exp	74.10%	17.06%	N/A	98.00%
Northwest Guilford High	Regular	9-12	Dst Hgh	88.10%	8.37%	94.50%	96.00%
Page High	Regular	9-12	NR	71.20%	41.30%	81.20%	95.00%

School	Type of School	Grades served	ABC School Performance score*	% Students at or above grade level	% receiving Free & Reduced Lunch (FRL)**	Graduation Rates	Attendance Rates
Smith Academy (The Academy at Smith)	Regular	9-12	Pro Hgh	75.10%	70.10%	>95.0%	96.00%
Ben L. Smith High	Regular	9-12	Pri Exp	41.20%	70.10%	73.30%	93%
Southeast Guilford High	Regular	9-12	Pro Exp	67.50%	25.30%	89.90%	96.00%
Southern Guilford High	Regular	9-12	Pro Hgh	61.90%	52.31%	83.60%	95.00%
Southwest Guilford High	Regular	9-12	NR	65.20%	34.50%	89.90%	96.00%
T. Wingate Andrews High	Magnet	9-12	LP	47.50%	66.01%	66.80%	93.00%
Philip J. Weaver Academy	Regular	9-12	HE Hgh	>95.0%	11.28%	>95.0%	97.00%
Western Guilford High	Regular	9-12	NR	58.10%	32.03%	86.90%	95.00%

Table 17: Guilford County Public Schools – High School Student Body Race/ Ethnicity

School	Total population	White/ Caucasian	Black / African American	Hispanic/ Latino	American Indian	Asian/Pacific Islander	Multiracial
Dudley High	1479	0.70%	92.20%	3.70%	0.10%	1.00%	2.40%
Eastern Guilford High	1138	36.30%	45.40%	9.60%	0.90%	4.50%	3.40%
Grimsley High	1785	54.10%	35.60%	2.90%	0.40%	3.70%	3.40%
High Point Central High	1255	32.00%	45.90%	12.60%	0.20%	6.20%	3.10%
Lucy Ragsdale High	1469	43.30%	36.70%	5.20%	0.30%	11.00%	3.50%
Middle College at Bennett	102	3.10%	90.70%	1.00%	0%	1.00%	4.10%
Middle College at Greensboro College	118	75.00%	19.60%	1.80%	0%	0.90%	2.70%
Early College at Guilford College	193	58.90%	10.40%	1.60%	0.50%	25.00%	3.60%
Middle College at GTCC Greensboro	124	36.10%	53.30%	2.50%	0.80%	3.30%	4.10%
Middle College at GTCC High Point	125	63.90%	28.70%	1.60%	1.60%	0.00%	4.10%
Middle College at GTCC Jamestown	148	48.60%	37.80%	7.40%	0.00%	2.00%	4.10%
Middle College High at NC A&T	94	4.30%	92.40%	0.00%	0.00%	0.00%	3.30%
High Point Central Academy (The Academy at Central)	97	32.00%	45.90%	12.60%	0.20%	6.20%	3.10%
Northeast Guilford High	1151	38.80%	48.00%	6.70%	0.80%	0.70%	4.90%
Northern Guilford High	848	70.90%	21.20%	3.50%	0.60%	1.60%	2.10%
Northwest Guilford High	2081	82.20%	6.50%	4.60%	0.40%	3.20%	3.00%
Page High	1756	40.50%	42.60%	5.30%	0.40%	7.30%	4.00%
Smith Academy (The Academy at Smith)	199	3.50%	66.70%	13.10%	0.70%	12.20%	3.70%
Ben L. Smith High	1176	3.50%	66.70%	13.10%	0.70%	12.20%	3.70%
Southeast Guilford High	1281	65.50%	26.30%	3.50%	0.70%	1.30%	2.70%
Southern Guilford High	962	39.10%	42.10%	7.70%	1.20%	7.00%	2.80%
Southwest Guilford High	1395	43.40%	40.20%	5.50%	0.10%	7.10%	3.60%
T. Wingate Andrews High	860	10.40%	74.80%	5.60%	0.10%	6.00%	3.20%

School	Total population	White/ Caucasian	Black / African American	Hispanic/ Latino	American Indian	Asian/Pacific Islander	Multiracial
Philip J. Weaver Academy	226	79.90%	12.90%	0.90%	0.40%	2.20%	3.60%
Western Guilford High	1339	48.30%	29.30%	10.50%	0.30%	4.80%	6.90%

Table 18: Guilford County Private Schools –School Characteristics

School	Type of School	Grades served	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
American Hebrew Academy	Private Boarding	9-12									30	46	34	14
Baldwins Chapel	Private	K-6	5	2	1	2	1	2	1					
Ballinger Prep	Private	PreK-8	6	4	6	5	5	8	7	3				
B'nai Shalom Jewish Day School	Private	preK-8	5	9	13	7	13	15	11	16				
Bishop McGuinness High School	Private	9-12									157	122	151	120
Caldwell Academy	Private	K-12	60	61	59	49	49	60	61	58	50	51	40	30
Canterbury School	Private	K-8	40	44	40	40	39	46	38	40				
Covenant Christian Day School	Private	preK-8	12	11	11	13	12	10	12	3				
Greensboro Day School	Private	K-12	55	55	55	55	55	75	75	75	90	90	90	90
Greensboro Montessori	Private	PreK-8												
Guilford Day School	Private	1-12	2	7	7	8	9	17	18	15	17	12	18	13
Hayworth Christian	Private	PreK - 12	16	10	18	17	15	18	15	17	16	13	8	11
High Point Christian Academy	Private	preK-12	43	56	57	64	63	69	69	65	52	54	53	34
High Point Friends School	Private	preK-12	15	14	12	10	11	11	9					
Immaculate Heart of Mary Catholic School	Private	K-8	21	21	28	31	32	30	27	26				
Matrix Christian	Religious													
Napoleon Smith	Religious		4	2	8		5	3	3	5				
New Garden Friends School	Private	preK-12	17	23	19	24	19	26	26	23	16	19	13	9
Northwest Baptist	Private	1-12		1	5	2	1	4	1		4	1		1
Oak Ridge Military	Private	6-12						2	5	18	28	30	38	33

School	Type of School	Grades served	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Academy	Military Boarding													
Our Lady of Grace School	Private	K-8	41	37	46	51	41	47	46	44				
Paramount Christian Academy	Private	6-11						1	5	2	1	4	3	
Pendle Hill Christian School	Private	K-9												
The Piedmont School	Regular		1	7	5	10	10	6	7	4				
Ridgefield Academy	Private	9-12									5	18	9	17
St. Pius X Catholic School	Private	K-8	52	40	40	60	59	60	60	43				
Shining Light Academy	Private	preK-12	18	11	17	19	12	15	20	16	6	10	4	5
Tri-City Junior	Private	preK-12	4	2	8	8	5	10	3	5	8	7	3	1
Vandalia Christian School	Private	preK-12	63	60	44	44	48	49	46	41	40	36	49	46
Wesleyan Christian Academy	Private	K-12	66	76	76	63	67	88	80	87	91	84	80	79
Westchester Country Day School	Private	K-12												

Table 19: Guilford County Private Schools –Student Demographics

School	Total Population	Males	Females	White/ Caucasian	Black/African American	Hispanic/ Latino	American Indian	Asian/Pacific Islander
American Hebrew Academy	163							
Baldwins Chapel	15			13	2	0	0	
Ballinger Prep	50							
B'nai Shalom Jewish Day School	141			94	1	1		1
Bishop McGuinness High School	552	302	250					
Caldwell Academy	692			654	11	6	3	18
Canterbury School	368			330	30	1	0	7
Covenant Christian Day School	94			46	42	1	0	5
Greensboro Day School	920							
Greensboro Montessori	221			191	11	8	2	9
Guilford Day School	143			132	6	4	0	1
Hayworth Christian	184			174	3	1	0	6
High Point Christian	742			708	8	6	0	20

School	Total Population	Males	Females	White/Caucasian	Black/African American	Hispanic/Latino	American Indian	Asian/Pacific Islander
Academy								
High Point Friends School	92			88	3	1	0	0
Immaculate Heart of Mary Catholic School	240			218	5	11	0	6
Matrix Christian	23							
Napoleon Smith	35							
New Garden Friends School	253			217	13	7	0	16
Northwest Baptist	20							
Oak Ridge Military Academy	154			130	8	8	2	6
Our Lady of Grace School	387	210	177	353	7	19	0	1
Paramount Christian Academy	13							
Pendle Hill Christian School								
The Piedmont School	50			44	5	1	0	0
Ridgefield Academy								
St. Pius X Catholic School	474	252	222	459	17	21	0	13

School	Total Population	Males	Females	White/ Caucasian	Black/African American	Hispanic/ Latino	American Indian	Asian/Pacific Islander
Shining Light Academy	238			94	74	1	0	5
Tri-City Junior	73			45	16	6	3	3
Vandalia Christian School	716			532	81	11	2	9
Wesleyan Christian Academy	1028			977	28	23	0	0
Westchester Country Day School	434							

Table 20: Guilford County Charter Schools –School Characteristics

School	Type of School	Grades served	ABC School Performance score*	% Students at or above grade level (reading)	% Students at or above grade level (math)
Greensboro Academy	Charter	K-8	HE Hgh	92.60%	94.00%
Guilford Preparatory	Charter	K-8	Pro Exp	59.60%	63.90%
Triad Math & Science Academy	Charter	K-8	NR	73.40%	80.60%

Table 21: Guilford County Charter Schools –Student Body Population

School	Total population
Greensboro Academy	722
Guilford Preparatory	266
Triad Math & Science Academy	230

Guilford County Gang Assessment:
The OJJDP Comprehensive Gang Model

**Section: Law Enforcement,
Gangs, and Gang-Related Crime**
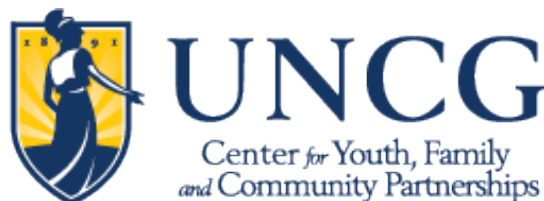
Law Enforcement Gang Activity Summary

Gangs in North Carolina

Criminal gangs exist within both urban and rural North Carolina communities and represent a serious criminal justice problem. The North Carolina Gang Investigators Association (NCGIA) defines a gang as, "A group or association of three or more persons who may have a common identifying sign, symbol, or name and who individually or collectively engage in, or have engaged in criminal activity which creates an atmosphere of fear and intimidation. Criminal activity includes juvenile acts that if committed by an adult would be a crime."[88]

For the past 12 years, the NC Governor's Crime Commission (GCC) has investigated and reported on the nature and extent of criminal gangs within the state via the NC Criminal Justice Analysis Center (NCCJAC).[89] The NC GCC sponsors a statewide, centralized criminal gang intelligence database called NC GangNET that houses intelligence information on gang members from agencies that choose to enter the data. To be classified and recorded as a gang for NC GangNET, a gang is defined using the NCGIA definition above.

At least two of the following criteria must be established for an individual to be validated as a gang member in the NC GangNET database, unless an individual is a self-admitted member of a gang (in which case, the self-admission stands alone for meeting validation criteria)[90]:

1. Self-Admitted: Subject has admitted to being a gang member.
2. Gang Tattoos/Markings: Subject is known to have gang tattoos or markings.
3. Frequents Gang Areas: Subject has been seen frequenting gang areas.
4. Affiliates with Gang: Subject has been seen by officer affiliating with documented gang members.
5. Gang Hand Signs/Symbols: Subject has been seen by officer displaying gang symbols or hand signs or writes graffiti.
6. Gang Terminology or Language: Subject uses gang language or terminology.
7. Gang Dress: Subject has been seen wearing gang dress.
8. Physical Evidence: Subject is in possession of gang physical evidence or linked via physical evidence.
9. Reliable Source: Subject has been identified as a gang member by a reliable informant/source.
10. Untested Source: Subject has been identified as a gang member by an untested source.
11. Gang Incident: Subject has been involved in a criminal gang incident.
12. Classification Admit: In custody classification interview that occurs before entry into the jail or prison system where the subject admits gang membership in hopes of placement near other members of his gang.

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[88] North Carolina Gang Investigators Association. (n.d.). *Recognizing gang activity in your community.* Retrieved from, http://www.ncgangcops.org/GangActivities.html

[89] Governor's Crime Commission. (March, 2010). *Gangs in North Carolina: The 2010 Report to the General Assembly.* Retrieved from http://www.ncdccd.org/pdfs/pubs/2010gangreport.pdf.

[90] Governor's Crime Commission. (March, 2009). *Gangs in North Carolina: The 2009 Report to the General Assembly.* Retrieved from http://www.ncgccd.org/pdfs/2009/gangga.pdf

If an individual cannot be validated as a gang member, the individual may still be entered into the NC GangNET database as a gang affiliate or a suspected gang member for tracking purposes.

Because of its strict definitional criteria for entry and validation, researchers with the NCCJAC are able to use NC GangNET data to objectively describe the nature and extent of criminal gangs within the State. NC GangNET data from December 2009 [91] revealed the number of validated gangs in NC to be 898, which was higher than the 855 validated gangs reported in March 2009.

The number of gang members and associates has risen from 10,050 in March 2009 to the current 13,699 in the NC GangNET database as of December 2009. According to NC GangNET, gang members are predominantly male; the database includes 12,761 male (93.2%) and 938 female (6.8%) gang members. Gang members also are predominantly African American, with a reported 9,540 African American (70.2%), 2,554 Hispanic (18.8%), 1,191 White (8.8%), 178 Asian (1.3%) and 33 (<1%) gang members of Other ethnic identity in the database. In terms of age, most gang members are over 18 years of age. Of the 13,589 gang members in NC GangNET with identified ages, 11,771 (86.4%) were 18 or older, 1,446 (10.6%) were ages 16 or 17, and 402 (3%) were age 15 and under.

NC GangNET is divided into two nodes for administration and training.[92] The Eastern node of NC GangNET is administered by the Durham County Sheriff's Office, which has trained representatives from 132 agencies in 47 counties as of 2009. The Western node, administered by the Charlotte Mecklenburg Police Department, has trained representatives from 72 agencies in 24 counties as of 2009. The Western node of NC GangNET includes Guilford County.

According to data from the Western Node of NC GangNET in December 2009, Guilford County contained 29 validated gangs.[93] However, the reported number of validated gangs in Guilford County has been disputed by local level law enforcement. The discrepancies between what has been reported on the State level and what local law enforcement officers perceive are most likely due to the limitations of NC GangNET as a comprehensive tracking database.

While NC GangNET acts as a comprehensive tool for tracking criminal gangs within the State, as with any data collection tool, it has its limitations. First, not all law enforcement agencies across NC report their criminal gang information to NC GangNET. Second, there are various issues with the accuracy of the validation process for NC GangNET. For example, an individual only needs to meet two criteria to be validated as a gang member, but this does not necessarily guarantee gang membership. Third, new active gang members are regularly added but those that are inactive are removed from NC GangNET only after five years of inactivity. Given the limitations of NC GangNet, counts of gang members should be viewed with caution, and it is therefore important to accurately capture law enforcement intelligence and data regarding gangs in Guilford County.

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[91] Governor's Crime Commission. (March, 2010). *Gangs in North Carolina: The 2010 Report to the General Assembly*. Retrieved from http://www.ncdccd.org/pdfs/pubs/2010gangreport.pdf.
[92] Governor's Crime Commission. (March, 2009). *Gangs in North Carolina: The 2009 Report to the General Assembly*. Retrieved from http://www.ncgccd.org/pdfs/2009/gangga.pdf
[93] Governor's Crime Commission. (March, 2010). *Gangs in North Carolina: The 2010 Report to the General Assembly*. Retrieved from http://www.ncdccd.org/pdfs/pubs/2010gangreport.pdf.

As such, the current assessment gathered information on gang presence directly from the three major jurisdictions in Guilford County (Greensboro Police Department, High Point Police Department, Guilford County Sheriff's Office) to compliment what NC GangNET was able to provide. An overview of gangs present within each jurisdiction and associated gang-related criminal activity is provided below. Each jurisdiction provided feedback on this section to ensure its accuracy.

Gangs in Greensboro

According to the Greensboro Police Department (GPD), a gang is, "A group of two or more persons who have a common identifying sign, symbol, or name, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity, creating an atmosphere of fear and intimidation within the community."[94] The GPD uses the NC GangNET database to help track validated and associated gang members. According to the GPD, an individual is identified as a validated gang member if they meet three of the 12 NC GangNET criteria and identified as an associated gang member if they meet two of the 12 criteria (see list on p. 67).

According to data on active gangs obtained from the GPD on June 4th, 2010, there were 38 unique gang sets in Greensboro, with fifteen gang sets claiming Blood affiliation, fourteen gang sets claiming Crip affiliation, and three gang sets claiming Mara Salvatrucha (MS-13) affiliation. Latin Kings, Mara Norteño, Sureños (Sur-13), Tarascos (TCS-13), Tiny Rascal Gang (TRG), and Vice Lords were also identified as active gangs by the GPD. The data reported by the GPD presents the gang sets within larger gang types (i.e., Bloods, Crips, etc.) which operate in Greensboro, whereas NC GangNet does not classify gang sets within larger gang types. GPD data revealed that among gang types, the Bloods represented the largest percentage of gang members (56.7%), followed by the Crips (12.6%) and the Latin Kings (11.7%). Of the unique gang sets, the Bloods set represented the largest percentage of gang members (17.1%), followed by the SMM Bloods set (15.6%) and the Latin Kings set (11.7%).

In addition, a total of 462 gang members were identified by GPD, with 65% of individuals validated as gang members and 35% listed as associated gang members. Similar to reported gang members Statewide, those reported by GPD were typically male (95%) and African American (64%). However, a higher percentage of Greensboro gang members were identified as Hispanic (24%) and Asian (5%) as compared to reported gang members Statewide. In Greensboro, over half (54%) of identified gang members were between the ages of 18 and 22, and 64% were under the age of 22. There were no gang members reported by GPD who were under the age of 10, and approximately 1% of members were between the ages of 10 and 14 years.

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[94] Gang Terminology document provided by Greensboro Police Department

Table 22: Age and Sex, Active Greensboro Gangs[95]

Gang Name	N	<10	10-14	15-17	18-22	>22	?	Male	Female
				Age on June 4, 2010				Sex	
Bloods	265	0	3	24	140	95	3	254	11
Bloods	79	0	2	4	39	32	2	77	2
SMM Bloods	72	0	0	1	44	27	0	69	3
9-Tre Bloods	32	0	0	5	15	12	0	17	1
ASB Bloods	26	0	0	4	14	8	0	25	1
MSB Bloods	18	0	0	1	16	1	0	18	0
Tree/Top Piru Bloods	7	0	1	0	2	4	0	6	1
Good Fellas Bloods	6	0	0	0	0	5	1	6	0
9 Tre/Yehp Bloods	5	0	0	0	5	0	0	5	0
9-TEC Bloods	5	0	0	1	2	2	0	4	1
151 Piru Bloods	5	0	0	2	3	0	0	4	1
Brick Squad Bloods	3	0	0	2	0	1	0	3	0
Piru Bloods	3	0	0	3	0	0	0	2	1
Ex. Generals Bloods	2	0	0	0	0	2	0	2	0
9 Bloods	1	0	0	1	0	0	0	1	0
TRU Bloods	1	0	0	0	0	1	0	1	0
Crips	55	0	0	3	36	15	1	50	5
Mafia Crips	11	0	0	3	8	0	0	11	0
Crips	10	0	0	0	6	4	0	10	0
Summit Boys Crips	8	0	0	0	5	3	0	8	0
Folk GBD Crips	5	0	0	0	4	1	0	5	0
Mexican Crips	1	0	0	0	0	1	0	1	0
Rubio 18 Crips	4	0	0	0	2	2	0	4	0
8 Trey Crips	4	0	0	0	3	1	0	4	0
Booker Street Crips	3	0	0	0	3	0	0	3	0
East Side Folk Crips	1	0	0	0	0	1	0	1	0
Eastside Crips	1	0	0	0	1	0	0	0	1
Folk Crips	3	0	0	0	1	1	1	2	1
IGC Crips	2	0	0	0	2	0	0	0	2
Laotion Crips	1	0	0	0	0	1	0	0	1
Rollin 60's Crips	1	0	0	0	1	0	0	1	0
Latin Kings	54	0	0	4	38	12	0	49	5
Sur-13	34	0	1	5	12	15	1	34	0
MS-13	27	0	0	3	11	12	1	26	1
MS-13	15	0	0	0	3	12	0	15	0
VGS-13 MS-13	11	0	0	3	8	0	0	10	1
Southside-13 MS-13	1	0	0	0	0	0	1	1	0
TRG	23	0	0	0	11	12	0	21	2
Vice Lords	2	0	0	0	2	0	0	2	0
TCS-13	1	0	0	1	0	0	0	1	0
Norteño	1	0	0	0	0	1	0	1	0
Total Unique Gangs = 38	*462*	*0%*	*1%*	*9%*	*54%*	*35%*	*1%*	*95%*	*5%*

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[95] Data from Greensboro Police Department indicating available information on gang members as of June 4, 2010

Table 23: Race/Ethnicity and Gang Status, Active Greensboro Gangs[96]

Gang Name	N	Race/Ethnicity					Gang Status	
		White	African	Hisp.	Asian	Other	Validated	Associated
Bloods	265	1	260	3	0	1	139	126
Bloods	79	0	78	0	0	1	53	26
9 Trey/Yehp Bloods	5	0	4	1	0	0	5	0
9-TEC Bloods	5	0	5	0	0	0	2	3
ASB Bloods	26	0	26	0	0	0	17	9
Ex. Generals Bloods	2	0	2	0	0	0	0	2
Good Fellas Bloods	6	0	6	0	0	0	0	6
151 Piru Bloods	5	0	5	0	0	0	5	0
9-Trey Bloods	32	0	31	1	0	0	24	8
9 Bloods	1	0	1	0	0	0	1	0
Brick Squad Bloods	3	0	3	0	0	0	3	0
MSB Bloods	18	0	18	0	0	0	14	4
SMM Bloods	72	1	70	1	0	0	10	62
Tree/Top Piru Bloods	7	0	7	0	0	0	3	4
Piru Bloods	3	0	3	0	0	0	1	2
TRU Bloods	1	0	1	0	0	0	1	0
Crips	55	6	25	14	8	0	40	15
Crips	10	0	9	0	1	0	9	1
Folk GBD Crips	5	1	4	0	0	0	4	1
Mexican Crips	1	0	0	1	0	0	1	0
Rubio 18 Crips	4	0	0	4	0	0	4	0
8 Trey Crips	4	0	4	0	0	0	3	1
Booker Street Crips	3	0	3	0	0	0	3	0
East Side Folk Crips	1	1	0	0	0	0	1	0
Eastside Crips	1	0	1	0	0	0	1	0
Folk Crips	3	0	3	0	0	0	1	2
IGC Crips	2	1	1	0	0	0	1	1
Laotion Crips	1	1	0	0	0	0	1	0
Mafia Crips	11	1	1	9	0	0	4	7
Rollin 60's Crips	1	1	0	0	0	0	0	1
Summit Boys Crips	8	0	1	0	7	0	7	1
Latin Kings	54	12	6	36	0	0	49	5
MS-13	27	6	0	21	0	0	21	6
MS-13	15	4	0	11	0	0	13	2
Southside-13 MS-13	1	0	0	1	0	0	1	0
VGS-13 MS-13	11	2	0	9	0	0	7	4
Norteño	1	0	0	1	0	0	1	0
Sur-13	34	1	0	33	0	0	31	3
TCS-13	1	0	0	1	0	0	1	0
TRG	23	5	1	0	17	0	17	6
Vice Lords	2	1	1	0	0	0	0	2
Total Unique Gangs= 38	*462*	*7%*	*64%*	*24%*	*5%*	*0.2%*	*65%*	*35%*

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[96] Data from Greensboro Police Department indicating available information on gang members as of June 4, 2010

Gangs in High Point

According to the High Point Police Department (HPPD)[97], a gang is, "Any ongoing organization, association, or group of three or more persons, whether formal or informal, that:

1. Has as one of its primary activities the commission of one or more felony offenses, or delinquent acts that would be felonies if committed by an adult;
2. Has three or more members individually or collectively engaged in, or who have engaged in, criminal street gang activity; and
3. May have a common name, common identifying sign or symbol."

According to data on active gangs obtained from the HPPD on September 14, 2010, gang members in High Point were associated with one of 51 unique gang sets. While some of the unique gang sets claim larger gang types such as Bloods and Crips, according to HPPD, the majority of their gang sets are local, neighborhood gangs who don't necessarily claim or have any affiliation with larger gang types. Of the 51 unique gang sets, the Bloods set represented the largest percentage of gang members (16.3%), followed by the Crips (14.0%) and the Surenos 13 (6.6%).

Table 24: Age and Sex, Active High Point Gangs[98]

| Gang Name | N | Age on June 4, 2010 | | | | | | Sex | |
		<10	10-14	15-17	18-22	>22	?	Male	Female
Bloods									
Bloods	114	0	0	18	62	34	0	102	12
9-Tek Bloods	5	0	0	2	2	1	0	5	0
9-Tre Bloods	27	0	0	2	22	3	0	26	1
Daniel Brooks Gangsters	11	0	0	1	5	5	0	10	1
Gangster Killer Bloods	3	0	0	0	1	2	0	3	0
Phantom Bloods Gang	1	0	0	0	1	0	0	1	0
Red Stone Mafia - Bloods	2	0	0	0	1	1	0	2	0
Suffolk Mafia – Bloods	2	0	0	1	1	0	0	2	0
United Blood Nation	23	0	0	0	10	13	0	22	1
Crips									
Crips	98	0	1	9	50	38	0	90	8
A-Tray Crip	2	0	0	1	1	0	0	1	1
Exotic Family Crips	28	0	0	0	0	26	2	25	3
Laos Crips	2	0	0	0	1	1	0	2	0
Mafia Crip	2	0	0	0	2	0	0	2	0
Rolling 21st St. Crips	1	0	0	0	1	0	0	1	0
Rolling 60's Crips	11	0	0	0	6	5	0	10	1
Southside 13	3	0	0	1	0	2	0	3	0

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[97] Gang Terminology document provided by the High Point Police Department.
[98] Data from High Point Police Department indicating available information on gang members as of September 14, 2010.

Southside Boyz	7	0	0	1	3	3	0	6	1
007/A-Town	36	0	0	1	16	19	0	35	1
5 Percenter	9	0	0	0	0	9	0	9	0
9MM	14	0	0	0	2	12	0	14	0
Black Gangsta Disciple	4	0	0	0	2	2	0	4	0
Brown Side Locos 758	1	0	0	1	0	0	0	1	0
Byrd Gang/Dipset	1	0	0	0	0	1	0	1	0
C-Crowd	7	0	0	0	6	1	0	0	7
City Green Kings	12	0	0	2	8	2	0	11	1
Clara Cox Posse	18	0	0	3	7	8	0	18	0
D-Block	11	0	0	0	8	3	0	11	0
East Coast Presidents	1	0	0	0	1	0	0	1	0
Eastside Boys	18	0	0	7	11	0	0	18	0
English Rd. Black Mafia	1	0	0	1	0	0	0	1	0
Five Points Posse	17	0	0	0	7	10	0	17	0
Folk	32	0	0	5	13	14	0	28	4
Gangster Disciples	4	0	0	0	1	3	0	4	0
Goon Squad	8	0	0	2	6	0	0	8	0
Hoovers Insane	1	0	0	0	1	0	0	0	1
Insane Gangster Disciples	4	0	0	1	0	3	0	4	0
Juanita Hills Thugs	11	0	0	0	10	1	0	11	0
Latin Kings	18	0	0	0	8	10	0	17	1
Los Primos 13	20	0	0	0	5	15	0	20	0
Mob Folk	1	0	0	0	1	0	0	1	0
MS-13	10	0	0	1	1	8	0	9	1
Nortenos	2	0	0	0	2	0	0	2	0
Outlaws	8	0	0	0	7	1	0	8	0
Rubia 18	9	0	0	0	5	4	0	9	0
Surenos 13	46	0	0	13	22	11	0	42	4
Tiny Rascal Gangsters	2	0	0	0	2	0	0	2	0
Vice Lords/Durham	1	0	0	0	0	1	0	1	0
West Coast Piru	1	0	0	0	0	1	0	1	0
West Side Piru	1	0	0	0	0	1	0	1	0
Wu-Wash	6	0	0	0	4	2	0	6	0
Affiliation Unknown – Gang	21	0	0	0	6	15	0	21	0
Total Unique Gangs = 51	*698*	*0%*	*0.1%*	*10.5%*	*47.7%*	*41.5%*	*0.2%*	*93%*	*7%*

A total of 698 validated and suspected gang members were identified by HPPD. The majority (97%) were identified as belonging to or affiliating with a unique gang set, while gang affiliation was unknown for only 3% of suspected gang members. Similar to reported gang members Statewide, those reported by High Point were typically male (93%) and African American (68.5%).   In High Point, 28.2% of identified gang members were classified as White and 2.7% were classified as Asian. In High Point, almost half (47.7%) of identified gang members were between the ages of 18 and 22, and 58.3% were ages 22 and under. There were no gang members reported by High Point who were under the age of 10, and approximately 0.1% of members were between the ages of 10 and 14 years.

Table 25: Race/Ethnicity, Active High Point Gangs[99]

Gang Name	N	White	African American	Hispanic	Asian	Other
Bloods						
Bloods	114	8	102	0	4	0
9-Tek Bloods	5	0	5	0	0	0
9-Tre Bloods	27	1	26	0	0	0
Daniel Brooks Gangsters	11	0	11	0	0	0
Gangster Killer Bloods	3	0	3	0	0	0
Phantom Bloods Gang	1	0	1	0	0	0
Red Stone Mafia - Bloods	2	0	2	0	0	0
Suffolk Mafia – Bloods	2	0	2	0	0	0
United Blood Nation	23	0	23	0	0	0
Crips						
Crips	98	22	70	0	4	2
A-Tray Crip	2	0	2	0	0	0
Exotic Family Crips	28	21	4	0	1	2
Laos Crips	2	0	0	0	2	0
Mafia Crip	2	0	2	0	0	0
Rolling 21st St. Crips	1	0	1	0	0	0
Rolling 60's Crips	11	7	4	0	0	0
Southside 13	3	1	2	0	0	0
Southside Boyz	7	0	7	0	0	0
007/A-Town	36	2	34	0	0	0
5 Percenter	9	0	9	0	0	0
9MM	14	11	2	0	1	0
Black Gangsta Disciple	4	0	4	0	0	0
Brown Side Locos 758	1	1	0	0	0	0
Byrd Gang/Dipset	1	0	1	0	0	0
C-Crowd	7	0	7	0	0	0
City Green Kings	12	1	11	0	0	0
Clara Cox Posse	18	1	17	0	0	0
D-Block	11	0	11	0	0	0
East Coast Presidents	1	0	1	0	0	0
Eastside Boys	18	0	18	0	0	0
English Rd. Black Mafia	1	0	1	0	0	0
Five Points Posse	17	0	17	0	0	0
Folk	32	9	23	0	0	0
Gangster Disciples	4	1	3	0	0	0
Goon Squad	8	0	8	0	0	0
Hoovers Insane	1	0	1	0	0	0

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[99] Data from High Point Police Department indicating available information on gang members as of September 14, 2010.

Insane Gangster Disciples	4	3	1	0	0	0
Juanita Hills Thugs	11	0	11	0	0	0
Latin Kings	18	14	4	0	0	0
Los Primos 13	20	20	0	0	0	0
Mob Folk	1	0	1	0	0	0
MS-13	10	10	0	0	0	0
Nortenos	2	2	0	0	0	0
Outlaws	8	1	7	0	0	0
Rubia 18	9	9	0	0	0	0
Surenos 13	46	45	1	0	0	0
Tiny Rascal Gangsters	2	0	0	0	2	0
Vice Lords/Durham	1	0	1	0	0	0
West Coast Piru	1	0	1	0	0	0
West Side Piru	1	0	1	0	0	0
Wu-Wash	6	0	6	0	0	0
Affiliation Unknown – Gang Related	21	7	10	0	4	0
Total Unique Gangs = 51	*698*	*197*	*478*	*0*	*19*	*4*

Gangs in Other Guilford County Areas

The Guilford County Sheriff's Office (GCSO) defines a gang as, "A group of two or more persons who have a common identifying sign, symbol, or name, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity, creating an atmosphere of fear and intimidation within the community." An individual is identified as a gang member according to the GCSO based on at least three of the following criteria:

1. Has admitted membership.
2. Has been identified as gang member by outside Law Enforcement Agency.
3. Has knowledge of activities/methods of operation of the gang.
4. Has been field interviewed with other known members of the gang.
5. Is tattooed or branded with gang or racist symbol(s).
6. Has been identified as a possible gang member by two or more sources.
7. Has been observed in the company of identified gang members.
8. Is in a photograph or listed in a document that indicates gang affiliation.
9. Has been involved in gang related crimes.
10. Is wearing or possessing gang stylized clothing, or other identifying items.
11. Has drawings and/or letters.
12. Has been associated with graffiti – stylized writing in conjunction with symbols written on any type surface or article.
13. Has demonstrated use of hand signs, slang or street names/monikers.

The GCSO is responsible for reporting on street gangs only within the unincorporated areas of Guilford County; thus, they do not report on gang activity within the city limits of High Point, Greensboro, Gibsonville, and other municipalities. As of July 27th, 2010, the GCSO identified 43 validated youth gangs and five associated youth gangs, for a total of 48 unique and active

youth gangs in the unincorporated areas of Guilford County. Within those 48 unique youth gangs were a reported total of 129 members who were 22 years of age or less, with 72.8% being validated members and 27.1% being gang associates. The average age of gang members 22 years of age or younger in the jurisdiction of the Sheriff's Office was 19 years. It was reported that the majority of youth gang members were male and that there were only a "couple of documented females."

The Sheriff's Office also reported on the predominant youth gang membership type. It was reported that the majority of youth gang members fall into the Latin Kings and the Bloods gang types. As with Greensboro, there were multiple unique sets within the Bloods and Crips gang types. The following list of validated and associated youth gangs was provided by the GCSO and is current as of July 27, 2010, but specific numbers were not available.

Table 26: Guilford County Unincorporated Area – Validated and Associated Youth Gangs

Validated Youth Gangs
Bloods
Gangsta Killa Bloods
9 Trey Gangstas
Piru Bloods
Sex, Money, Murder Bloods
South Side Bloods
West Coast Bloods
East Side Boys Bloods
Goon Squad Bloods
Imperial Gangsta Bloods
Jack Boy Click Bloods
Knives Guns Bullets Bloods
Rollin 30's Bloods
Rush Mob Bloods
Shannon Woods Boys
United Blood Nation
Crips
Hoover Crips
Insane Gangsta Disciples
Mafia Crips
Rollin 40 Crips
Rollin 20 Crips
Rollin 60 Crips
187 Crips
21st Street Crips
83rd Street Crips
East Side Crips
EF Crazy Crips
Boys In Style
Coffee Shop Boys
Folk
Latin Kings
G Mafia

Hotboyz
MS-13
Norte 14
Rubio 18
Sur 13
Vineland Boys Sur 13
Tiny Rascals Gang
Triad Stick Up Boys
VGS-13
Arab Mafia
Aryan Brotherhood
Bandito 13
Associated Youth Gangs
5%
Final 6 Crips
Gangster Disciples
T04
Southside Crips

Gang-Related Crime

Each of the three major jurisdictions was asked to provide gang-related incident data for January 1 to December 31, 2009. In addition, each jurisdiction was asked to provide their operational definition for classifying an incident as gang-related. Each jurisdiction provided feedback on this section to ensure its accuracy.

Greensboro Gang-Related Activity

According to the Greensboro Police Department (GPD), gang-related activity is defined as, "committing or attempting to commit, solicit, intimidate or otherwise coerce another or other persons to commit criminal acts where a reasonably prudent person of the offender's age, intelligence, and experience would understand that such acts are probably illegal, for the purpose of achieving an objective or goal of the gang."

According to data received from the GPD, a total of 321 offenders were identified in a total of 333 gang-related incidents from January 1 to December 31, 2009. There was an average of 1.5 offenders per gang-related incident, with eight offenders being the most recorded in a single incident. Offenders ranged in age from 12 to 57, with an average age of 21 years. Over half (56.7%) of offenders were under the age of 22. However, information on age was missing for 52 (16.2%) offenders.

Similar to the demographic breakdown of identified gang members in Greensboro and Statewide, 83.9% of offenders in gang-related crimes reported by the GPD were male, and 59.1% were African American. Nearly one quarter (23.5%) of offenders were Caucasian, 8% were Asian, and 9% of the data on race of the offender was missing. Information on ethnicity (Hispanic decent) was not reported in the database

A total of 407 victims were involved in the gang-related incidents reported by the GPD. There was an average of 1.5 victims per gang-related incident, ranging from zero to seven victims per incident. Nearly half (47.2%) of victims were individuals. Victims were also identified as society (34.4%) or businesses (18.4%). Most individual victims of gang-related crimes were males and over the age of 22; the average age of victims was 32 years.

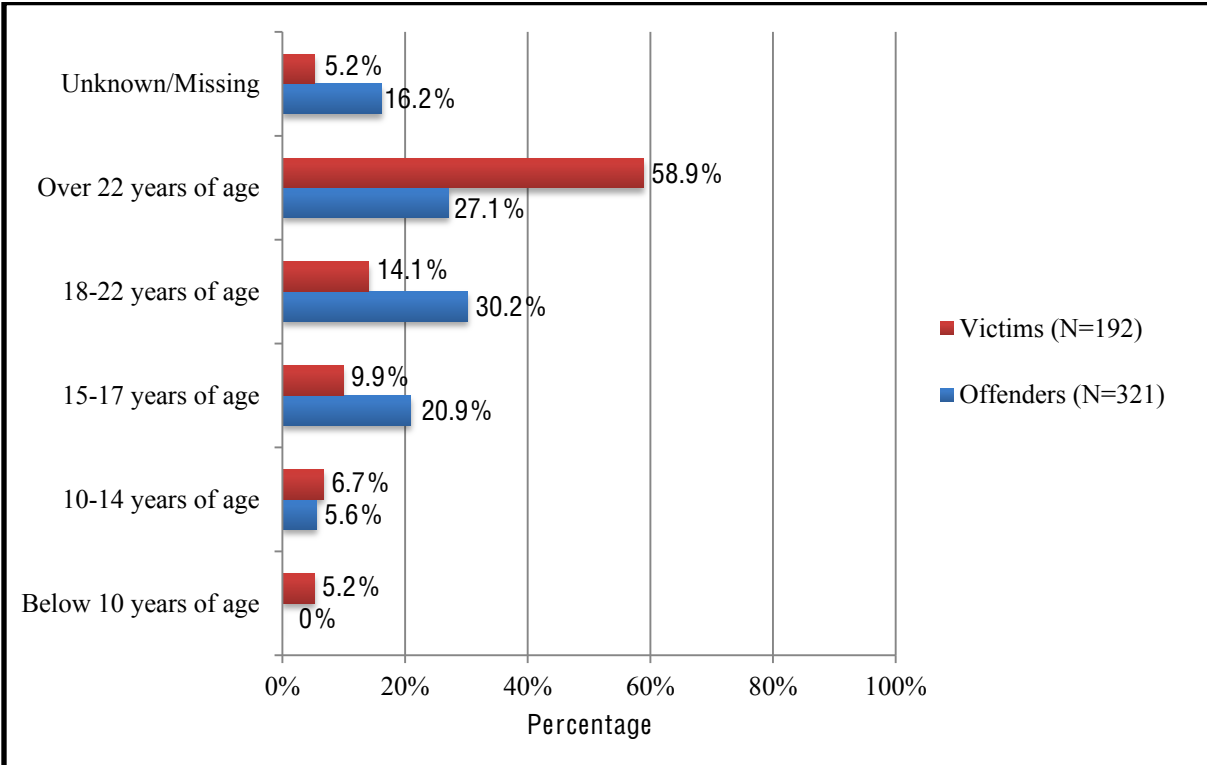Figure 6: Individual Victim & Offender Age - Greensboro Gang Incident Data, Jan.-Dec. 2009

Figure 7: Individual Victim & Offender Gender - Greensboro Gang Incident Data, Jan.-Dec. 2009
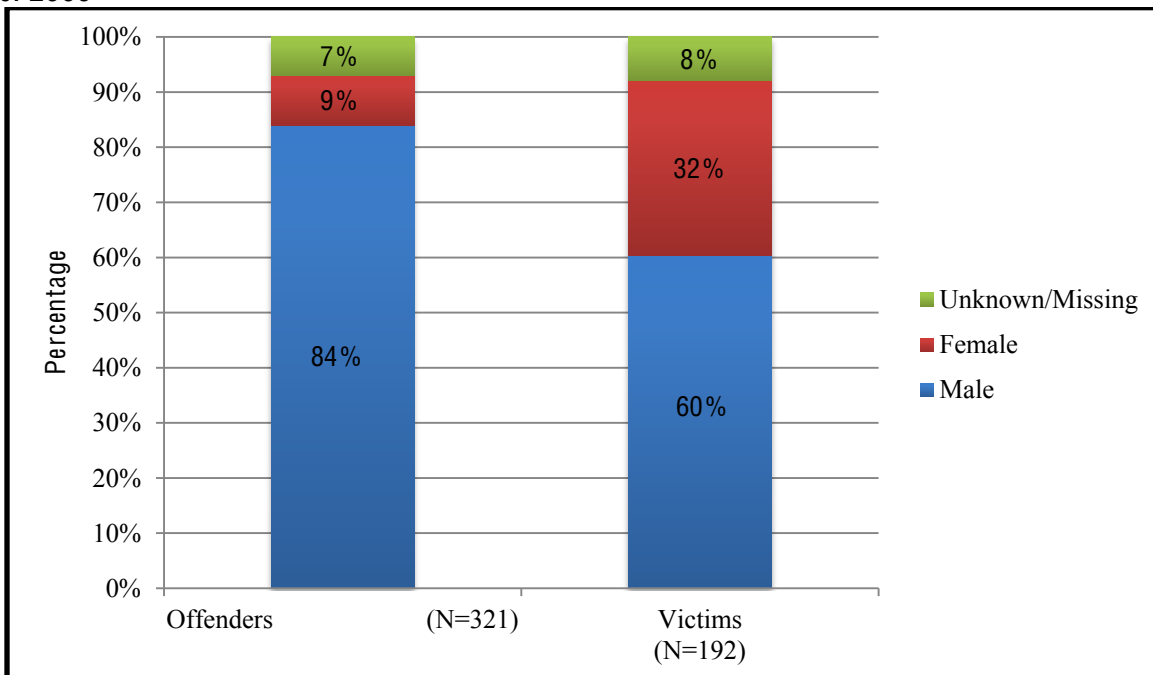
Figure 8: Individual Victim & Offender Race/Ethnicity - Greensboro Gang Incident Data, Jan.-Dec. 2009
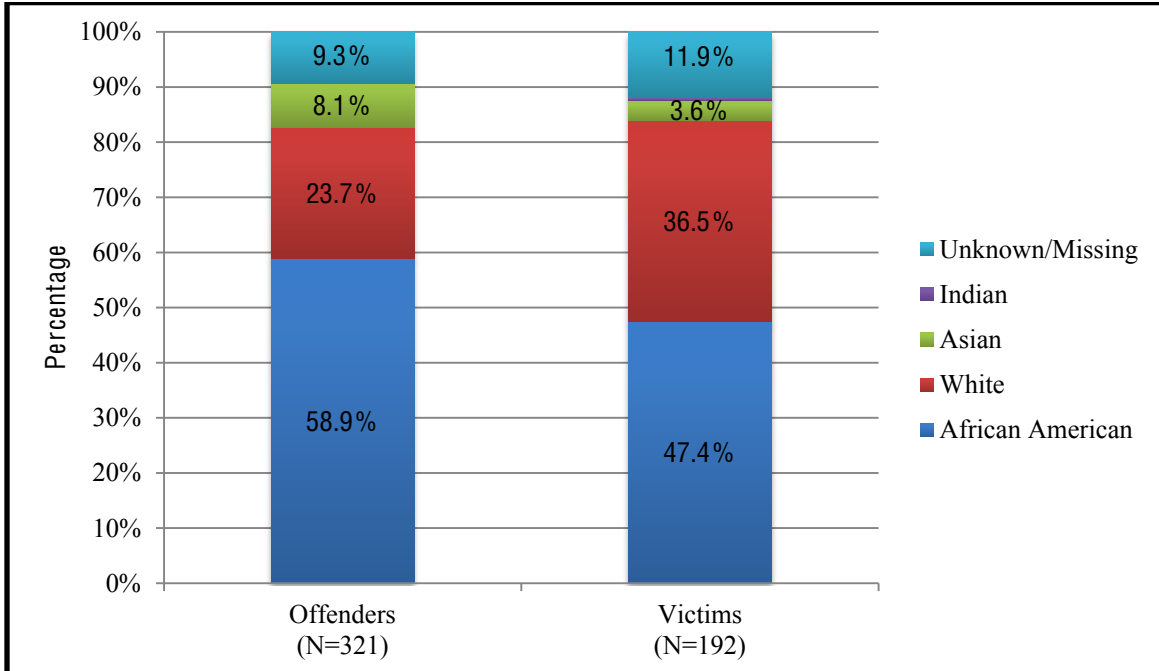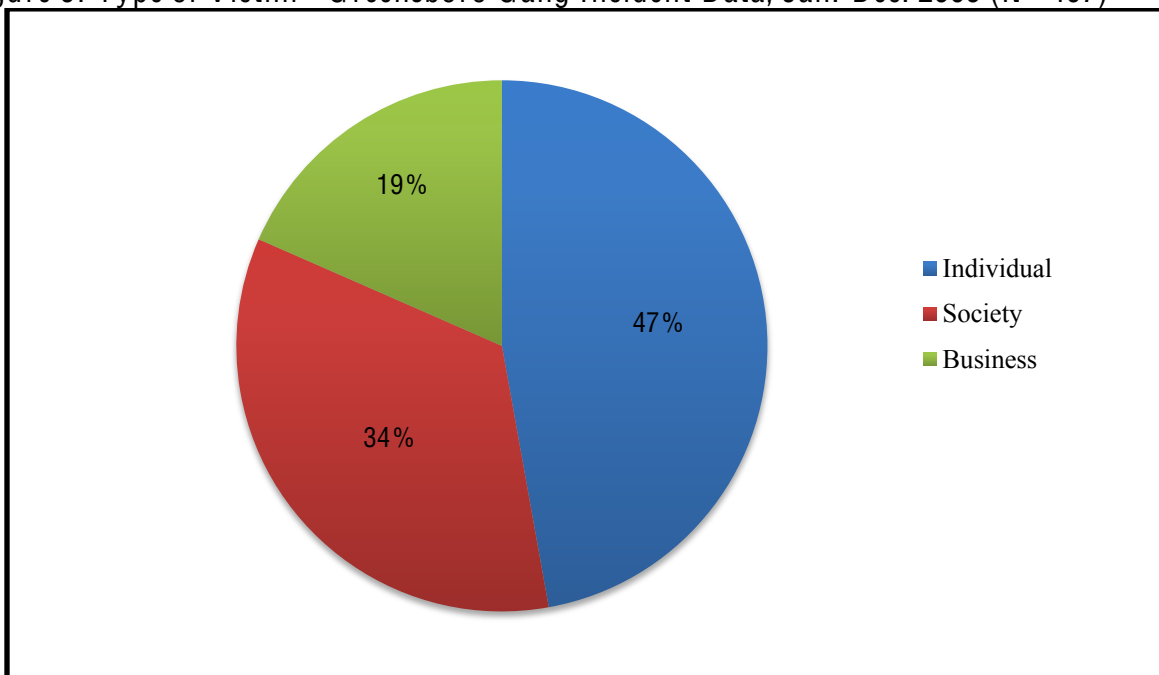

Figure 9: Type of Victim - Greensboro Gang Incident Data, Jan.-Dec. 2009 (N= 407)

Almost one-tenth (9.6%) of the recorded gang-related incidents for 2009 in Greensboro were violent crimes. Violent crimes are defined as homicide, rape, robbery, and aggravated assault. Specifically, in Greensboro there were the following gang-related violent crimes: 21 aggravated assaults (representing 6.3% of all gang-related incidents), nine robberies (representing 2.7% of all gang-related incidents), one rape (representing 0.3% of all gang-related incidents), and one homicide (representing 0.3% of all gang-related incidents). Nearly 13% of the reported gang-related incidents for 2009 in Greensboro were property crimes. Property crimes are defined as burglary, larceny, and motor vehicle theft. During 2009 in Greensboro, there were the following gang-related property crimes: 22 burglaries (representing 6.6% of all gang-related incidents), 17 larcenies (representing 5.1% of all gang-related incidents), and four motor vehicle thefts (representing 1.2% of all gang-related incidents).

One-quarter (26.4%) of the reported gang-related incidents for 2009 in Greensboro were drug-related. Of gang-related drug incidents identified for 2009 in Greensboro, drug sales accounted for 42 incidents (representing 12.6% of all gang-related incidents), drug possession accounted for 38 incidents (representing 11.4% of all gang-related incidents), five were classified as other drug incidents (representing 1.5% of all gang-related incidents) , and drug paraphernalia accounted for three incidents (representing 0.9% of all gang-related incidents).

Among other types of gang-related crimes, vandalism was most frequent accounting for almost one-fifth (19.8%) of all gang-related incidents for 2009 in Greensboro. See Table 6 for the full breakdown of gang-related crimes reported for Greensboro.

Half of all 2009 gang-related incidents in Greensboro involved a weapon (50.4%), with the most frequently used weapons being handguns (used in 14.7% of total incidents) and personal weapons, such as hands and feet (used in 9.9% of total incidents). Information on weapons used was unknown or missing for 37 (11.1%) incidents.

Table 27: Greensboro Gang Incident Data, Jan.–Dec. 2009

Victim & Offender Demographics	
Average offenders per crime (N = 321)	1.51 (Range = 0-8)
Average age of offender	21.35 (Range = 12-57)
Age ranges of offenders	*N*
10-14	18
15-17	67
18-22	97
>22	87
Unknown/Missing data	52
Total	*321*
Sex of offender	
Male	270
Female	30
Unknown/Missing data	21
Total	*321*
Race/Ethnicity of offender	
African American	189
White	76
Asian	26
Unknown/Missing data	30
Total	*321*
Type of Victim	
Individual	192
Society	140
Business	75
Total	*407*
Average victims per crime (N = 192)	1.3 (Range = 0-7)
Average age of victim	32.25 (Range = 0-94)
Age ranges of victims	
<10	10
10-14	13
15-17	19
18-22	27
>22	113
Unknown/Missing data	10
Total	*192*
Sex of victim	
Male	116
Female	61
Unknown/Missing data	15
Total	*192*
Race of victim	
African American	91
White	77
Asian	7
Indian	1
Unknown/Missing data	23
Total	*192*

Table 28: Greensboro Gang, Incident Data, Jan - Dec 2009 (N=333)

Offense Type	Raw Count	Percent of Total
Violent	*32*	*9.6%*
Aggravated Assault	21	6.3%
Criminal Homicide	1	0.3%
Rape	1	0.3%
Robbery	9	2.7%
Property	*43*	*12.9%*
Burglary	22	6.6%
Larceny	17	5.1%
Motor Vehicle Theft	4	1.2%
Arson	1	0.3%
Drug-Related	*88*	*26.4%*
Drug Possession	38	11.4%
Drug Sale	42	12.6%
Drug Paraphernalia	3	0.9%
Drug Other	5	1.5%
Other		
Assault-Domestic	3	0.9%
Assault-Simple	14	4.2%
Assault-Nonphysical Officer	1	0.3%
Embezzlement	1	0.3%
Fraud	2	0.6%
Juvenile Referral	7	2.1%
Manufacturing/Possessing WMD	1	0.3%
Sex Offense	2	0.6%
Traffic	10	3.0%
Vandalism	66	19.8%
Weapons	29	8.7%
Child Abuse	1	0.3%
Miscellaneous	21	6.3%
All Other	11	3.3%
Total	*333*	*100%*
Weapon Type (N = 333)		
N/A or none	165	49.5%
Blunt Object	4	1.2%
Fictitious Gun (Implied Toy)	1	0.3%
Gas/Air Powered Gun	3	0.9%
Handgun	49	14.7%
Knife	11	3.3%
Narcotics/Drugs	5	1.5%
Other Cutting Instrument	5	1.5%
Other Firearm	1	0.3%
Other Weapon	13	3.9%
Personal Weapons	33	9.9%
Rifle	2	0.6%
Shotgun	4	1.2%
Unknown/Missing data	37	11.1%
Total	*333*	*100%*

High Point Gang-Related Activity

The High Point Police Department (HPPD) defines gang-related crime as, "committing or attempting to commit, solicit, intimidate or otherwise coerce another or other persons to commit criminal acts where a reasonably prudent person of the offender's age, intelligence, and experience would understand that such acts are probably illegal, for the purpose of achieving an objective or goal of the gang."[100]

According to data received from the HPPD, a total of 113 individual offenders were reported in 117 gang-related incidents from January 1 to December 31, 2009.

There was an average of 1.7 offenders per gang-related incident, ranging from one to six offenders per incident. Offenders ranged in age from 12 to 46 years, with an average age of 20 years. Over half (61%) of offenders were ages 22 and under; however, information on age was unknown or missing for 21 (18.9%) offenders.

Similar to data reported on gang members Statewide, the majority (89%) of offenders apprehended in gang-related crimes in High Point were male. A total of 81.4% of offenders were African American and 15.0% were Caucasian. Race was unknown or missing for 3.5% of the individual offenders. Information on ethnicity (Hispanic decent) was not reported in the database.

The HPPD reported 145 victims as being involved in gang-related incidents during 2009. Most (65%) victims were identified as individuals, but some victims were classified as society (13%) or businesses (22%). There was an average of 1.25 victims per gang-related incident, ranging from one to five victims per incident. Most individual victims of gang-related crimes were males (59.5%) and over the age of 22 (55.3%); the average age of victims was 34 years.

Nearly one-fifth (18.8%) of the gang-related incidents for 2009 in High Point were violent crimes. Violent crimes are defined as homicide, aggravated assault, rape, and robbery. Specifically, there were ten gang-related aggravated assaults (representing 8.5% of all gang-related crimes), one gang-related criminal homicide (representing 0.9% of all gang-related crimes), and 11 gang-related robberies (representing 9.4% of all gang-related).

Gang-related property crimes comprised bout 23% of all gang-related incidents for 2009 in High Point. Property crimes are defined as burglary, larceny, motor vehicle theft, and arson. Larceny was the most common, representing 14.5% of all gang-related property crimes in High Point for 2009.

Only 6.8% of gang-related incidents were determined to be drug-related in High Point during 2009. Drug sales (3.4%) were the most common drug-related incidents identified as being gang-related. Among all types of incidents, vandalism (30.4%) was the most common gang-related crime in High Point for 2009.

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[100] Gang definition provided by the High Point Police Department.

Figure 10: Individual Victim & Offender Age - High Point Gang Incident Data, Jan.-Dec. 2009
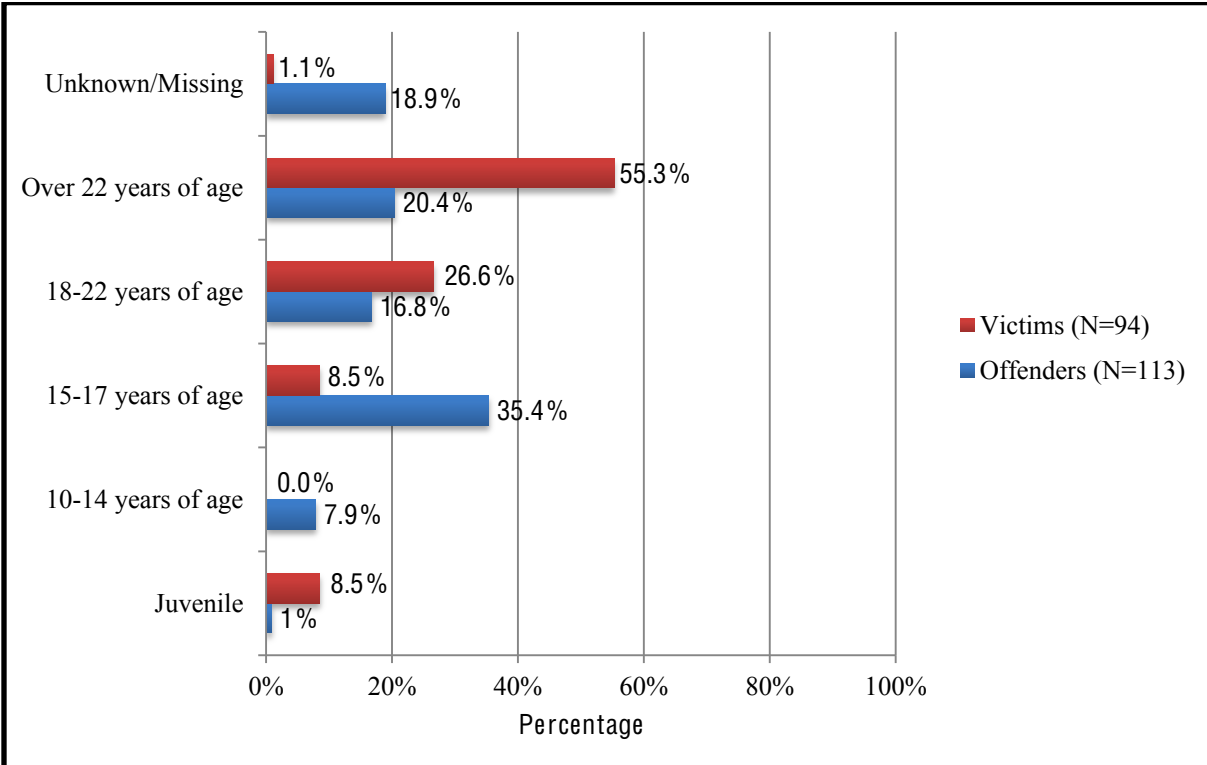

Figure 11: Individual Victim & Offender Gender - High Point Gang Incident Data, Jan.-Dec. 2009
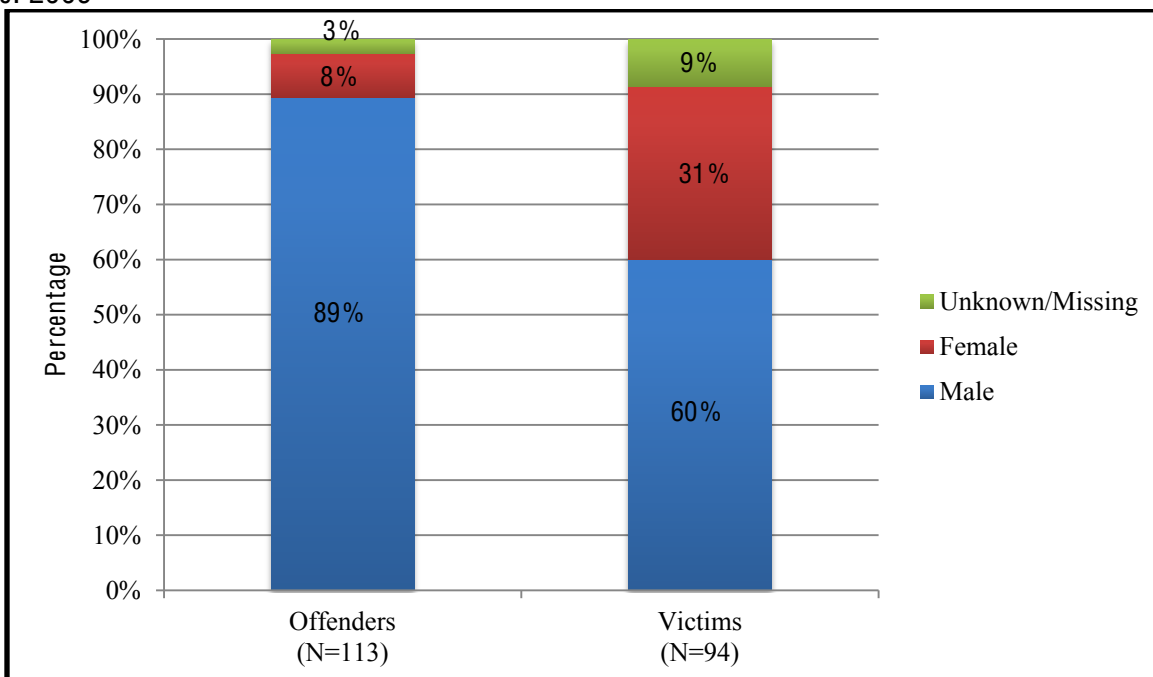
Figure 12: Individual Victim & Offender Race/Ethnicity - High Point Gang Incident Data, Jan.-Dec. 2009
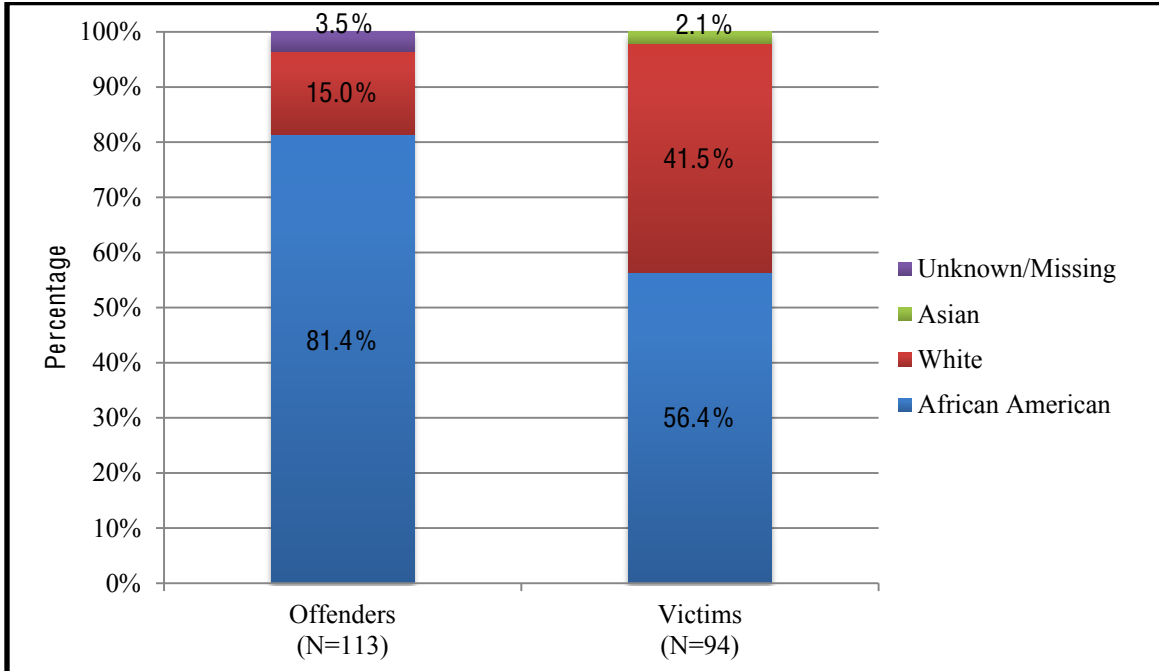
Figure 13: Type of Victim - High Point Gang Incident Data, Jan.-Dec. 2009
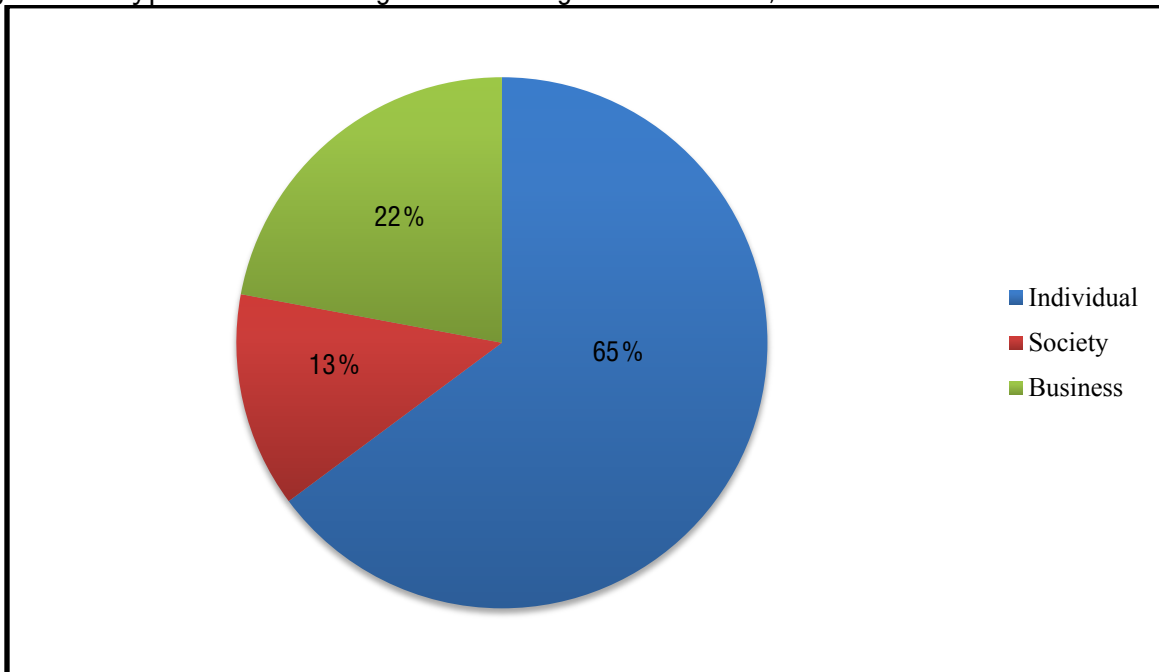
Table 29: High Point Gang Incident Data, Jan.–Dec. 2009

Victim & Offender Demographics	
Average offenders per crime (N = 113)	1.73 (Range = 0-6)
Average age of offender	20.43 (Range = 12-46)
Age ranges of offenders	
Juvenile	1
10-14	9
15-17	40
18-22	19
>22	23
Unknown/Missing data	21
Total	*113*
Sex of offender	
Male	101
Female	9
Unknown/Missing data	3
Total	*113*
Race of offender	
African American	92
White	17
Unknown/Missing data	4
Total	*113*
Type of Victim	
Individual	94
Society	19
Business	32
Total	*145*
Average individual victims per crime (N =94)	1.25 (Range = 1-5)
Average age of individual victim	34.19 (Range = 16-82)
Age ranges of individual victims	
Juvenile	8
10-14	0
15-17	8
18-22	25
>22	52
Unknown/Missing data	1
Total	*94*
Sex of Individual Victims	
Male	56
Female	30
Unknown/Missing data	8
Total	*94*
Race/Ethnicity of Individual Victims	
African American	53
White	39
Asian	2
Total	*94*

Table 30: High Point Gang Incident Data, Jan.-Dec. 2009 (N=117)

Offense Type	Raw Count	Percent of Total
Violent	22	18.8%
Aggravated Assault	10	8.5%
Criminal Homicide	1	0.9%
Rape	0	0%
Robbery	11	9.4%
Property	27	23.1%
Burglary	8	6.8%
Larceny	17	14.5%
Motor Vehicle Theft	1	0.9%
Arson	1	0.9%
Drug Related	8	6.8%
Drug Possession	1	0.9%
Drug Sale	4	3.4%
Drug Paraphernalia	0	0%
Drug Other	3	2.7%
Other	60	51.3%
Assault-Other	1	0.9%
Assault-Simple	9	7.7%
Fraud	2	1.7%
Vandalism	36	30.8%
Weapons	4	3.4%
Miscellaneous	4	3.4%
All Other	4	3.4%
Total	117	100%
Weapon Type (N = 117)		
N/A or none	42	35.9%
Blunt Object	7	6.0%
Handgun	10	8.5%
Knife	3	2.6%
Other Chemicals/Drugs	1	0.9%
Other Cutting Instrument	2	1.7%
Other Weapon	10	8.5%
Personal Weapons	37	31.6%
Rifle	1	0.9%
Shotgun	3	2.6%
Unknown/Missing data	1	0.9%
Total	117	100%

About 64% of gang-related incidents in High Point during 2009 involved the use of a weapon. The most frequently used weapons in gang-related incidents were personal weapons, such as hands, feet, fists, etc. (31.6%), handguns (8.5%), and other weapons (8.5%).

Guilford County Gang-Related Activity

According to data received from the Guilford County Sheriff's Office (GCSO), eight offenders were involved in eight gang-related incidents in the unincorporated areas of Guilford County from January 1 to December 31, 2009. The GCSO did not specify how they define a gang-related incident.

There was an average of one offender per incident, with the number of offenders per incident ranging from one to two individuals. The majority of offenders (75%) identified were ages 22 and under. The sex of the offenders was not reported. A total of 75% of offenders were identified as Hispanic, with the remaining 25% identified as African American. However, these percentages should be interpreted with caution due to the small number of incidents. No data was provided by the GCSO on the victims of the gang-related incidents.

Table 31: Guilford County Unincorporated Area Gang Incident Data, Jan.-Dec. 2009

Victim & Offender Demographics	
Average offenders per crime (N = 8)	1
Age ranges of offenders	
Juvenile	6
18-22	1
Unknown/Missing data	1
Total	*8*
Sex of offender	
Unknown/Missing data	8
Total	*8*
Race/Ethnicity of offender	
African American	2
White	0
Hispanic	6
Asian	0
Unknown/Missing data	0
Total	*8*

The majority (37.5%) of gang-related incidents in 2009 reported by the GCSO were affrays. Damage to property accounted for 25% of gang-related incidents, with recovered property, drug violations, and traffic offenses each accounting for 12.5% of reported gang-related incidents.

Over half (62.5%) of the gang-related incidents for 2009 in the unincorporated areas of Guilford County involved a weapon of some kind. Hands (37.5%) were the most frequently used weapons, with paint (12.5%) and a bottle (12.5%) being the other types of weapons reportedly used. No weapons were used in 37.5% of the gang-related incidents in the County for 2009.

Table 32: Guilford County Unincorporated Area Gang Incident Data, Jan.-Dec. 2009 (N=8)

Offense Type	Raw Count	Percent of Total
Drug Violations	1	12.5%
Affray	3	37.5%
Recovered Property	1	12.5%
Traffic	1	12.5%
Damage to Property	2	25%
Total	*8*	*100%*
Weapon Type (N = 8)		
N/A or none	3	37.5%
Hands	3	37.5%
Paint	1	12.5%
Bottle	1	12.5%
Total	*8*	*100%*

Overview of Gangs and Gang-Related Activity Across Guilford County

According to data provided by the three major law enforcement agencies, High Point reportedly had the highest number of gangs (51 unique sets). While Guilford County Sheriff's Office reported the second highest number of gangs (48 unique sets), they only reported on active youth gangs in the unincorporated areas of Guilford County so the total number of gangs could be higher. Greensboro reportedly had the lowest number of gangs, with GPD reporting 38 unique gang sets.

Similarly, High Point reported the highest number of individuals who were identified as associated or validated gang members (N=698). While Greensboro reportedly had the fewest gangs, they had the second highest number of associated and validated gang members (N=462). The Guilford County Sheriff's Office reported only 129 associated and validated gang members who were ages 22 and under. While GPD and HPPD reported on associated and validated gang members of all ages, GCSO's reported number is still lower than the percent identified by GPD and HPPD as being ages 22 and under.

Across all three agencies, Blood gang sets were most common, followed by other sets such as the Latin Kings and Sureños 13. Similar to Statewide statistics, the majority of associated and validated gang members across all three agencies were reportedly male and African American. For Greensboro and High Point, the majority of associated and validated gang members were reportedly ages 22 and under (64% and 58%, respectively).

Based on the number of gang-related incidents reported from January 1 to December 31, 2009, Greensboro reported the highest gang-related crime rate, with 1.29 gang-related incidents per 1,000 residents[101]. High Point reported the second highest gang-related crime rate with 1.15 gang-related incidents per 1000 residents.[102] Even though Greensboro's estimated population is more than double that of High Point, their gang-related crime rates for 2009 are not drastically different. The Guilford County Sheriff's Office reported only eight gang-related incidents in the unincorporated areas of Guilford County during 2009.

When examining the offenders involved in the reported gang-related crimes, for both Greensboro and High Point, they were most commonly males ages 22 and under. However, race of the offenders differed somewhat between the cities. In Greensboro, 59.1% of offenders in gang-related crimes in 2009 were African American and nearly one quarter (23.5%) were Caucasian. In High Point, the overwhelming majority of offenders in gang-related crimes in 2009 were African American (89.1%). Victims of gang-related crimes in Greensboro and High Point were mostly males over the age of 22.

Across both cities, the type of crime that accounted for the highest percentage of gang-related incidents in 2009 was vandalism (High Point 30.8%; Greensboro 19.8%). High Point reported a

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[101] Greensboro's 2009 gang-related crime rate was calculated using the 2008 population estimate of the City of Greensboro.
[102] High Point's 2009 gang-related crime rate was calculated using the 2009 population estimate of the City of High Point.

higher percentage of gang-related violent crimes (18.8%) than did Greensboro (9.8%). Similarly, a higher percentage of High Point's gang-related incidents for 2009 were classified as property crimes (23%) than in Greensboro (13%). However, drug crimes accounted for a much larger percentage of Greensboro's gang-related incidents for 2009 (26.4%) than they did in High Point (6.8%).

Geographic Information Systems (GIS) Maps

To visually depict gang-related crimes that occurred throughout Guilford County in 2009, a series of GIS maps was constructed. Figure 13 represents the top five schools that indicated the largest gang-related crime incidents during 2009. Figures 14-18 depict gang-related crimes using a school "buffer zone" representing a 1-mile radius around a school in Guilford County. As the maps depict, the large majority of crimes occur within or around schools.

Figure 14: Top five Guilford County Schools with the highest reported school crime incidents and gang-related incidents

Top Five Guilford County Schools
and Gang-Related Incidents

Eastern Guilford High

Grimsley High

Dudley High

Allen Middle

High Point Central High

Legend:
- Gang-Related Incidents
- Schools
- 1 Mile Radius
- Municipalities
- Guilford County
- Highways
- Streets

N

0   1.25   2.5   5 Miles

UNCG

Center for Youth, Family, and Community Partnerships
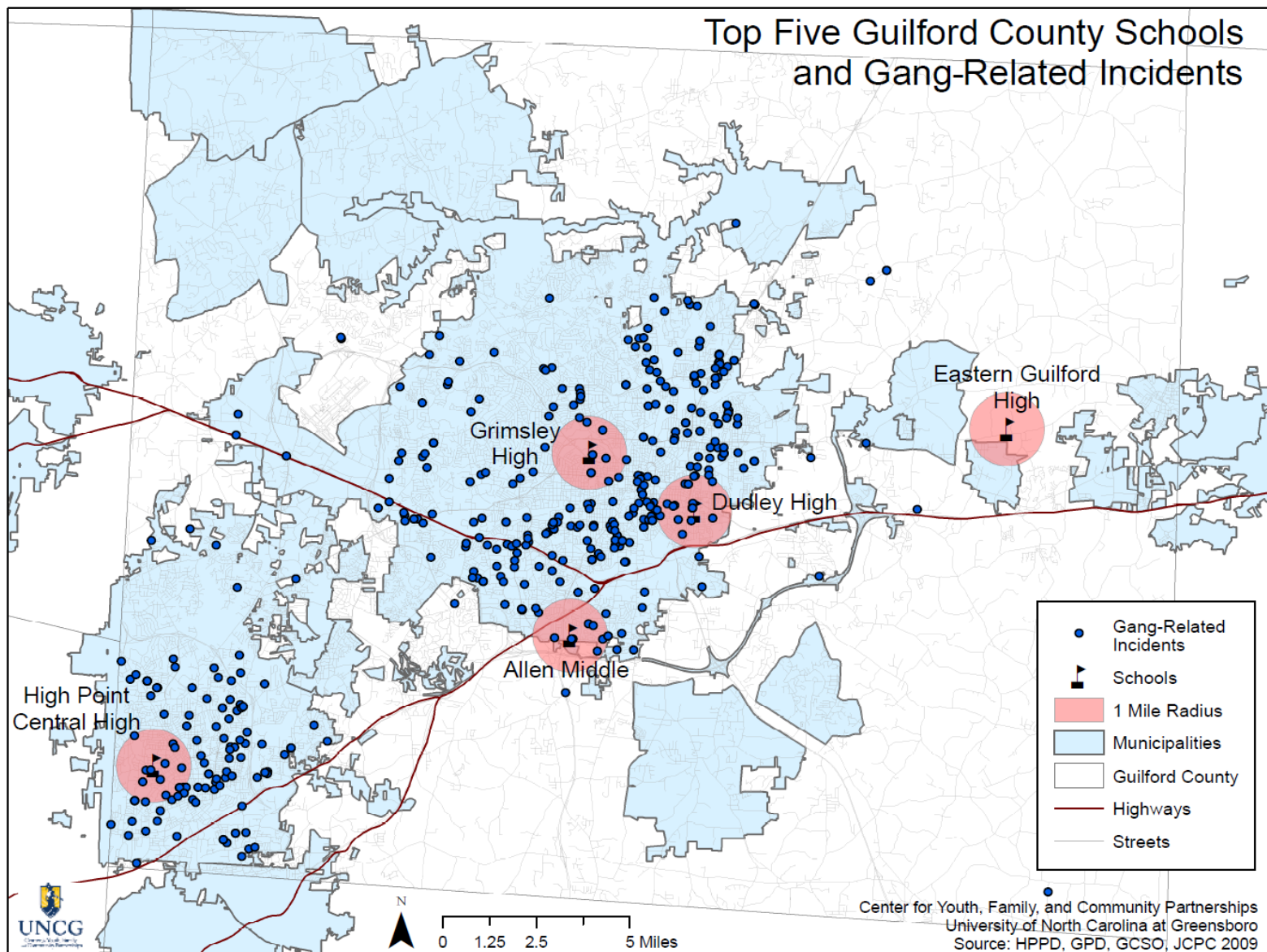University of North Carolina at Greensboro
Source: HPPD, GPD, GCSO, JCPC 2009

Figure 15: Guilford County Schools and Gang-Related Incidents, Jan.-Dec. 2009

Guilford County Schools and Gang-Related Incidents

Legend:
- Gang-Related Incidents
- Schools
- 1 Mile Radius
- Municipalities
- Guilford County
- Highways
- Streets

Crimes Committed in 2009
Center for Youth, Family, and Community Parternerships
University of North Carolina at Greensboro
Source: HPPD, GPD, GCSO, JCPC 2009

N

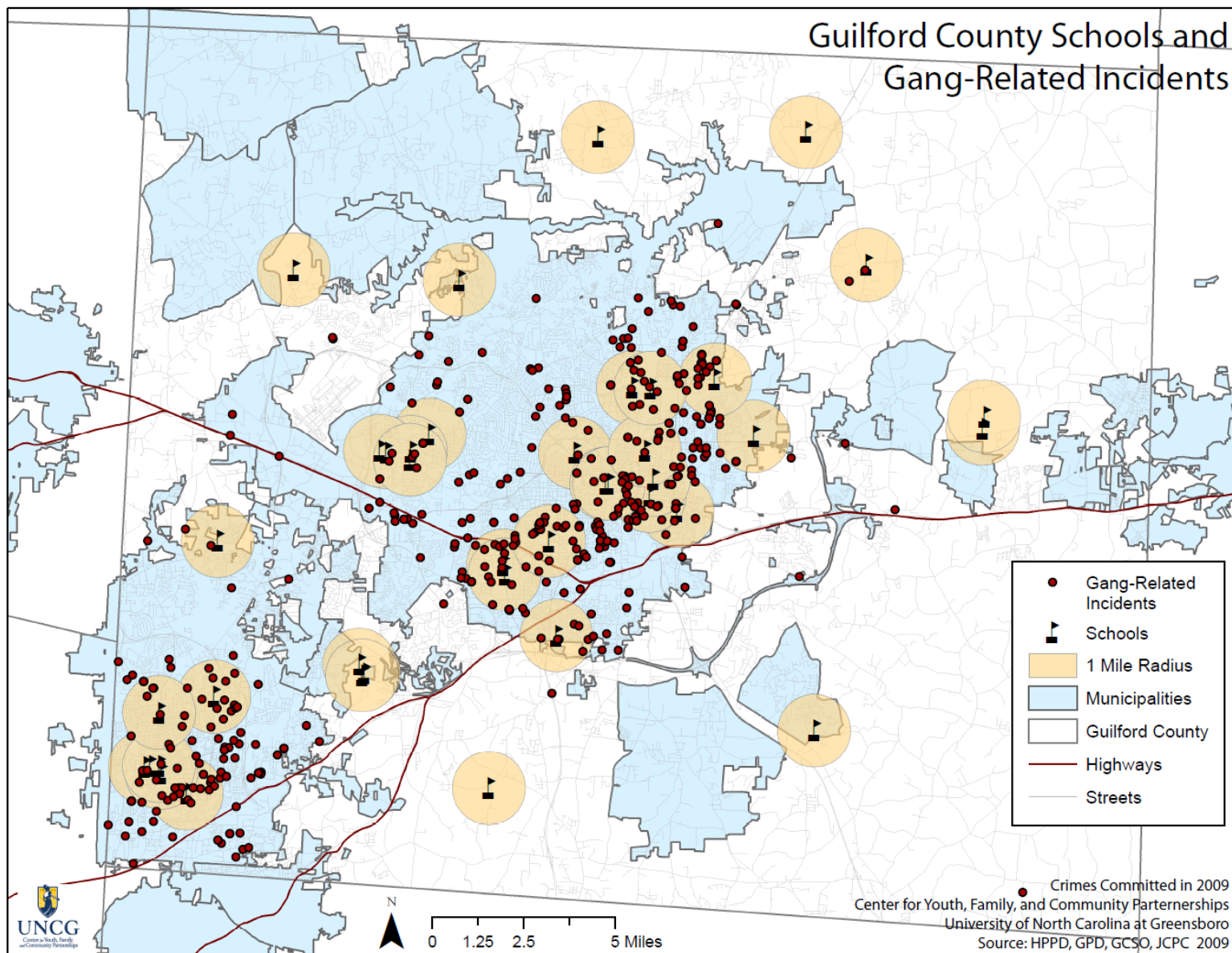0   1.25   2.5   5 Miles

UNCG
Center for Youth, Family
and Community Partnerships

Figure 16: Guilford County Schools and Gang-Related Drug Crimes, Jan.-Dec. 2009

Guilford County Schools and
Gang-Related Incidents

Legend:
- Gang-Related Drug Crimes
- Schools
- 1 Mile Radius
- Municipalities
- Guilford County
- Highways
- Streets

N

0   1.25   2.5   5 Miles

Drug Related Crimes Committed in 2009
Center for Youth, Family, and Community Parternerships
University of North Carolina at Greensboro
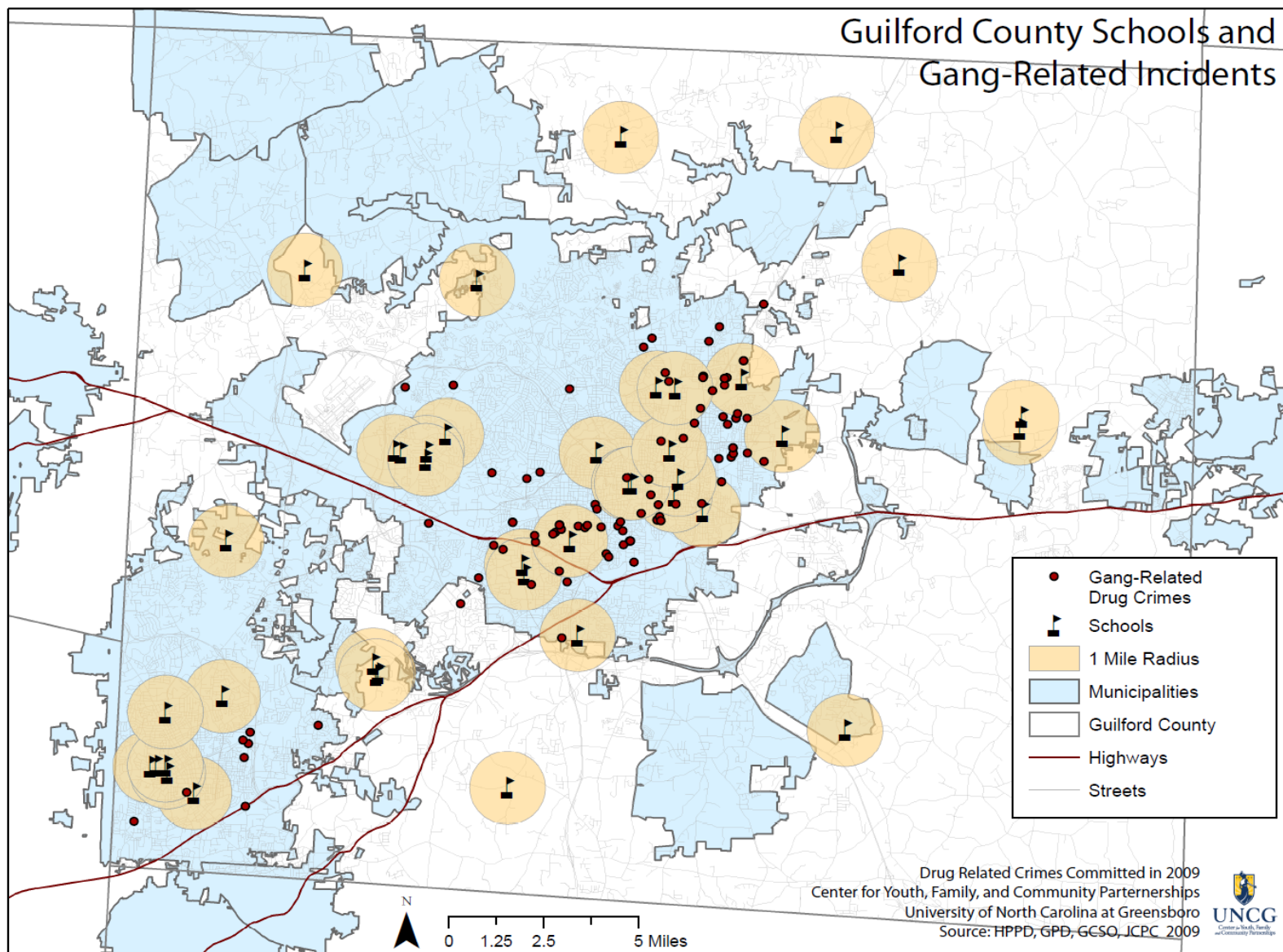Source: HPPD, GPD, GCSO, JCPC 2009

UNCG
Center for Youth, Family
and Community Partnerships

Figure 17: Guilford County Schools and Gang-Related Property Crimes, Jan.-Dec. 2009

Guilford County Schools and
Gang-Related Incidents

Legend:
- Gang-Related Property Crimes
- Schools
- 1 Mile Radius
- Municipalities
- Guilford County
- Highways
- Streets

N

0   1.25   2.5   5 Miles

Property Crimes Committed in 2009
Center for Youth, Family, and Community Parternerships
University of North Carolina at Greensboro
Source: HPPD, GPD, GCSO, JCPC_2009

UNCG
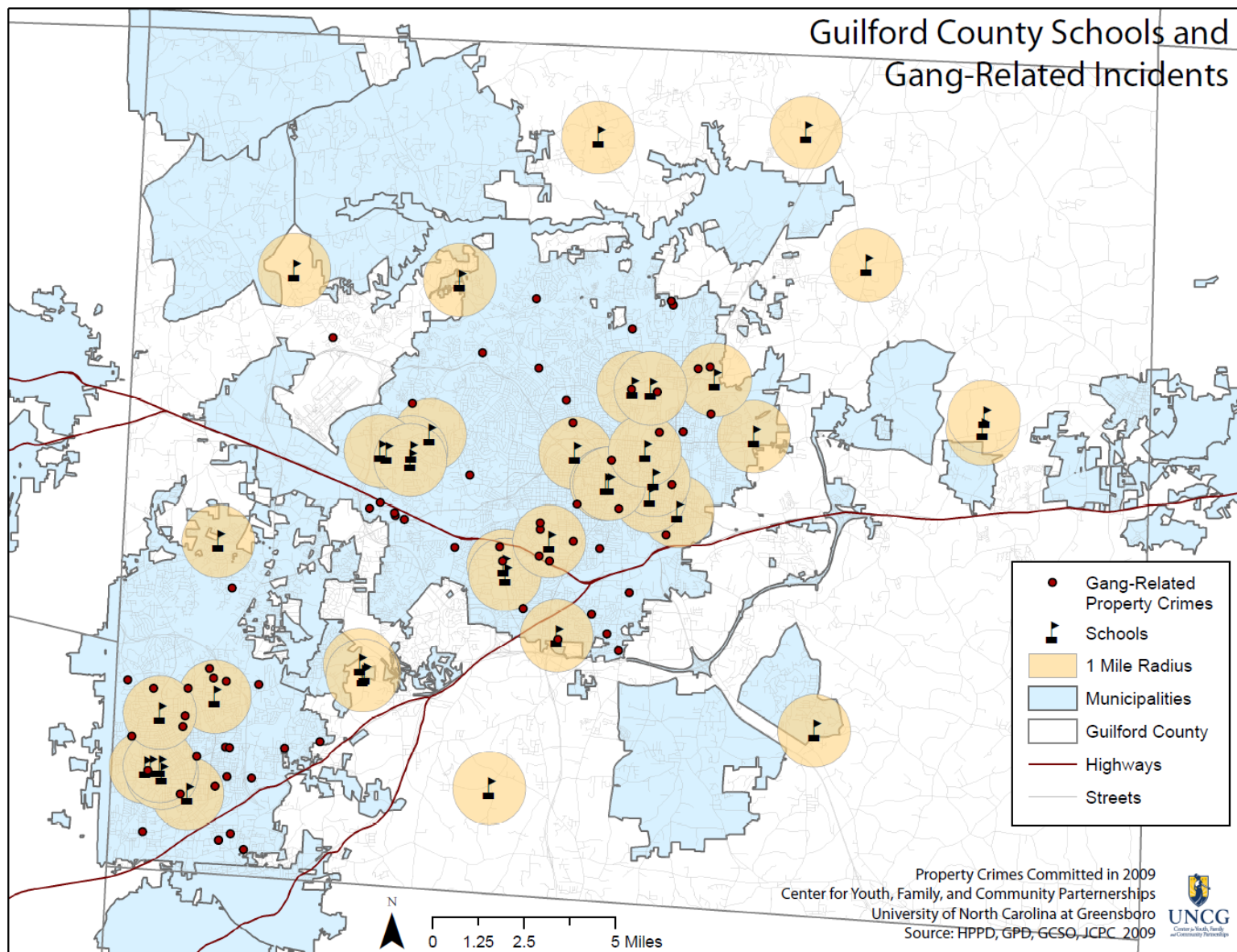Center for Youth, Family
and Community Partnerships

Figure 18: Guilford County Schools and Gang-Related Simple Assaults, Jan.-Dec. 2009

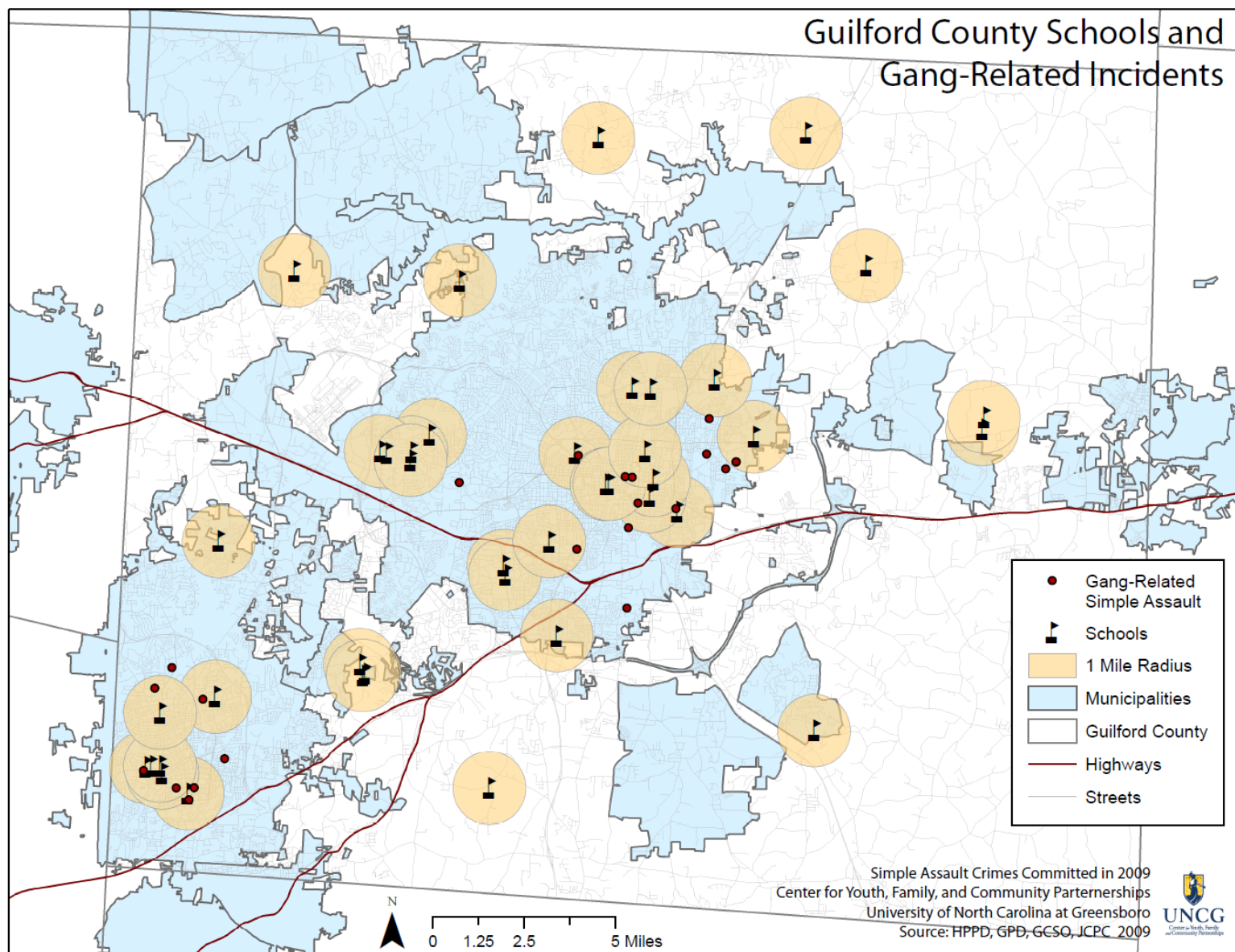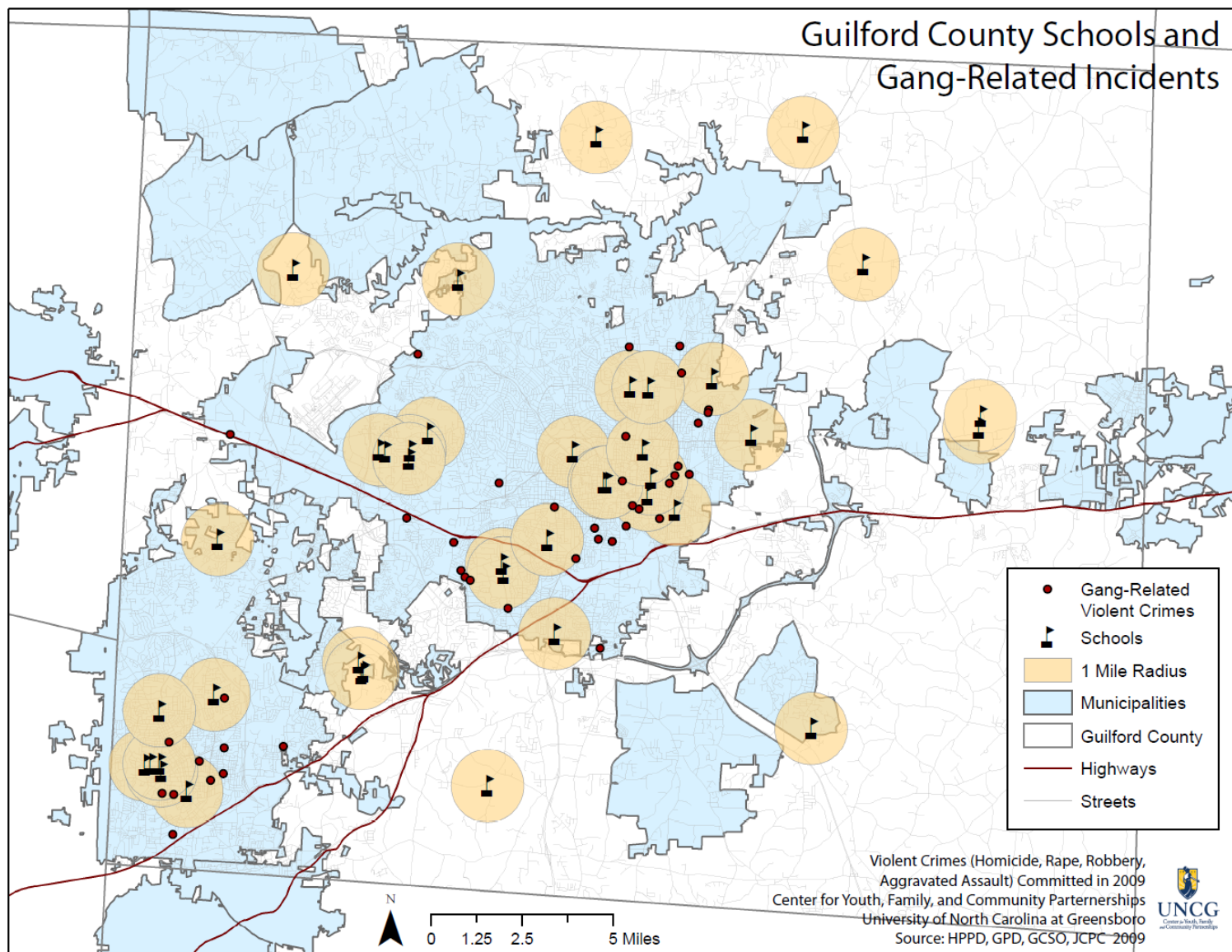Figure 19: Guilford County Schools and Gang-Related Violent Crimes, Jan.-Dec. 2009

Guilford County Schools and Gang-Related Incidents

Legend:
- Gang-Related Violent Crimes
- Schools
- 1 Mile Radius
- Municipalities
- Guilford County
- Highways
- Streets

Violent Crimes (Homicide, Rape, Robbery, Aggravated Assault) Committed in 2009
Center for Youth, Family, and Community Parternerships
University of North Carolina at Greensboro
Source: HPPD, GPD, GCSO, JCPC 2009

0   1.25   2.5   5 Miles

Guilford County Gang Assessment:
The OJJDP Comprehensive Gang Model

Section: Juvenile Justice and Delinquency
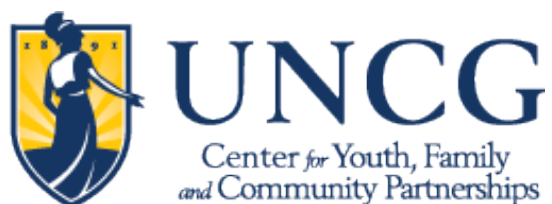
Guilford County DJJDP Data Summary

According to North Carolina's Department of Juvenile Justice and Delinquency Prevention (DJJDP) data for calendar year 2009, Guilford County had the 16th highest delinquent rate in the State at 40.21 per 1,000 youth ages 6-15 years old. The juvenile delinquency rate is defined as the number of delinquent complaints received by court services offices per 1,000 youths ages 6-15 years old (NCDJJDP, 2010).[103] The statewide delinquency rate has declined over the past three years and was at a 10-year low in 2009, at 29.14 delinquent complaints per 1,000 youths ages 6-15 years old (NCDJJDP,2010). [104]

NC DJJDP tracks all juvenile complaints filed by each county in North Carolina. When a complaint is filed against a juvenile, a court counselor must complete a risk assessment with the juvenile. As a way to track self-reported gang membership, the risk assessment includes questions about whether the juvenile identifies as a gang member OR associates with a gang. In addition to tracking gang membership or association, DJJDP also tracks demographics of the juvenile, whether the complaint was a school-based offense, and whether a School Resource Officer (SRO) filed the complaint.

For purposes of this report, the Guilford County Juvenile Crime Prevention Council (JCPC) provided DJDDP data for Guilford County for three consecutive fiscal years (FY) (2006-07, 2007-08, and 2008-09). A summary of data for FY 2008-2009 as well as comparisons across the three years are provided. The dataset is limited to only delinquent complaints and does not include status offenses such as truancy, runaway, and ungovernable.

FY 2008-2009 Guilford County DJJDP Data

Over the NC DJDDP FY 2008-2009, Guilford County received a total 2744 juvenile complaints, reflecting a 4.8% decrease from 2007-2008. A little more than three quarters (76.6%) of complaints involved male juveniles, while 23.4% involved females. Three quarters (74.6%) of complaints involved African American juveniles, with the remainder involving White (21%), Latino (2.6%), Asian (0.8%), Multi-racial (0.6%), Native American (0.2%), and Other or Unknown juveniles (0.5%).

Table 33 provides a breakdown of complaints as reported by law enforcement agencies in each of three major Guilford County jurisdictions and other agencies, including those against gang-involved juveniles. Other agencies include agencies such as Gibsonville Police Department, North Carolina Highway Patrol, Emergency Management Services, etc. While the Greensboro Police Department reported the most juvenile complaints (representing 60.4% of all juvenile complaints), High Point complaints involved the highest percentage of crimes committed by

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[103] North Carolina Department of Juvenile Justice and Delinquency Prevention. (2009). *2009 Annual Report.* North Carolina Department of Juvenile Justice and Delinquency Prevention: Retrieved from http://www.ncdjjdp.org/resources/pdf_documents/annual_report_2009.pdf.
[104] North Carolina Department of Juvenile Justice and Delinquency Prevention. (2009). *2009 Annual Report.* North Carolina Department of Juvenile Justice and Delinquency Prevention: Retrieved from http://www.ncdjjdp.org/resources/pdf_documents/annual_report_2009.pdf.

juveniles determined to be gang-involved (representing 12.6% of all juvenile crime in High Point).[105]

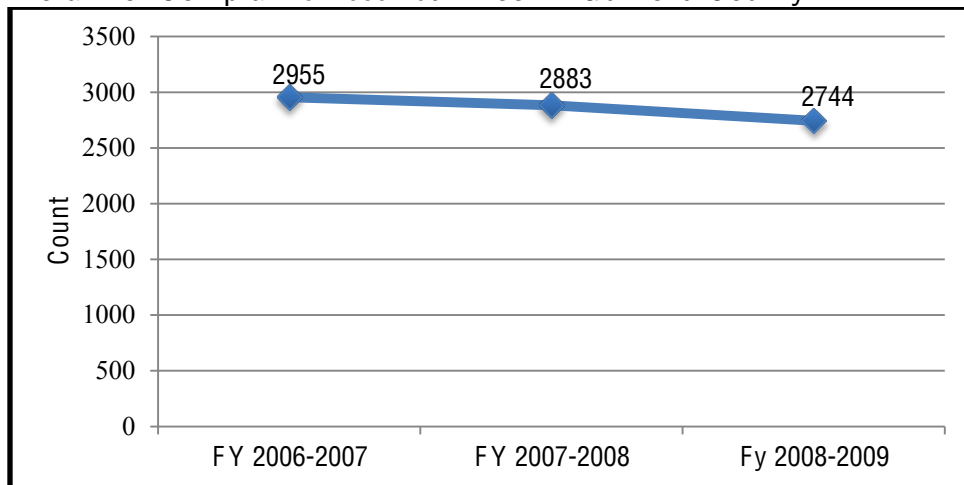Figure 20: Total # of Complaints Received - DJJDP Guilford County

Table 33: Total Complaints and Individual Gang Membership/Association by Law Enforcement Jurisdiction – FY 2008-2009

	Total Complaints Received	Gang Associate or Member - Yes
Greensboro Police Department	1616	8.6% (139/1616)
High Point Police Department	554	12.6% (70/554)
Guilford County **Sheriff's Office**	505	4.6% (23/505)
Other agencies	69	8.7% (6/69)

Of the 2744 juvenile complaints received in Guilford County in FY 2008-2009 as reported by the NC DJDDP, 8.7% (238) involved an individual who was determined to be a gang member or associating with a gang.[106] When compared with previous years, this was a 2.1% reduction from FY 2007-2008.. Seventy-five individual gang-related juveniles were responsible for the 238 complaints. Complaints per individual ranged from one to 19, with 3.2 complaints per individual being the average. The majority of the gang-related juveniles were male (90.7%), three quarters

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[105] Per DJJDP, this data is intended to display the juvenile delinquency those identified as "gang members" or "associates with gangs" participated in. This data by no means is intended to reflect "gang-related crime". There are no juvenile offenses in statute specified for gang-related events.
[106] Per DJJDP, this data is intended to display the juvenile delinquency those identified as "gang members" or "associates with gangs" participated in. This data by no means is intended to reflect "gang-related crime". There are no juvenile offenses in statute specified for gang-related events.

were African American (74.9%), almost one-tenth (9.3%) were Latino, 6.7% were White, 5.3% were Multi-racial, 1.3% were Asian, 1.3% were Native American, and race/ethnicity was unknown for 1.3%.

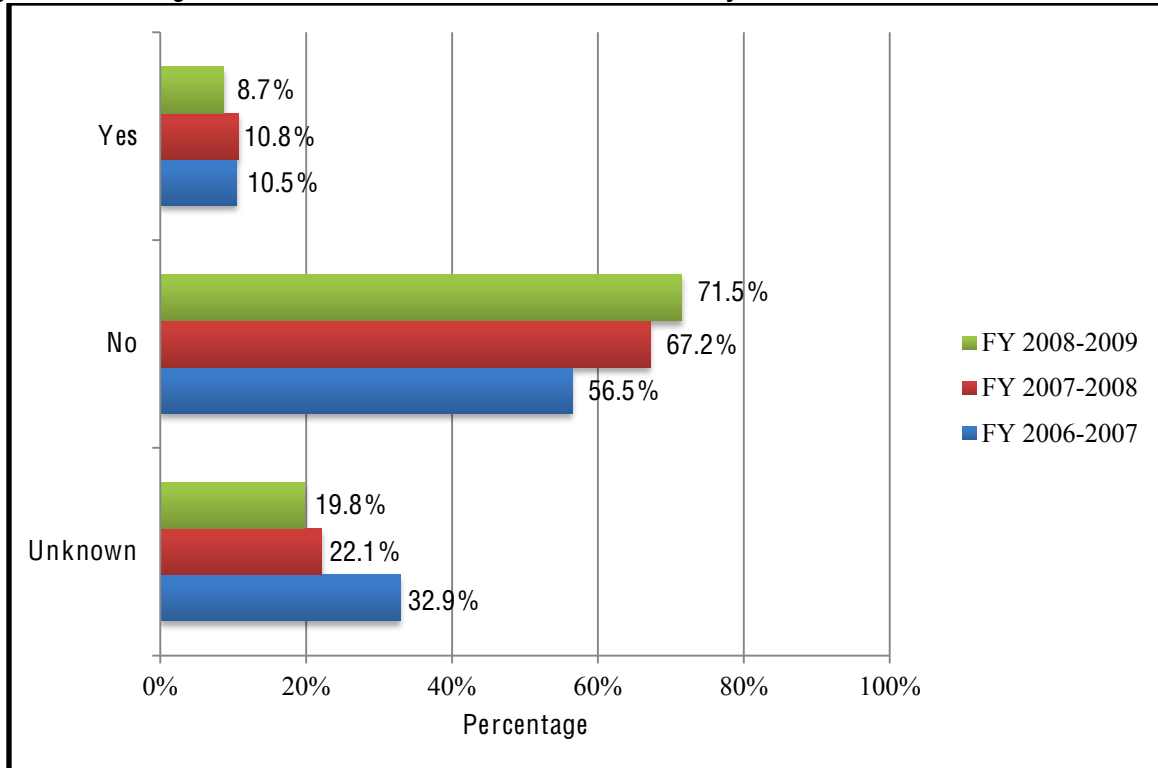Figure 21: Gang Associate or Member - Guilford County DJJDP Risk Assessment
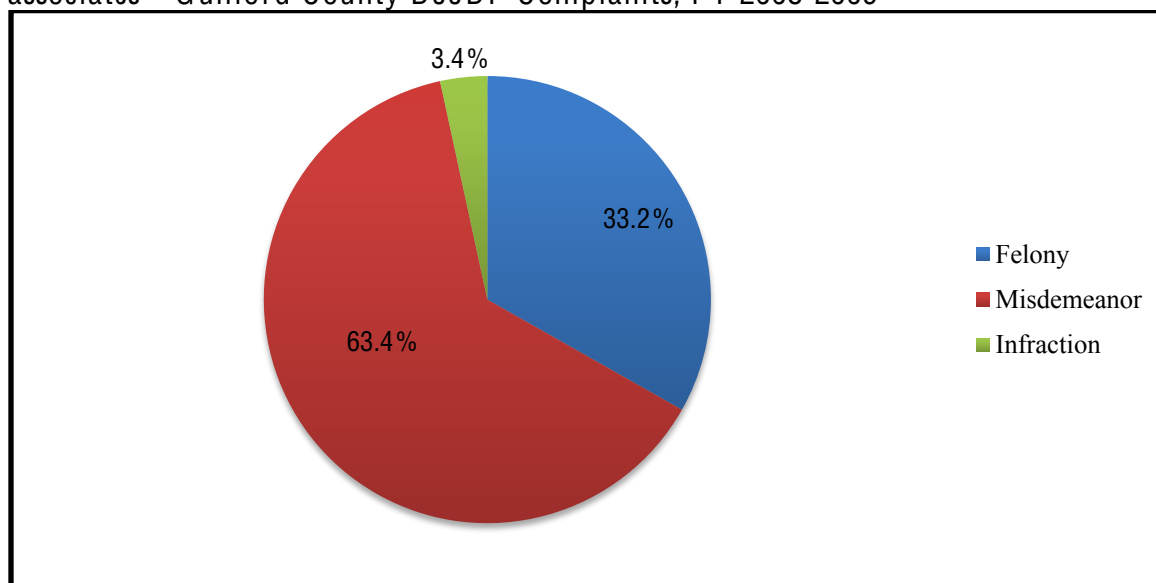
Figure 22: Charge types involving young people who were reportedly gang members or associates – Guilford County DJJDP Complaints, FY 2008-2009

Of the 238 juvenile complaints involving individuals who were identified as being a gang member or associating with a gang in FY 2008-2009:
- Nearly two-thirds (63.4%) were for misdemeanor offenses
- One-third (33.2%) were for felony offenses
- 3.4% were for infractions

Of the 238 juvenile complaints involving individuals who were identified as being a gang member or associating with a gang in FY 2008-2009, the top three most frequently charged offenses were:
- Simple assault – 8.8% (21/238)
- Felony breaking and entering – 6.7% (16/238)
- Second degree trespass – 5.9% (14/238)

Of the 238 juvenile complaints involving individuals who were identified as being a gang member or associating with a gang in FY 2008-2009, 32.8% were school-based offenses . The percentage of school-based juvenile complaints involving gang members or associates has remained roughly the same from 2006-2009.
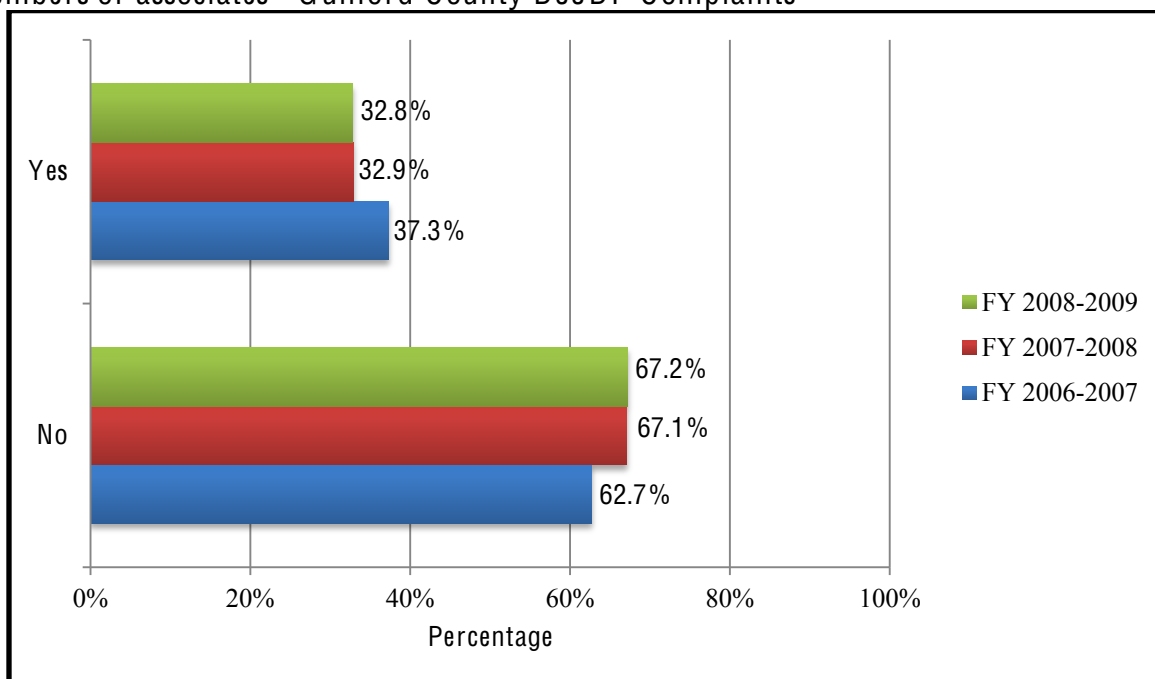
The 78 school-based juvenile complaints involving gang members or associates during FY 2008-2009 were from 22 middle and high schools across Guilford County. The high schools with the most school-based gang-related complaints were:
- High Point Central High School – 10 complaints
- Scales Academy – 7 complaints
- Southwest Guilford High School and Eastern Guilford High School – 6 complaints each

The three middle schools with the most school-based gang-related complaints were:
- Ferndale Middle School – 6 complaints
- Southwest Middle School – 4 complaints
- Allen Middle School – 3 complaints

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[107] School-based offenses are defined as those which occur on school grounds, school property (buses, etc.), at a school bus stop, or at an off-campus school-sanctioned event (field trips, athletic competitions, etc.) or whose victim is a school (such as a false bomb report). School includes any public or private institution providing elementary (K-8), secondary (9-12), or post-secondary (community college, trade school, college, etc.) education but excludes home schools, preschools, and day cares.

Figure 24: SRO-filed complaints involving young people who were reportedly gang members or associates - Guilford County DJJDP Complaints
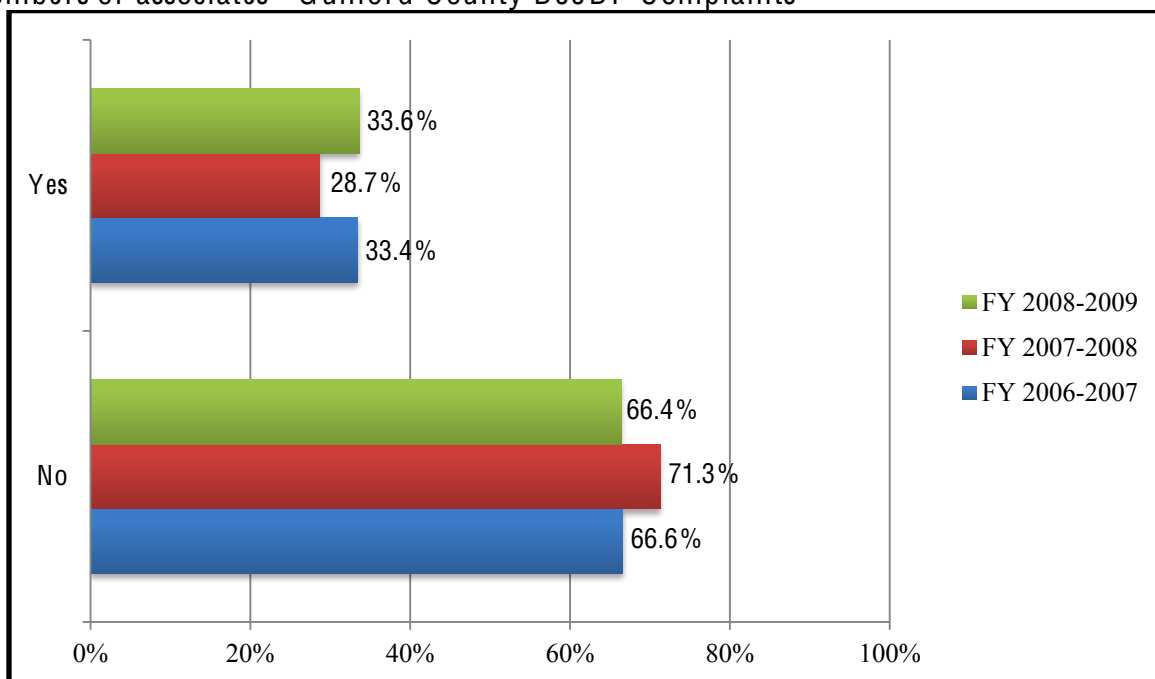
Of the 238 juvenile complaints involving individuals who were identified as being a gang member or associating with a gang in FY 2008-2009, 33.6% were filed by a School Resource Officer (SRO). The percentage of juvenile complaints filed by School Resource Officers (SROs) involving young people who were gang members or associates was higher during FY 2008-2009 than in FY 2007-2008.

Detention Information

The NC DJJDP reports data concerning juvenile detentions in each county in their annual County Databooks (http://www.djjdp.org/statistics/databook.html). In 2009, there were 74,864 youth ages 6-17 residing in Guilford County. Of those, 380 distinct juveniles were detained representing a detention rate of 5.08 per 1000 juveniles. There were 634 new detention admissions in 2009, representing a new admission rate of 8.47 per 1000 juveniles in the county. Compared to all other NC counties, Guilford County has the 12th highest detention rate and the 7th highest new juvenile detention admission rate in the state.

More recent data within the NC JOIN system presented at a recent Juvenile Crime Prevention Council meeting has noted that, as of June 2010, Guilford County has the highest commitment rates to Youth Detention Centers among all counties in North Carolina.[108] An ad hoc committee has been formed under the direction of the Guilford County Chief Court Counselor, Mr. Stan Clarkson, to understand in more detail potential contributors to this finding.

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[108] Clarkson, S. (July, 2010). Juvenile Crime Prevention Council meeting minutes. Guilford County, NC.

Guilford County Gang Assessment:
The OJJDP Comprehensive Gang Model

**Section: Community Voices - Youth Perception
Survey, Community Resident Survey,
School Resource Officer Survey, &
Gang Member Interviews**
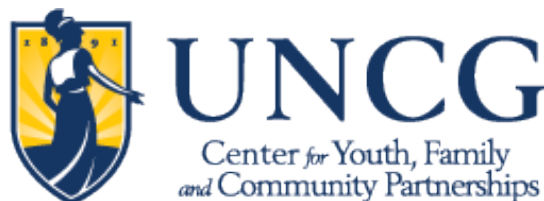
Community Voices

One essential element of the OJJDP Comprehensive Gang Model is receiving feedback directly from the community that is being assessed. To that end, the assessment team developed and administered a series of three surveys, including a Youth Perception Survey, a Community Resident Survey, and a School Resource Officer (SRO) Survey. The Youth Perception Survey (administered to youth ages 22 years and under) and the Community Resident Survey (administered to those 18-years and older) were both distributed throughout the community and through community agencies in order to assess youth and community perceptions of gangs in neighborhoods and schools. Some community agencies also included a link to the survey on their website in order to gather a higher response rate. Surveys were available in English and Spanish. The SRO Survey was distributed via email directly to the SROs across Guilford County. Copies of all surveys are provided in the Appendix of this report and results for each survey are summarized below.
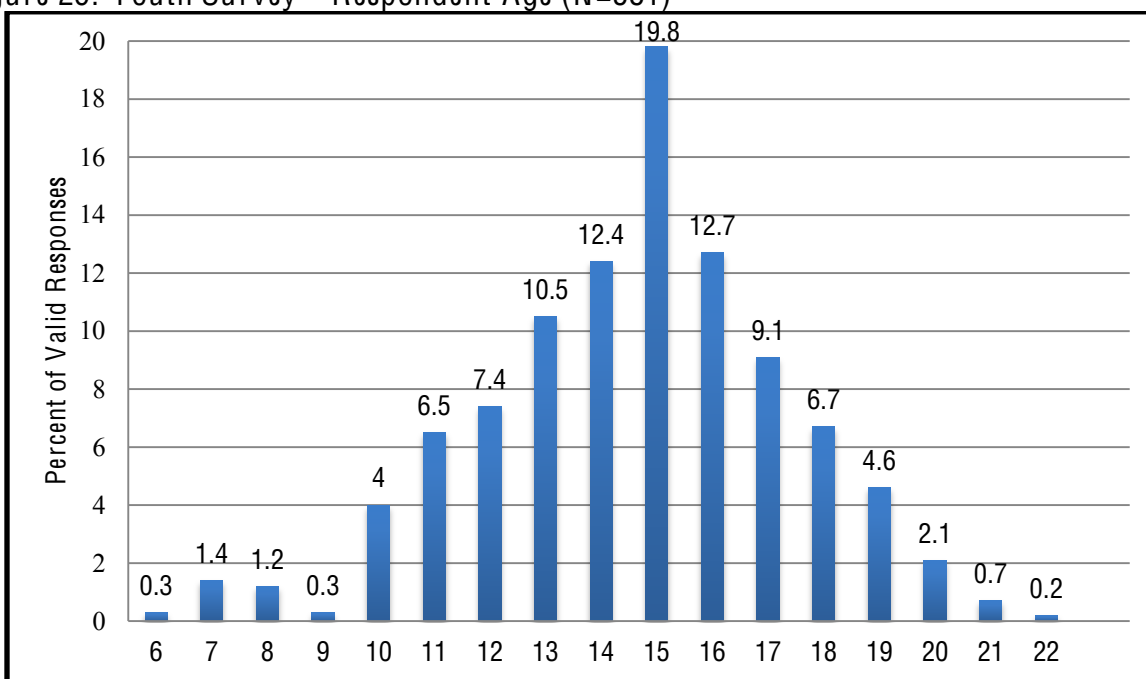
Youth Perception Survey

Youth Perception Surveys were distributed by community agencies to individuals ages 22 years and under in order to assess youth perceptions of gangs in neighborhoods and schools. Surveys were available in English and Spanish. A total of 608 responses were received from various locations throughout Guilford County. Figure 25 depicts the youth survey respondents by the zip code in which they live. Demographic information from this sample is provided below. Missing values are not represented in these percentages, but sample totals for each question are provided. Survey responses were also examined for differences in response types by age, gender, race, school status, and employment status.

Figure 25: Youth Survey Responses by Zip Code

Number of Youth Survey Responses by Zip Code

Demographics

How old are you?

Of the respondents who indicated their age, the average age was 14.6 years, with a range of 6 to 22 years.
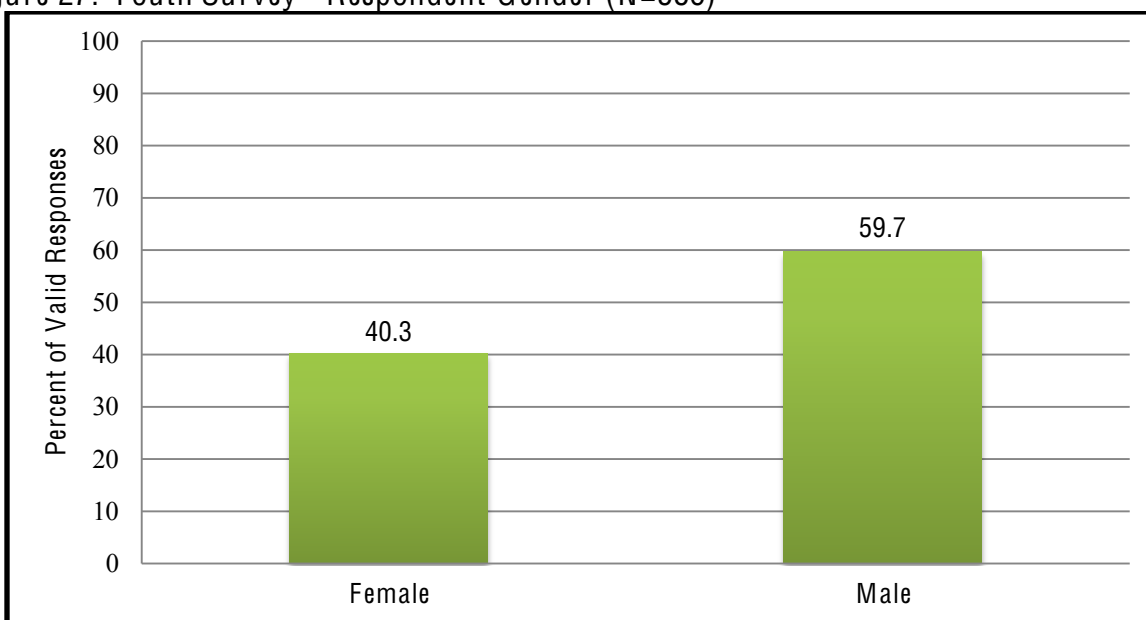
Figure 26: Youth Survey – Respondent Age (N=581)

What is your gender?

Of the respondents who indicated their gender, 40.3% of the respondents were female and 59.7% of the respondents were male.
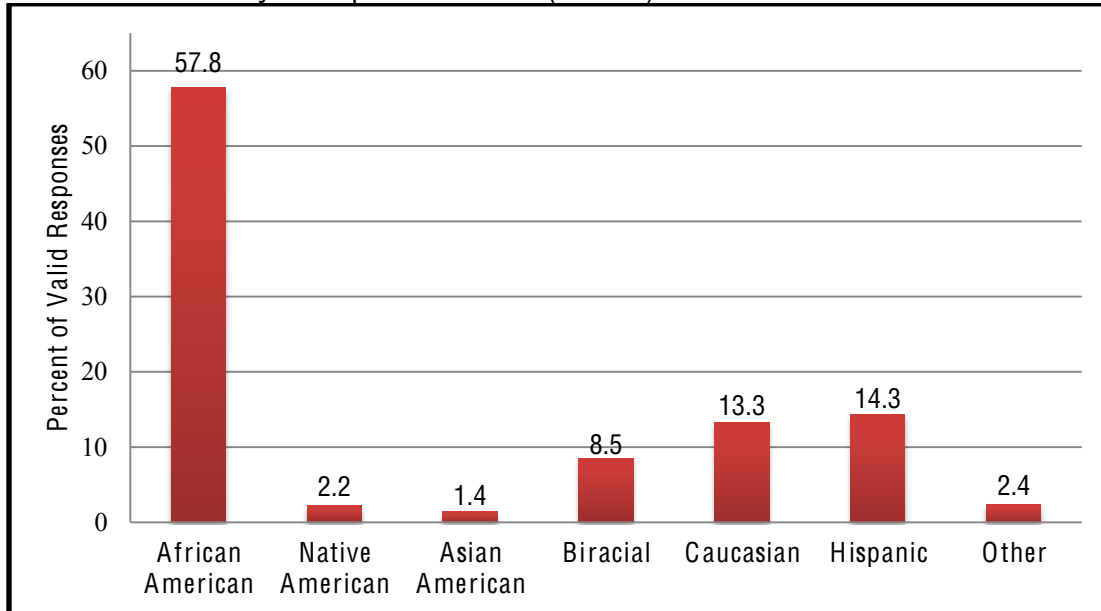
Figure 27: Youth Survey - Respondent Gender (N=586)

What is your race/ethnicity?

Of the respondents who indicated their ethnicity, 57.8% of the respondents were African American, 14.3% were Hispanic, 13.3% were Caucasian, 8.5% were Biracial, 2.4% reported "other" as their race, 2.2% were Native American, and 1.4% were Asian American.
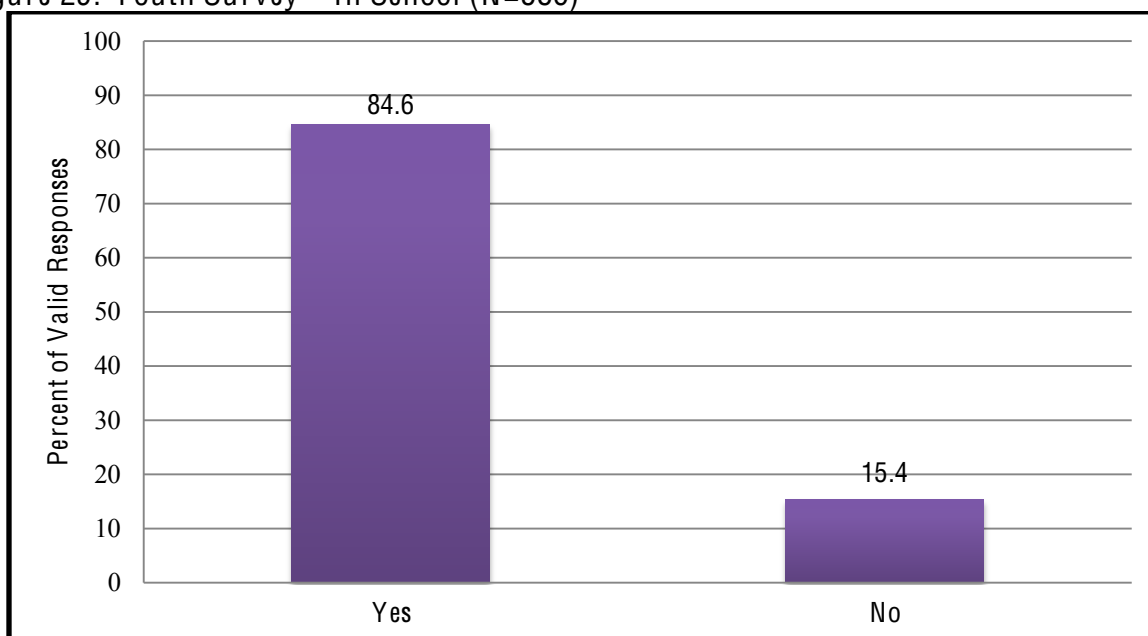
Figure 28: Youth Survey - Respondent Race (N=586)

Are you currently in school?

Of the respondents who indicated their school status, 84.6% of the respondents were currently enrolled in school and 14.8% of the respondents were not currently enrolled.
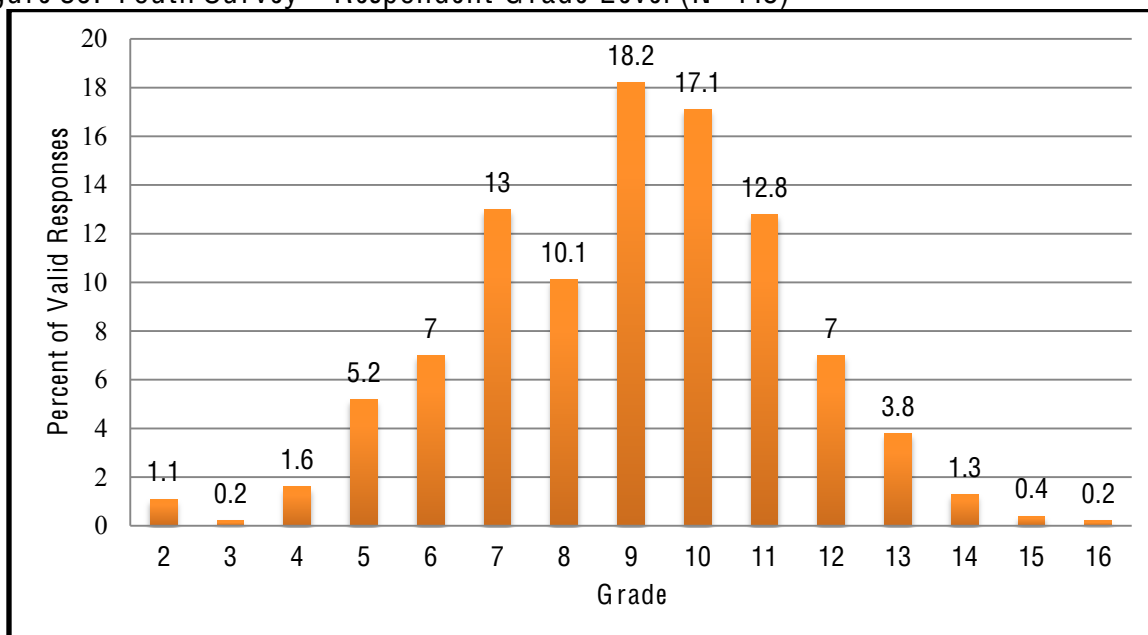
Figure 29: Youth Survey – In School (N=586)

What grade are you in?

A total of 106 different schools were represented by respondents who took this survey, spanning from second grade through college. The average grade of respondents was between 8th and 9th grade.

Figure 30: Youth Survey – Respondent Grade Level (N=445)

If you are not in school, why not?

Of the respondents who indicated that they were not currently in school, reasons for not being in school included the individual was expelled (19.4%), the individual chose it (16.1%), or other reasons (64.5%). Other reasons included that the respondent graduated, they were on summer vacation, they were suspended, they had a baby, or they needed money.

Figure 31: Youth Survey - If you are not in school, why not? (N=62)
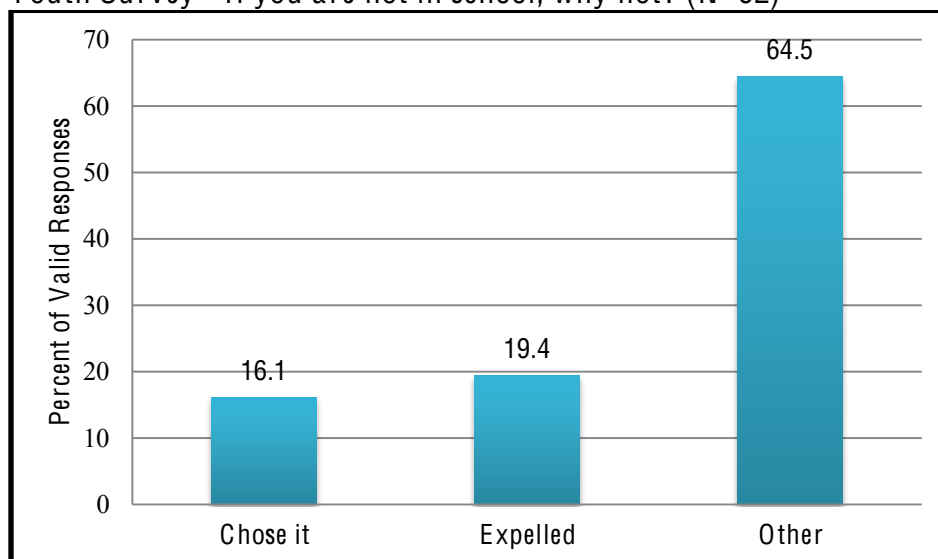
Grades

Of the respondents who indicated their grades, 26.2% reported that they make mostly A's, 6.6% make mostly A's and B's, 36.3% make mostly B's, 4.6% make mostly B's and C's, 18.9% make mostly C's, 2.2% make mostly C's and D's, 2.9% make mostly D's, .3% make mostly D's and F's, and 2.0% make mostly F's.

Figure 32: Youth Survey – Generally, what are/were your grades like? (N=546)
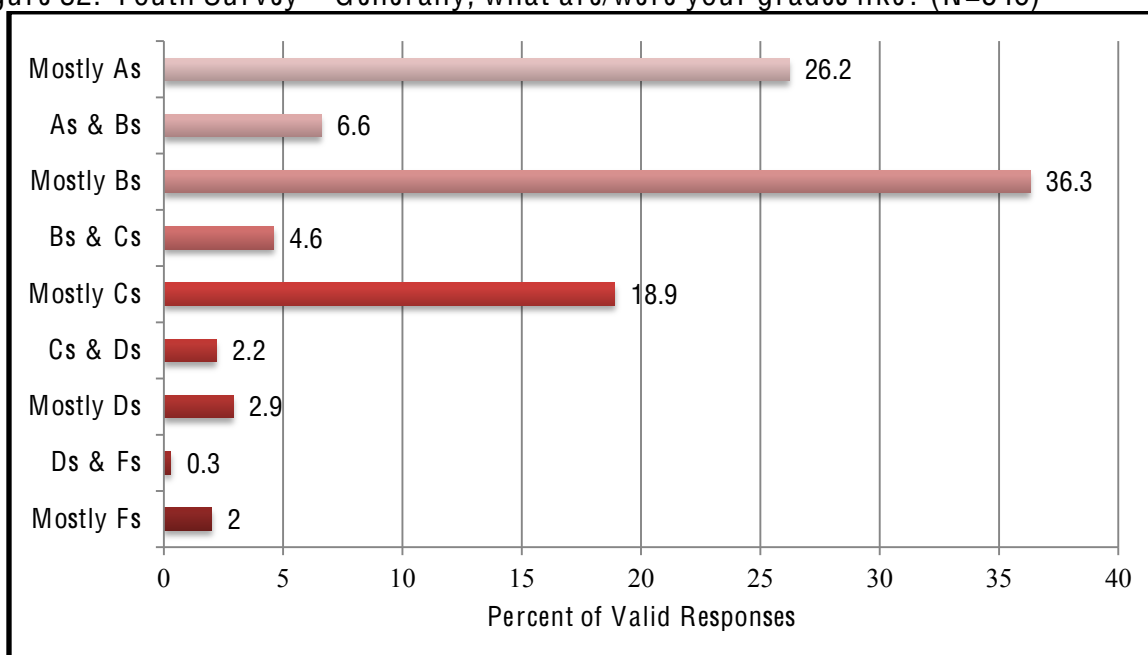
Employment Status

Of the respondents who indicated their employment status, 25.4% were employed, 42.0% were not employed, and 32.6% of the respondents reported that they were not old enough to work yet. Of those employed, 82.1% worked part-time and 17.9% worked full-time.

Figure 33: Youth Survey – In the past year, have you had a job? (N=571)
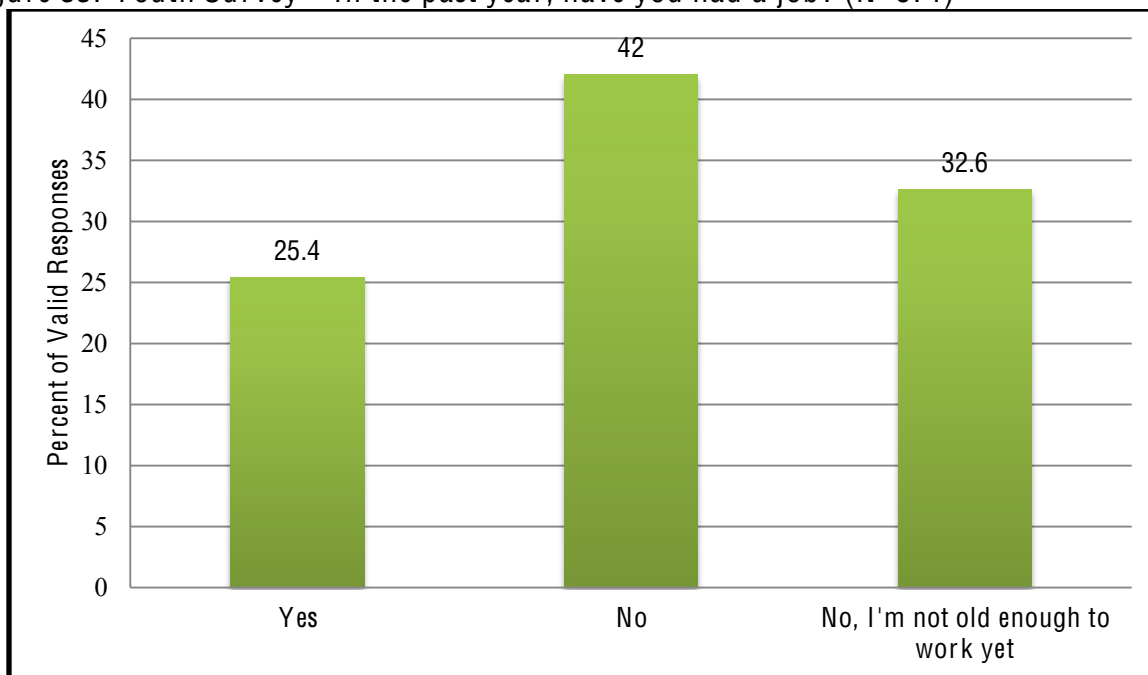
What kind of job?

Of employed respondents, places of employment included:

- Daycare/summer camp
- Retail
- Food Services
- Barbershop
- City of Greensboro
- Supermarket
- Lawn services
- Construction

Respondents' job duties included:

- Babysitting
- Cleaning
- Cook
- Cashier
- Construction
- Cutting grass/trees
- Paperwork
- Sales
- Hostess/waitress
- Mechanic

What did you do there?

Extracurricular Activities

Of the respondents who indicated their extracurricular involvement, 69.7% reported extracurricular involvement and 30.3% reported none.

Figure 34: Youth Survey – Have you participated in any extracurricular activities in the past year? (N=554)
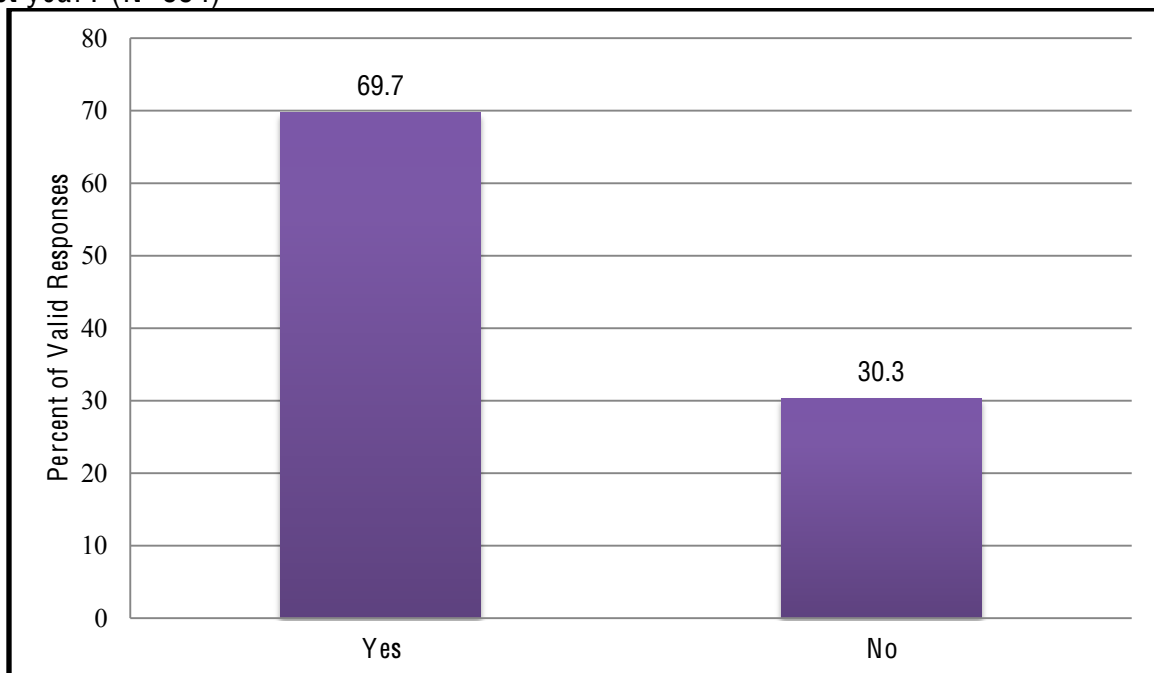
Types of Extracurricular Activities
Of the respondents who engage in extracurricular activities, activities included:

- Sports
- Church
- Music/theatre clubs
- Scouts

- Life skills
- Student/teen council
- Youth group
- Volunteering

Why not?

　　　Reasons why youth did not engage in extracurricular activities included:
- Lack of interest
- Lack of time
- Parents didn't sign youth up/parents didn't give permission
- Poor behavior/poor grades

Suspensions

Of the respondents who reported their suspension history, 43.5% had been suspended during the past school year. The average number of times students reported being suspended in the past year was approximately 4 times, with a minimum of 0 and a maximum of 50 suspensions during the past year. Reasons that respondents provided for being suspended in the past year included: alcohol or drug use, fighting, being disruptive or disrespectful, bringing a weapon (gun/knife) to school, cursing, not completing homework, stealing, and skipping class. There were no differences in suspension history based on employment status or age.

Significantly more males were likely to be suspended in the past year than females, $(\chi^2(1, N = 559) = 11.66$, $p < .001$. There also were significant differences in responses to this question by ethnicity, χ^2 (6, N = 558) = 35.56, $p < .001$. Native American students were more likely to report being suspended in the past year whereas Hispanic students were less likely to report suspension in the past year.

Figure 35: Youth Survey – During the past school year, were you ever suspended from school? (N=565)
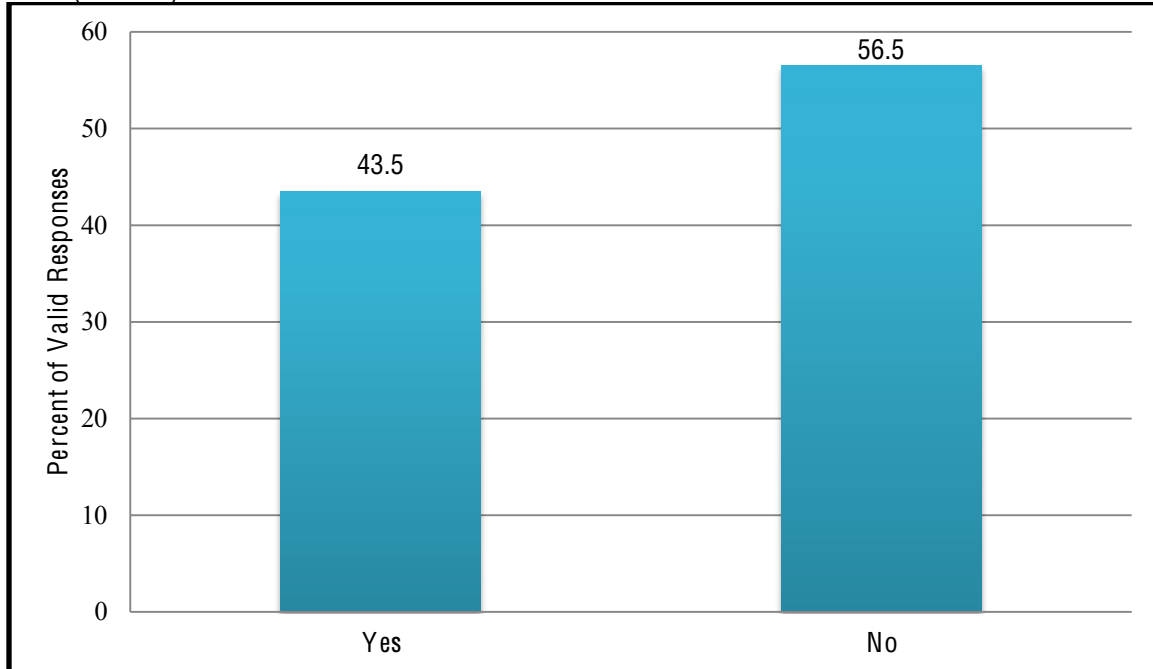

Stopped and/or questioned by the police

Of the respondents who indicated whether they had ever been questioned by the police, 45.8% had been questioned and 54.2% had not. The average number of times respondents reported being questioned by the police was approximately 11 times, with a minimum of 0 and a maximum of 100 times. Reasons that respondents provided for being questioned by the police included: buying/selling drugs, being at a party, being asked whether they were in a gang, looking suspicious, fighting, participating in gang activity, running away, shooting, stealing, and walking at night.

There were no differences in responses by employment status.

There were significant differences in questioning by the police by age, $t(468) = 4.61$, $p < .001$, gender, $\chi^2(6, N = 474) = 38.54$, $p < .001$, and school status, $\chi^2 (1, N = 475) = 4.16$, $p < .05$. Respondents that had been questioned by the police were significantly older than respondents who had not been questioned. Females were less likely than males to report being stopped and/or questioned by the police. Respondents that were not in school were slightly more likely to be stopped or questioned by the police as compared to respondents that were currently in school. There were significant differences in responses to this question by ethnicity, $\chi^2 (6, N = 474) = 38.54$, $p < .001$. Hispanic students were more likely than other ethnic groups to report bet being questioned by the police.

Figure 36: Youth Survey – Have you ever been stopped and/or questioned by the police? (N=480)
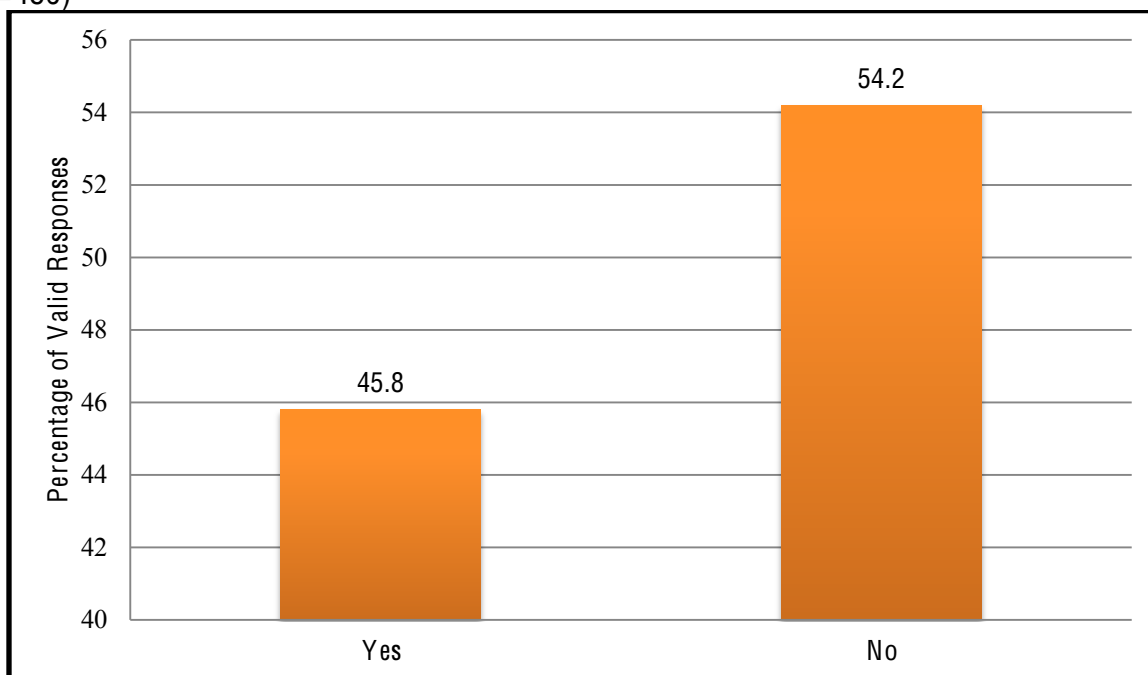
Arrests

Of the respondents who indicated their arrest history, 35.3% have ever been arrested and 64.7% have not. The average number of times respondents reported being arrested was approximately 3 times, with a minimum of 0 and a maximum of 36 times. Reasons that respondents provided for being arrested included: robbery, assault, breaking and entering, disturbing the peace, fighting, shoplifting, larceny, possession of an illegal substance, running away, sex offense, trespassing, and warrant for arrest. Of those respondents who have been arrested, the average number of felony charges was 1.09 with a minimum of 0 and a maximum of 36, and the average number of misdemeanor charges was 1.68 with a minimum of 0 and a maximum of 12. There were no differences in responses by school status or employment status.

There were significant differences in questioning by the police by age, $t(457) = 3.19$, $p < .01$, and gender, χ^2 (1, N = 462) = 12.34, $p < .001$. Respondents who were ever arrested were significantly older than respondents who had not been arrested. Males were more likely than females to have ever been arrested. There were significant differences in arrest history by ethnicity, χ^2 (6, N = 463) = 24.18, $p < .001$, with Hispanic students being more likely than other ethnicities to report not having been arrested.

Figure 37: Youth Survey – Have you even been arrested by the police (N=467)
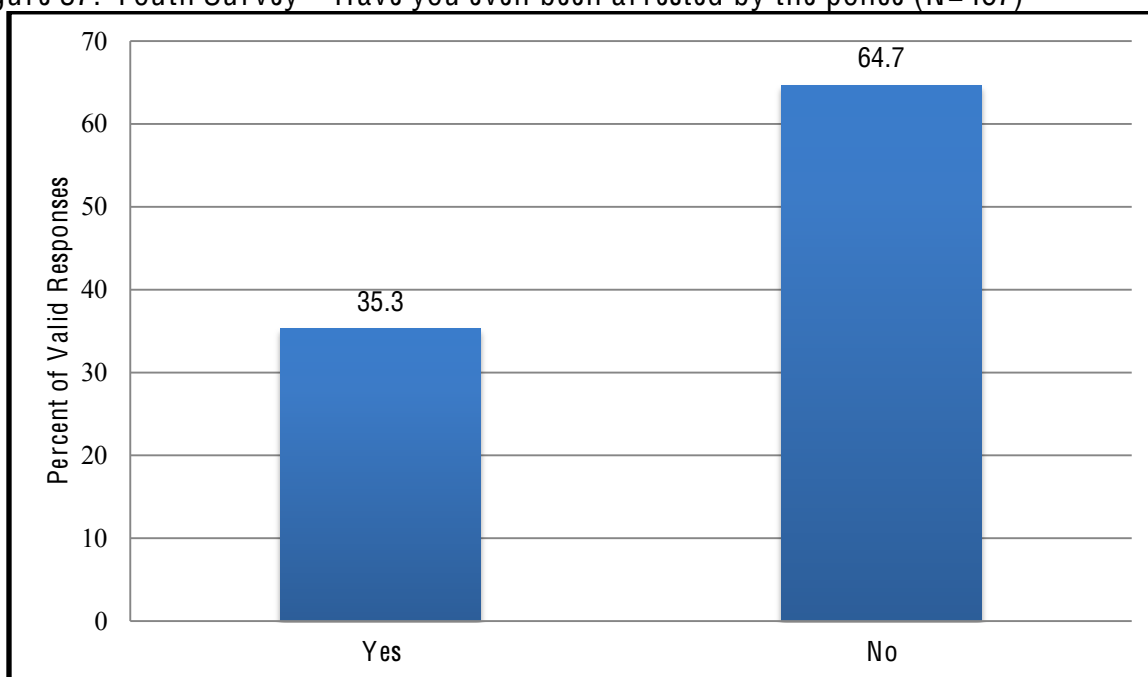
Are you in a gang?

Of the respondents that indicated whether or not they were in a gang, 3.4% were in a gang, 2.1% were in a gang, but wanted out, 2.5% were not in a gang, but wanted to be, 91.6% were not in a gang and did not want to be, and 0.4% were previously in a gang, but had gotten out. For those that were currently in a gang and wanted to get out, some respondents indicated that they could not get out or they did not know what type of help they needed.

There were no differences in responses by age, gender, school status, or employment status, or ethnicity.

Figure 38: Youth Survey – Are you in a gang? (N=476)
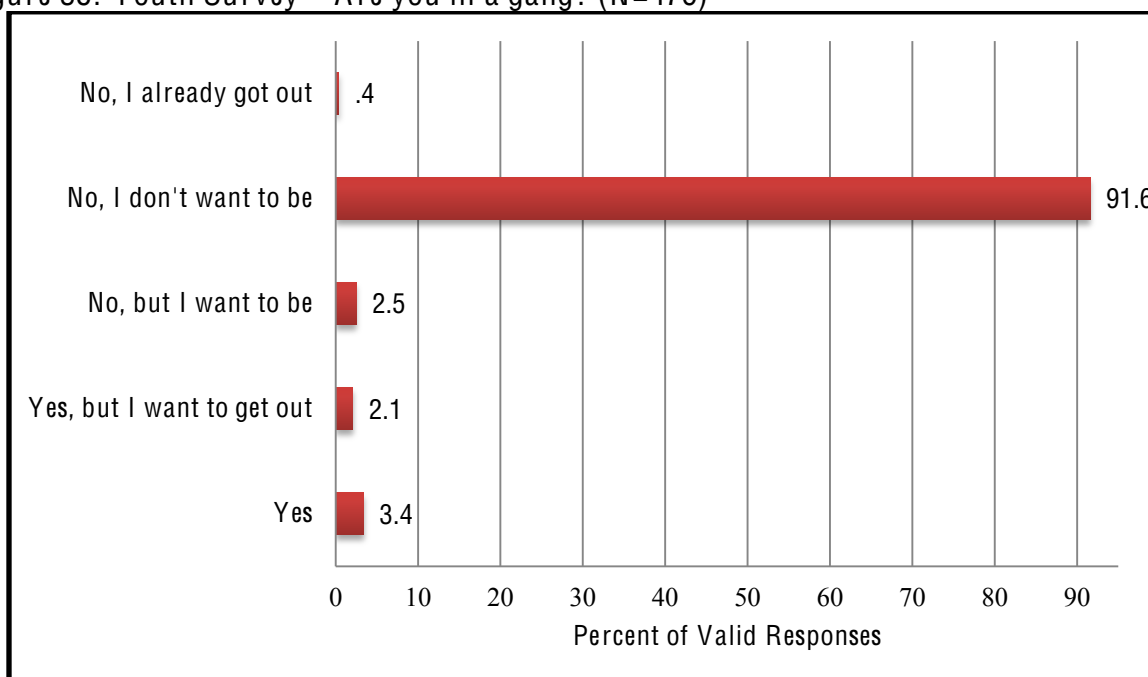
Friends in gangs

Of the respondents that indicated whether or not any of their friends were in a gang, 35.3% had friends in a gang, 45.7% reported did not, and 18.9% did not know if their friends were in a gang.

There were no differences in responses by age, gender, or school status.

There were significant differences in responses by employment status. $x^2(4, N = 463) = 12.70$, p <.05 and ethnicity, $x^2(12, N = 473) = 26.14$, p <.05. Individuals that are not old enough to work yet were more likely than respondents of other employment statuses to not know if their friends were in a gang. In addition, Caucasian respondents were more likely than other ethnicities to report that none of their friends were in gangs.

Figure 39: Youth Survey – Are any of your friends in gangs (N=481)

Bar chart showing "Percent of Valid Responses":
- Yes: 35.3
- No: 45.7
- Don't know: 18.9
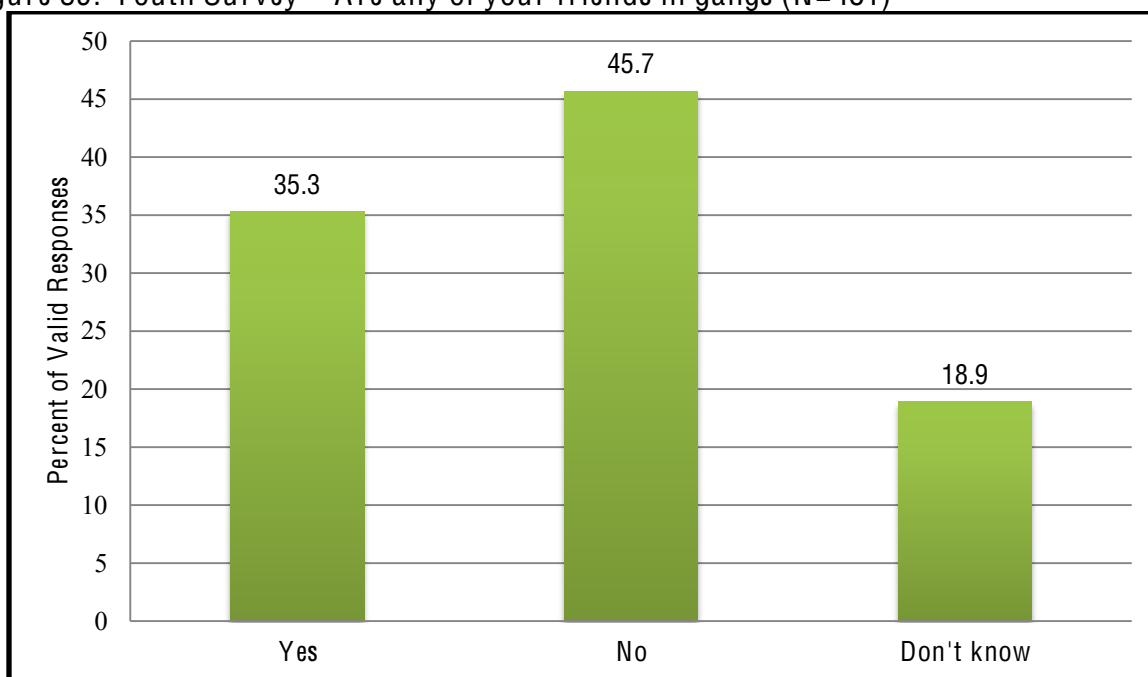
How did you know?

Reasons that respondents provided for knowing their friend was in a gang included:

- They told me
- Clothes, tattoos, signs, colors
- We are in the same gang

Pressure from friends to be in a gang

Of the respondents that indicated if they felt pressure from their friends to be in a gang, 8.7% felt pressure and 91.3% did not.

There were no differences in responses by age, gender, school status, or employment status.

Hispanic respondents were more likely than other ethnicities to report feeling pressure to join a gang, $x^2(6, N = 466) = 17.71, p < .01$.

Figure 40: Youth Survey – Do you feel pressure from your friends to be in a gang? (N=481)
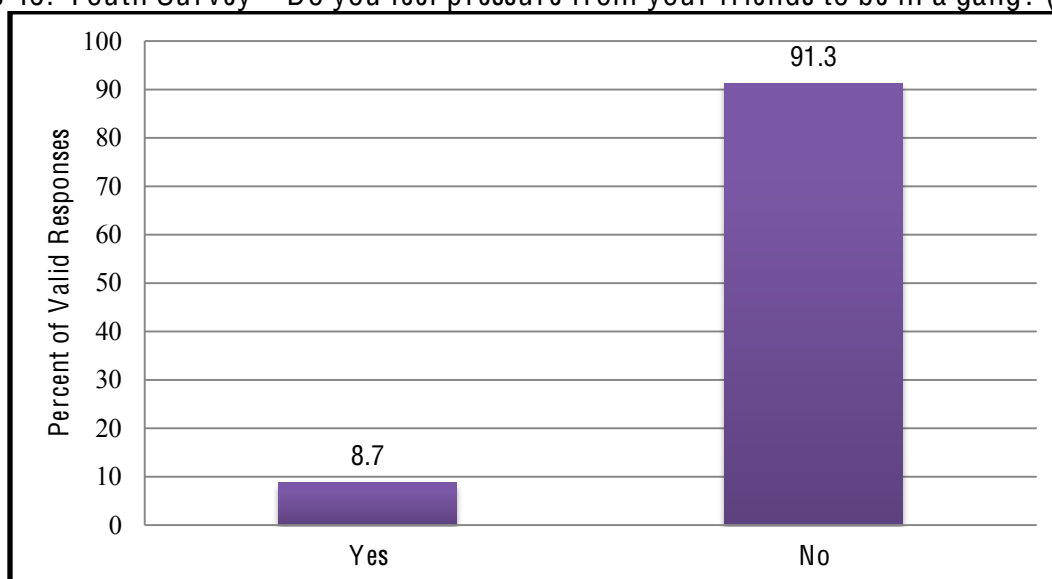
How often you feel pressure from friends?

Of the respondents that indicated how often they felt pressure from their friends to be in a gang, 56.5% reported never feeling pressure, 12.0% reported seldom feeling pressure, 15.2% reported sometimes feeling pressure, 9.8% reported often feeling pressure, and 6.5% reported always feeling pressure.

There were no differences in responses by age, gender, school status, employment status, or ethnicity

Figure 41: Youth Survey - If yes, how often do you feel pressure from friends? (N=92)
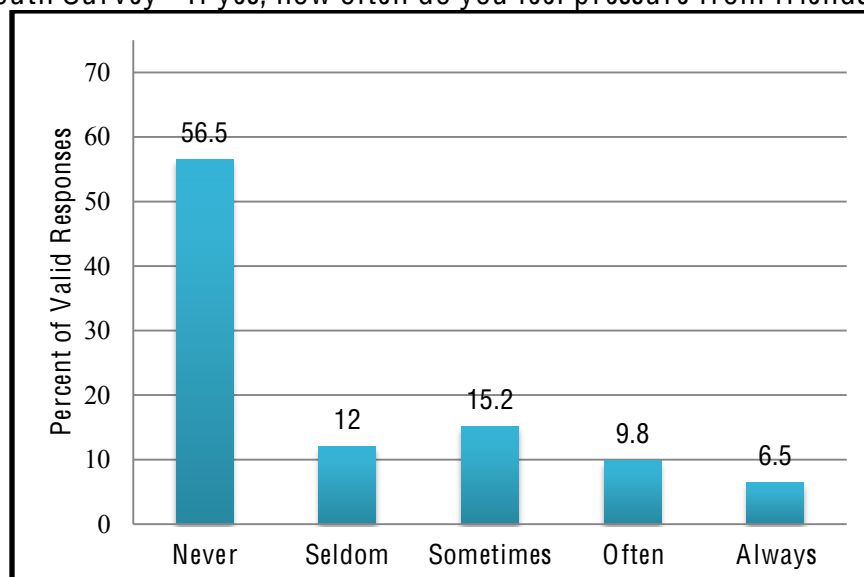
Family members in gangs

Of the respondents that indicated whether or not any of their family members were in a gang, 16.8% had family member in a gang, 65.1% did not, and 18.1% did not know.
There were no differences in responses by age, gender or school status

There were significant differences in responses by employment status, $x^2(4, N = 457) = 14.07$, p <.01, and ethnicity, $x^2(6, N = 466) = 17.71$, p <.01. Respondents that were not old enough to work yet were less likely to have family members in gangs and more likely to report not knowing if they have family members in gangs. African American respondents were more likely than other ethnicities to have family members in gangs, whereas Caucasian respondents were more likely to not have family members in gangs. In addition Native American respondents were more likely to respond that they did not know and Hispanic respondents were less likely to have family members in gangs.

Figure 42: Youth Survey - Are any of your family members in gangs? (N= 475)
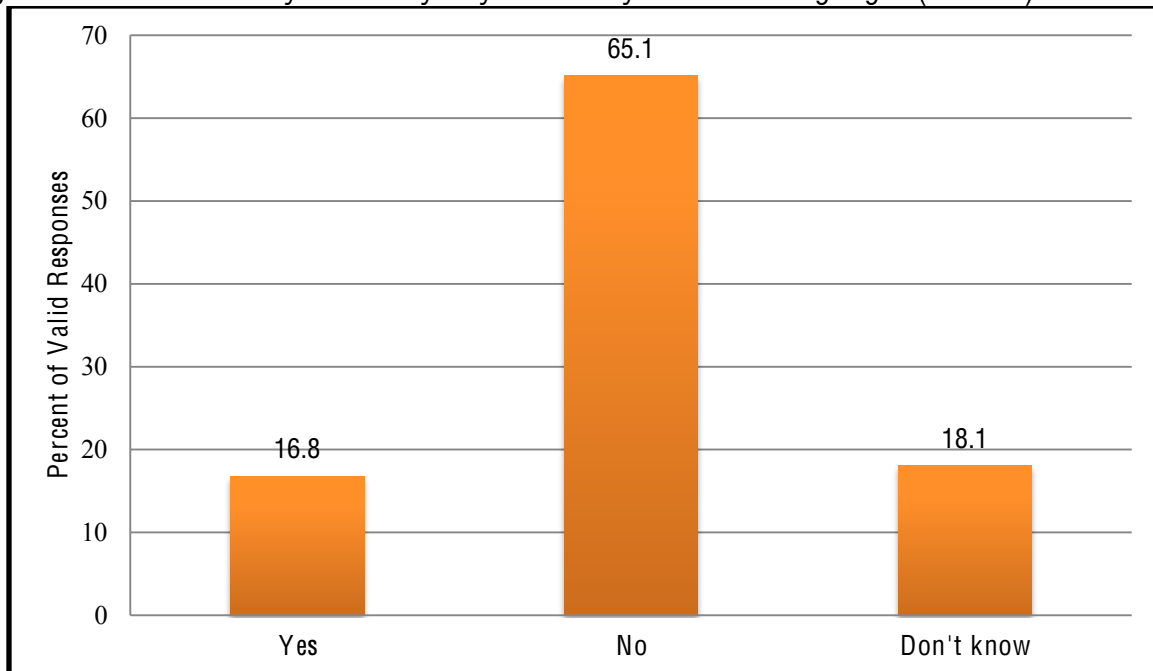
How do you know?
Reasons that respondents provided for knowing their family member was in a gang included:

- They told me
- Clothes, tattoos, flags, colors
- We are in the same gang
- We live together
- I asked

Pressure from family to be in a gang

Of the respondents that indicated if they felt pressure from family members to be in a gang, 2.6% reported feeling pressure and 97.4% did not.

There were no differences in responses by gender, school status, employment status, or ethnicity.

There were significant differences in responses by age, $t(449) = 3.54$, $p < .001$. Respondents that did not feel pressure were significantly older than respondents that did feel pressure. Despite this difference, there were only 10 respondents that indicated that they did feel pressure.

Figure 43: Youth Survey - Do you feel pressure from family members to be in a gang? (N=461)
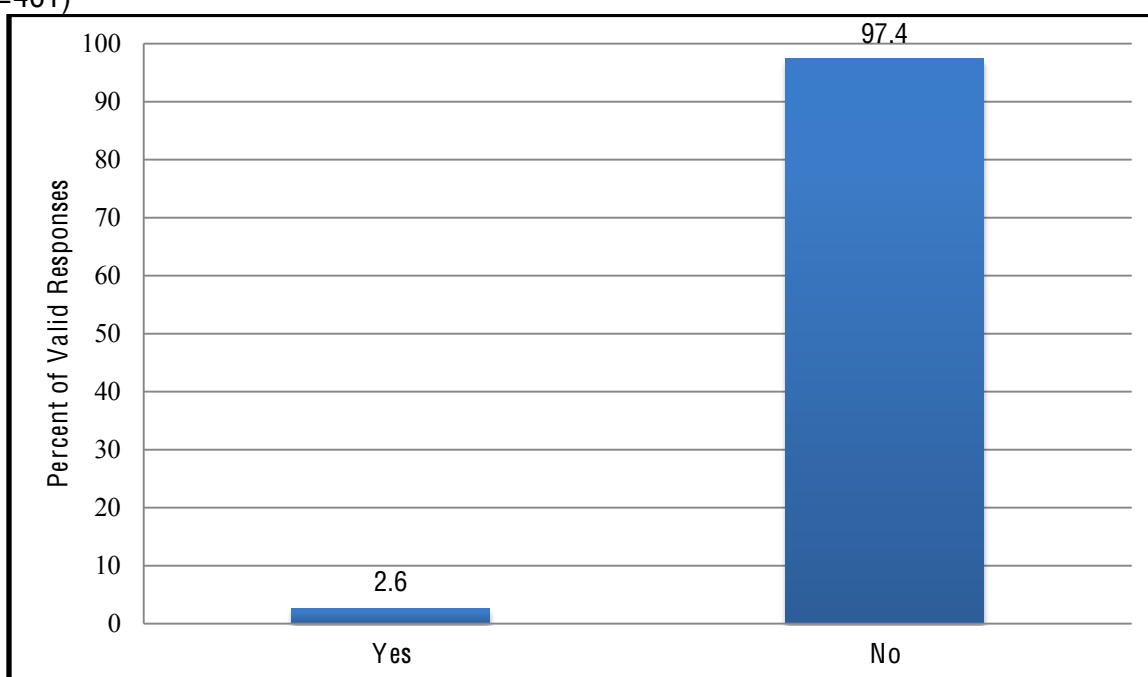

How often you feel pressure from family members

Of the respondents that indicated how often they felt pressure from their family members to be in a gang, 85.9% reported never feeling pressure, 1.6% reported seldom feeling pressure, 3.1% reported sometimes feeling pressure, 7.8% reported often feeling pressure, and 1.6% reported always feeling pressure.

There were no differences in responses by age, gender, school status, or employment status.

Figure 44: Youth Survey - If yes, how often do you feel pressure from family? (N=64)
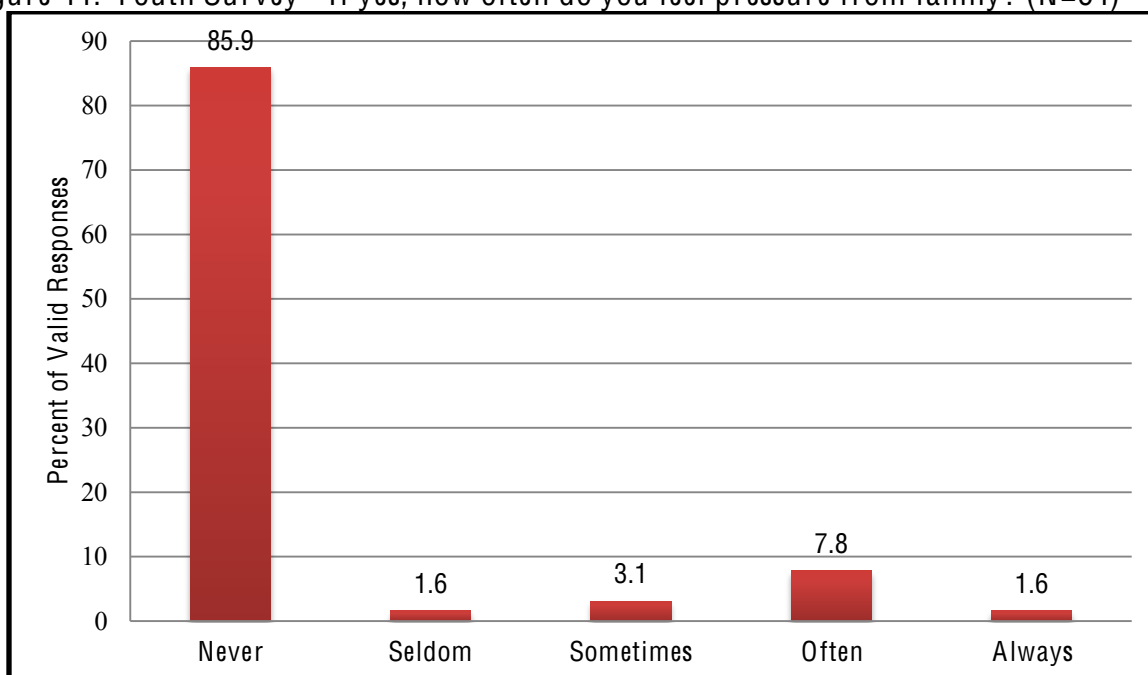
**Additional comments**

Respondents were asked to provide additional comments about their experiences with gangs, why people join gangs, and what people can do to address gang issues. Some responses are included below by category.

Your experiences with gangs
- It is a choice
- Starts at home
- I get pressured by them
- I stay away from them
- I know them, but they don't bother me

Why people join gangs
- Love
- Protection/safety
- Brotherhood/sisterhood
- Lack of family support/role models
- Lack of education
- Popularity
- Friends joined
- Attention
- Respect
- Power
- Because they think it's cool

What people can do to address gang issues
- Have youth who were in gangs and are no longer in gangs talk to people in gangs
- Talk with parents

- Engage young children in extracurricular activities
- Show more love to the community
- People are going to do what they want

Neighborhood Gang Presence

Of the respondents that indicated whether or not there are gangs in their neighborhood, 40.8% reported gang presence, 35.1% reported no gang presence, and 24.1% did not know if there was a gang presence. There were no differences in responses by age, gender, and whether or not the individual was currently in school.

There were significant differences in neighborhood gang presence by ethnicity, $x^2(12, N = 584) = 63.34$, $p < .001$. Hispanic respondents were more likely to report a neighborhood gang presence, whereas Caucasian and Asian American respondents were more likely to report not having a neighborhood gang presence. There were also differences in responses by employment status, $x^2(4, N = 569) = 18.47$, $p < .001$. Individuals that were not old enough to work were more likely to respond that they did not know if they had a neighborhood gang presence.

Figure 45: Youth Survey - Are there gangs present in your neighborhood? (N=606)
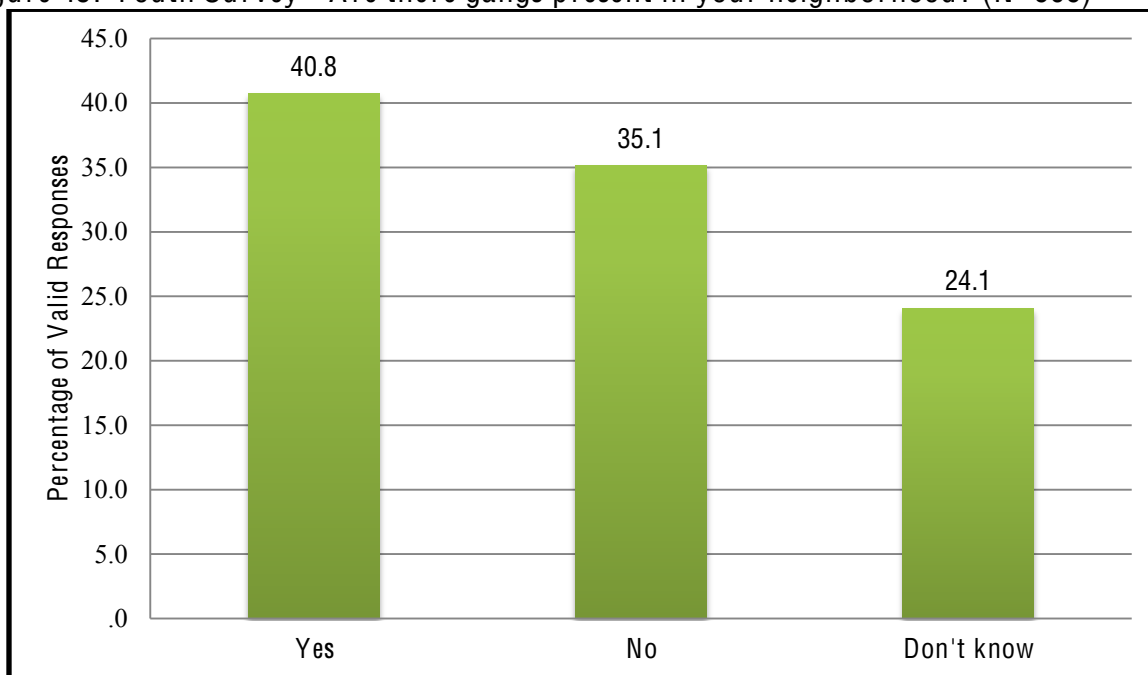
<u>*Are there places right now in your neighborhood where it isn't safe to go because of gangs and gang members?*</u>

Of the respondents that indicated whether or not there are places in their neighborhood that are not safe, 31.0% responded that there are unsafe areas, 68.8% responded that there are not unsafe areas, and 0.2% responded that they did not if there were unsafe areas .

There were no differences in responses by age, gender, or school status.

There were significant differences in responses by employment status, $x^2(2, N = 560) = 7.32$, $p <.05$), and ethnicity, $x^2(6, N = 575) = 41.31$, $p <.001$. Respondents that are not old enough to work yet are slightly less likely to report having unsafe areas. Hispanic respondents were more likely than other ethnicities to report having unsafe areas.

Figure 46: Youth Survey - Are there places right now in your n**eighborhood where it isn't safe to go because of gangs and gang members? (N=596)**
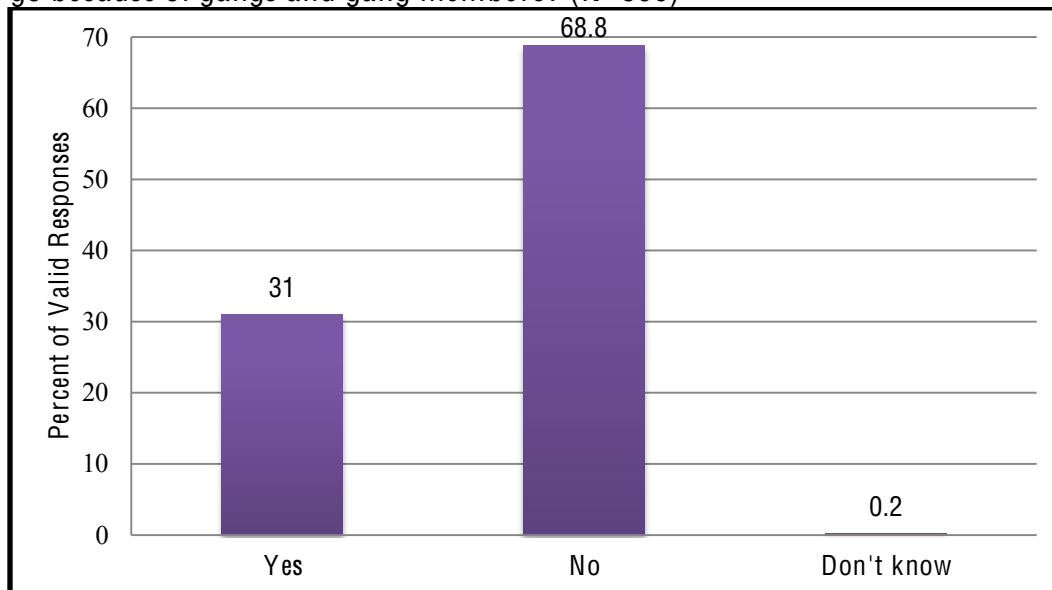
<u>*Do gangs in your neighborhood do the following things?*</u>

Below are the percentages of valid responses of neighborhood activities that gangs engage in according to respondents.

Figure 47: Youth Survey - Do gangs in your neighborhood do the following things?
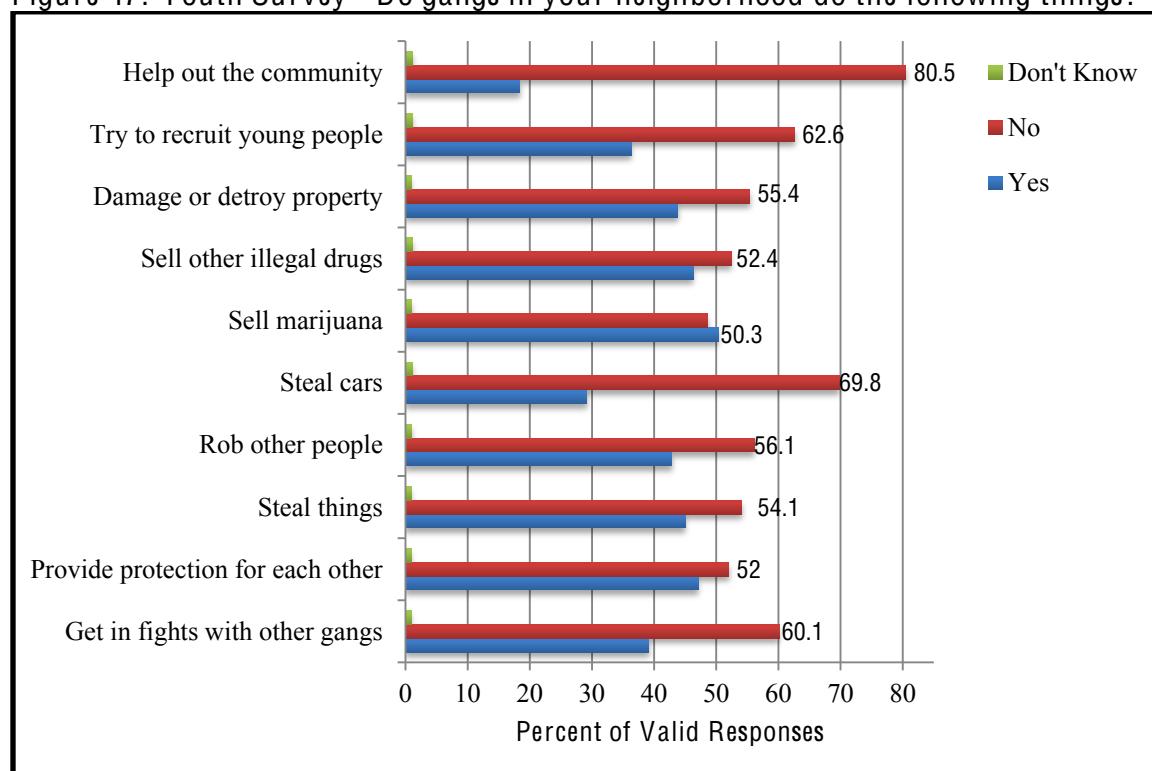
In the PAST YEAR, how have rates of gang activity in your neighborhood changed?

Of the respondents that indicated the level of gang activity in their neighborhood, 19.6% responded that gang activity has increased, 29.4% reported a decrease, 50.3% responded that activity stayed about the same, and .7% responded that they did not know.

There were no differences in responses by age, gender, school status, or employment status.

There were significant differences in responses by ethnicity, x^2(18, $N = 535) = 67.99$, $p < .001$. Hispanic respondents were more likely to respond 'yes' and were less likely to respond that gang activity had stayed about the same.

Figure 48: Youth Survey - In the past year, has gang activity in your neighborhood...
(N=551)
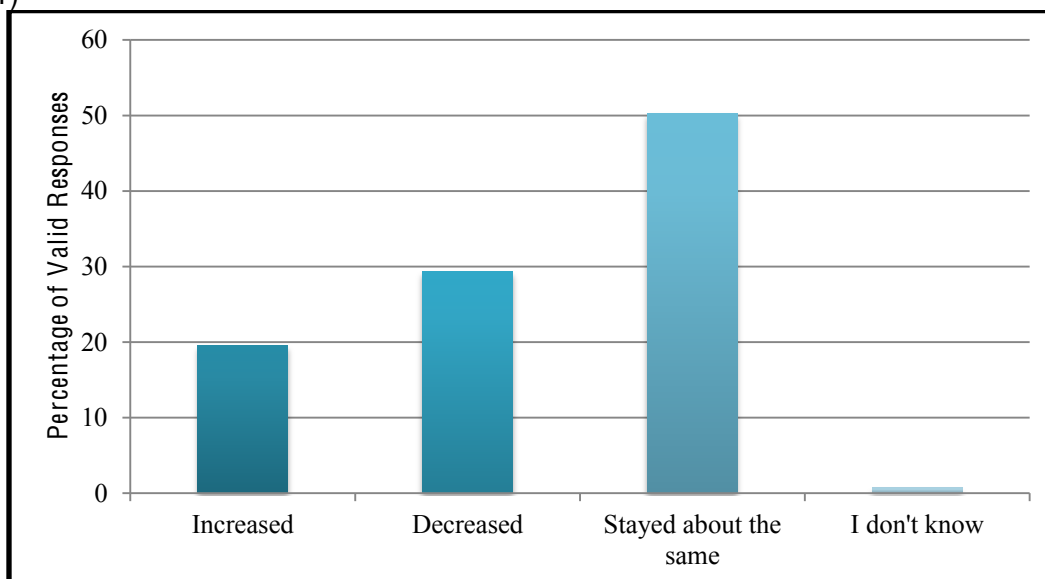
Causes of neighborhood activity

Below are the percentages of valid responses of the main causes of gang activity in respondents'
neighborhoods.

Figure 49: Youth Survey - What do you think are the top three causes of gang activity in
your neighborhood?
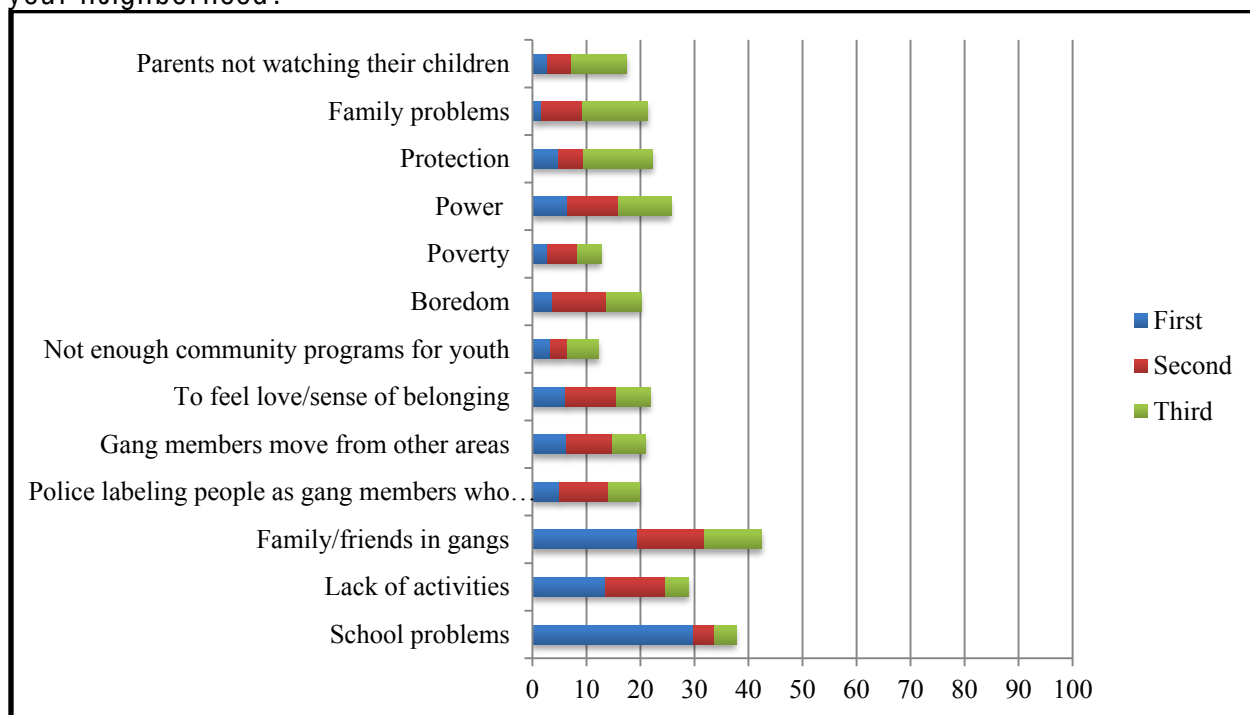
If you see gang activity occurring, is there a person you trust that you can call?

Of the respondents who indicated whether there is a person they can trust to call in the event of gang activity occurring, 74.1% responded "yes" and 25.9% responded "no."
There were no differences in responses by age, gender, ethnicity, school status, or employment status.

There were significant differences in responses by school status, $x^2(1, N = 568) = 17.38, p < .001$, and employment status, $x^2(2, N = 555) = 8.20, p < .05$. Respondents that were not currently in school were more likely to report not having a trusted person in their neighborhood. In addition, respondents that were not old enough to work yet were less likely to not having a trusted person in their neighborhood.

Figure 50: Youth Survey - If you see gang activity occurring is there a person you trust that you can call? (N=587)
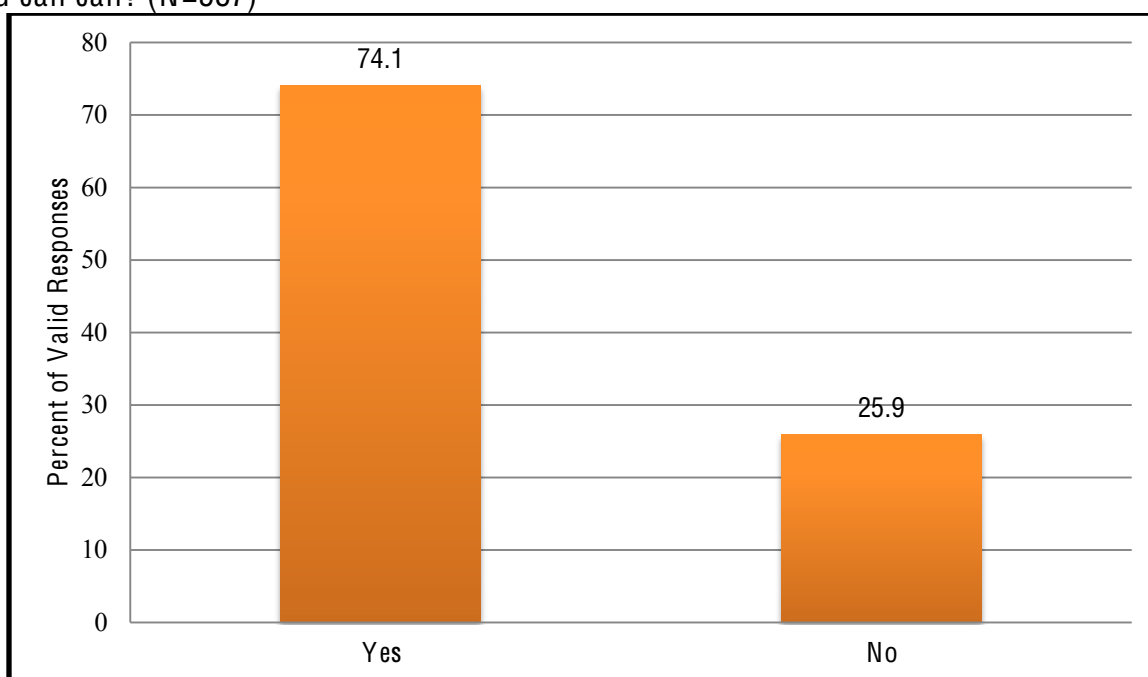
If respondents indicated yes, responses included:
- 911
- Parent
- Police
- Extended Family (cousin, grandparent, uncle, aunt)
- Siblings
- Friend

- Gang Member
- Godparent
- Emergency personnel
- Pastor
- Crime Stoppers
- School Resource Officer
- Program Manager

School Gang Presence

Of the respondents who indicated how safe they felt at school, 6.8% responded "not at all safe," 40.1% responded "somewhat safe," and 53.0% responded "very safe."
There were no differences in responses by age, gender or employment status.

There were significant differences in responses by ethnicity, $x^2(12, N = 531) = 46.68, p<.001$. Asian American students were more likely to report feeling 'not at all safe' whereas Hispanic respondents were more likely to report feeling 'somewhat safe' and were less likely to report feeling 'very safe'.

Figure 51: Youth Survey - How safe do you feel at school? (N=543)
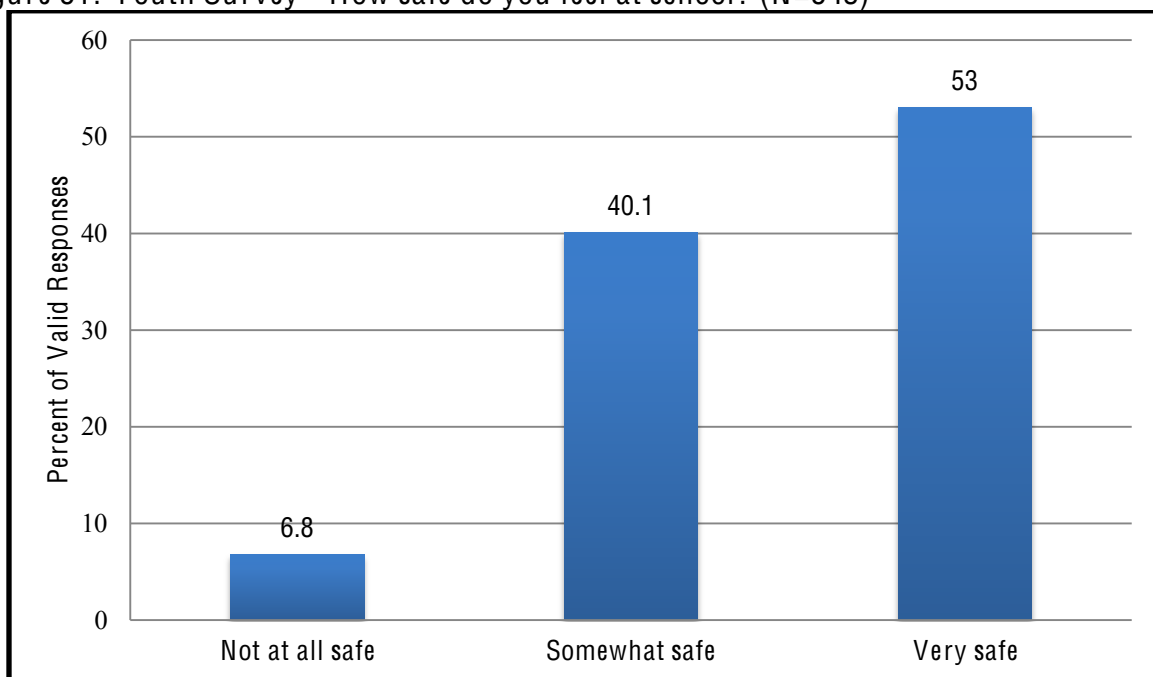
Gangs at your school

Of the respondents that indicated whether or not there are gangs in their school, 52.2% had gangs, 22.9% did not have gangs, and 24.9% did not know.

There were no differences in responses by gender or school status.

There were significant differences in responses by age, $F(2, 529) = 2.26, p<.001$, employment status, $x^2(4, N = 520) = 18.69, p<.01$, and ethnicity, $x^2(4, N = 569) = 18.47, p<.001$. Respondents with gangs in their schools were significantly older than respondents that did not have a school gang presence and respondents that did not have a school gang presence were significantly younger than those who did not know if there were gangs in their school.

Respondents that were not old enough to work yet were less likely to report a gang presence. In addition, respondents that were Hispanic were more likely than other ethnicities to report a school gang presence.

Figure 52: Youth Survey - Are there gangs in your school? (N=546)
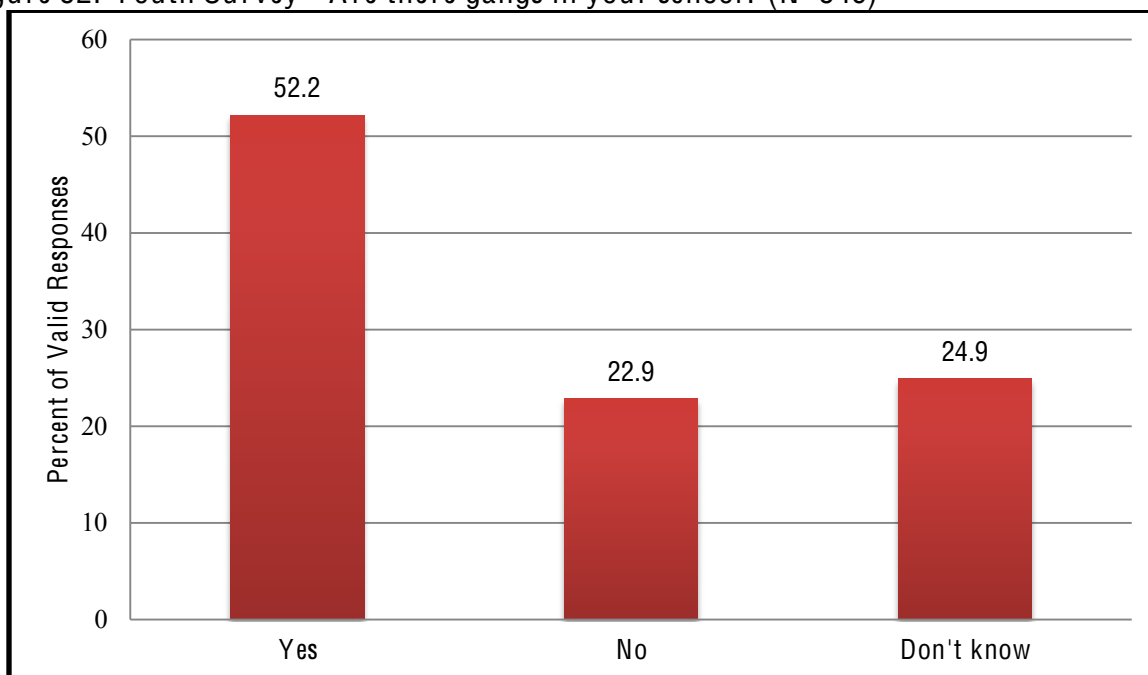
How do you know?

Respondents who indicated "yes" to the presence of gangs at their school indicated the following reasons for knowing:
- Gang signs/handshakes/calls
- Flags
- Tattoos
- Clothes-bandanas, beads, colors
- Graffiti
- Destroying property
- Violence (jumping other kids, fighting)
- Selling drugs
- Word of mouth (people talk or brag about it)
- Know them (friends with gang members or are family members)

Do gangs in your school do the following things?
Below are the percentages of valid responses of school activities that gangs engage in according to respondents.

Figure 53: Youth Survey - Do gangs in your school do the following things?

Figure 53: Youth Survey - Do gangs in your school do the following things?

Chart showing percent of valid responses (Yes, No, Don't Know) for each item:

- Help out the community: No 86.4
- Damage or destroy property: Yes 52.2
- Sell other illegal drugs: 49.7
- Sell marijuana: Yes 56.5
- Steal cars: No 70.2
- Rob other people: 50.4
- Steal things: Yes 55.7
- Provide protection for each other: Yes 58.7
- Get in fights with other gangs: Yes 59.3

X-axis: Percent of Valid Responses (0 to 100)

Legend: Don't Know, No, Yes

How often do gangs cause trouble at your school?

Of the respondents that indicated how often gangs cause trouble at their school, 22.0% reported 'daily', 17.5% reported 'at least once a week', 10.6% reported 'at least once a month', 23.8% reported 'on occasion', and 26.0% reported 'never'.

There were no differences in responses by gender or school status.

There were significant differences in responses by age, $F(4, 498) = 9.12$, $p < .001$), employment status, $x^2(8, N = 487) = 21.17$, $p < .01$, and ethnicity, $x^2(24, N = 502) = 53.19$, $p < .01$. Younger respondents reported that gangs never cause trouble at their school significantly more than older respondents. In addition, older respondents reported that gangs cause trouble on occasion significantly more than younger respondents. Respondents that are employed were more likely to report that gangs cause trouble at least once a week, whereas respondents that were not old enough to work yet were more likely to respond that gangs never cause trouble at their school. In addition, Hispanic respondents were more likely to report that gangs cause trouble at least once a month, whereas African American respondents were marginally more likely to report that gangs cause trouble daily at their school.

Figure 54: Youth Survey - How often to gangs cause trouble at your school? (N=508)
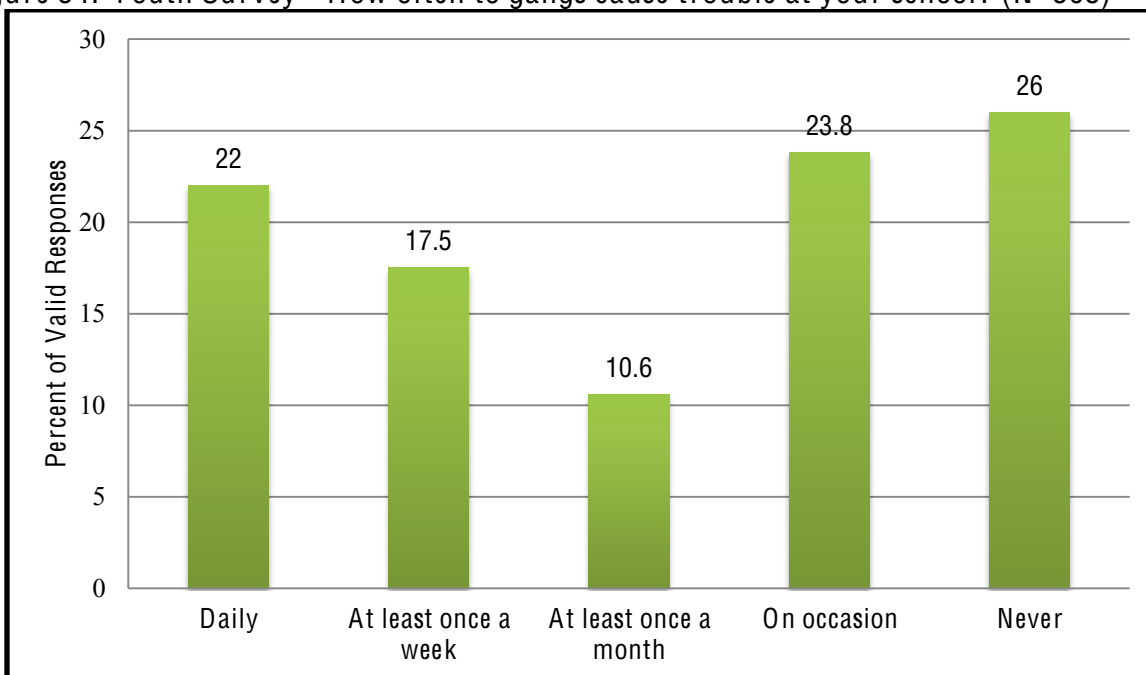
Community Resident Survey Summary

Community resident surveys were distributed in paper format across community agencies and administered online to residents ages 18 and older through Survey Monkey. A snowball sampling technique was used among community partners and several agency partners posted an online link to the surveys on their websites. A total of 209 community residents responded to the survey. Figure 55 depicts community resident respondents by the zip codes in which they live. Demographic information from this sample is provided below. All percentages are based on valid percents of the data (individuals that provided a response to the question at hand). Graphs for questions regarding the selection of the top three choices among a set of items reflect frequencies of responses. Below these graphs are descriptions of the valid percentages of responses for each category.

Figure 55: Community Resident Survey Responses by Zip Code
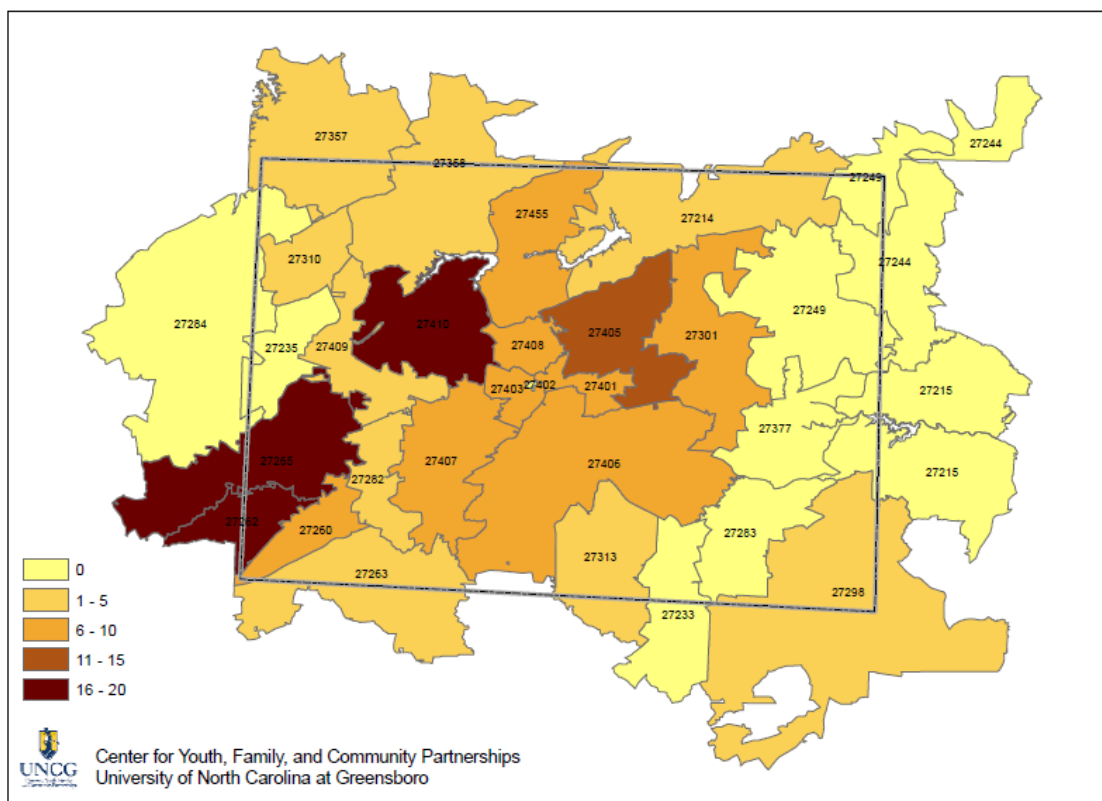
Demographics

What is your gender?

More than two-thirds (69.7%) of community resident respondents were female and 30.3% of community residents that responded were male.
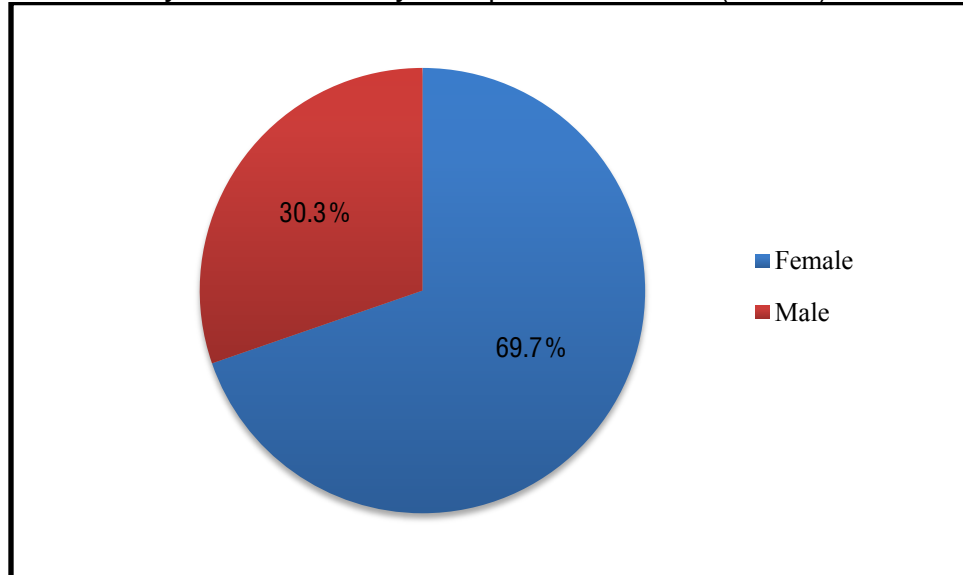
What is your race/ethnicity?

Community residents who identified as Caucasian/White (43.4%) accounted for the highest percentage of survey respondents. Community residents who identified as Hispanic/Latino (26.5%) and African American/Black (22.3%) were the next highest respondents. Community residents who identified as Biracial/Multiracial accounted for 3.6% of respondents, Asian Americans accounted for 1.2% of respondents, 0.6% of community resident respondents identified as American Indian/Native American, and the remaining 2.4% identified as 'Other' race/ethnicity category.

Figure 57: Community Resident Survey - Respondent Race/Ethnicity (N= 166)
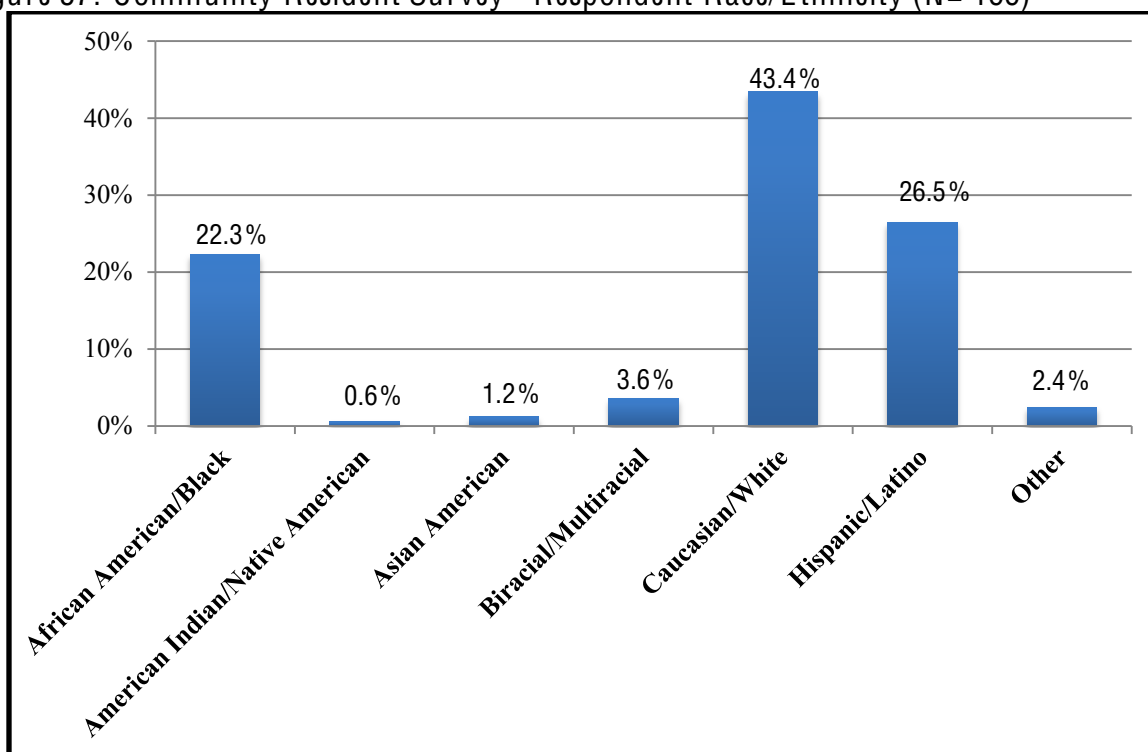
What is your age?

Community residents in the 31-40 year-old age group (32.7%) accounted for the highest percentage of survey respondents. Community resident survey respondents in the 41-50 year-old (18.9%), in the 51-60 year-old (17.6%), and in the 21-30 (17.0%) year-old age groups were almost equally represented. Survey respondents in the 61-70 year-old age group accounted for 8.2% of survey respondents, those in the under 20 years age group accounted for 5.0%, and those in the 71-80 year-old age group accounted for only 0.6%. None of the respondents for the community resident survey were above 80 years of age.

Figure 58: Community Resident Survey: Respondent Age (N=159)
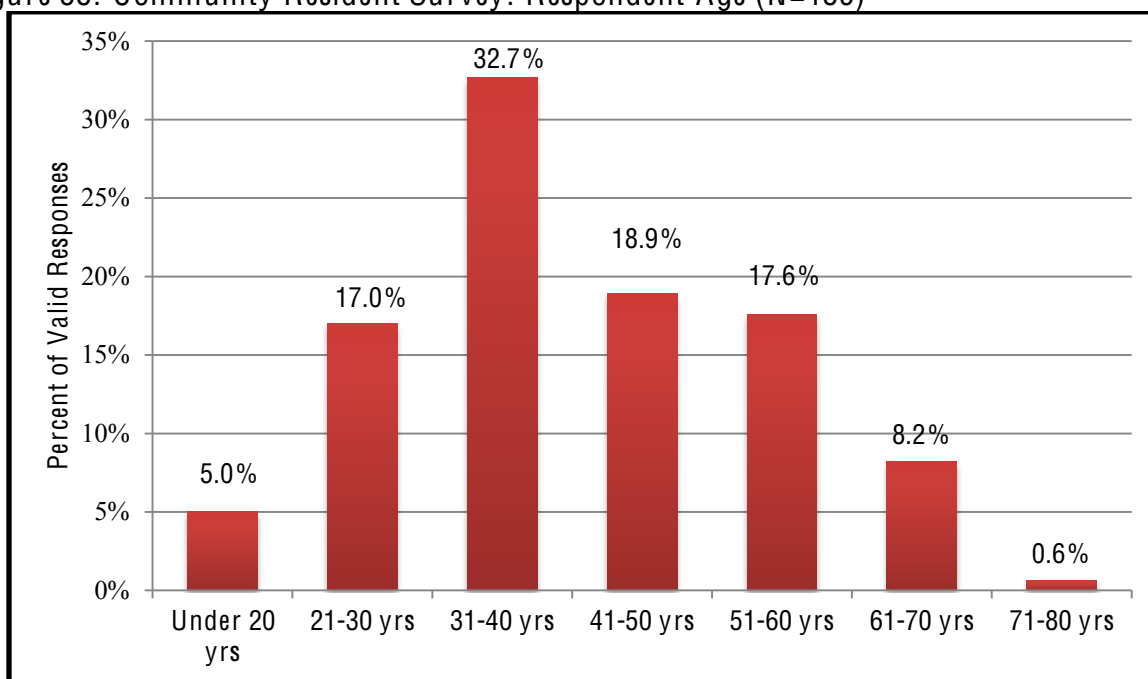
What is the highest level of schooling you have completed?

Nearly a third (32.9%) of community resident survey respondents reported having completed a graduate or professional school after college. Community residents who reported completing college were the next largest group, accounting for nearly a quarter (23.2%) of respondents. Survey respondents who reported completing some college accounted for 18.9%, while 11% reported having completed high school. The remaining respondents reported completing some high school (7.9%), completing grade school or less (5.5%), and completing vocational or technical training (0.6%).
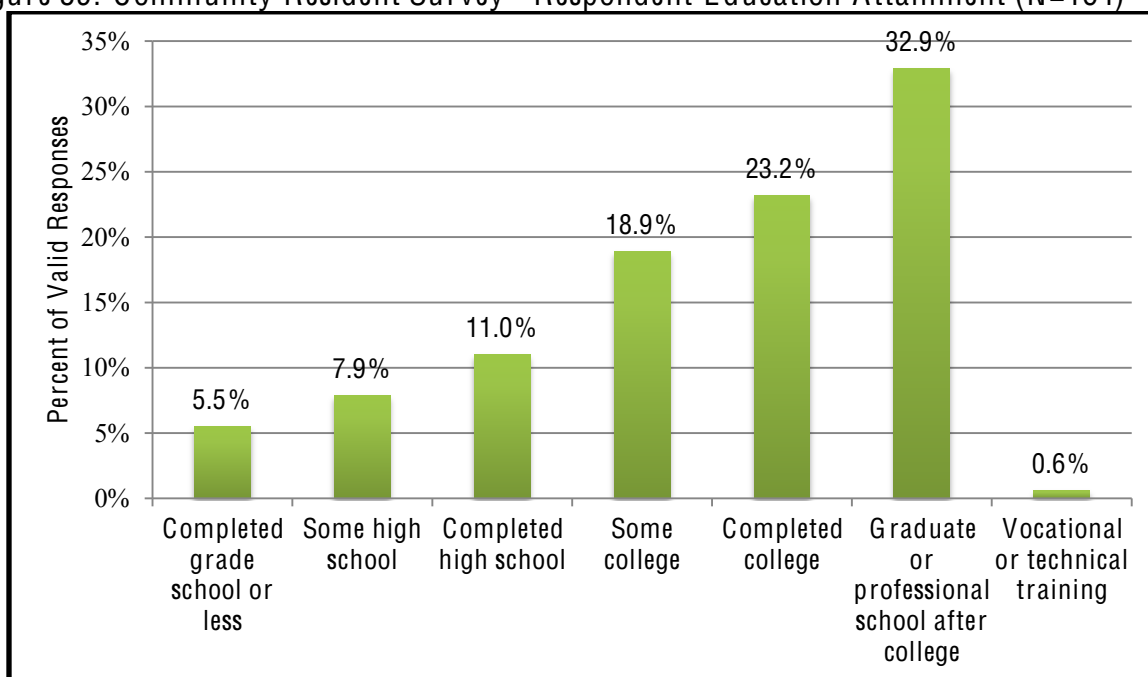
How long have you lived in Guilford County?

When asked how long they had lived in Guilford County, answers ranged from less than a year to 66 years. The average community resident reported living in Guilford County for 16 years.

Community concerns

Unemployment was selected as the primary concern for community resident respondents (65.2%), followed by burglary or robbery at 40%, gang activity at 34.2% and drug dealing at 34.2%. Other concerns were selected as follows: unkempt property (17.9%), low police activity (14.7%), homicide (13.7%), domestic violence (12.6%), vandalism (12.1%), insufficient street lighting (10.5%), truancy (6.8%), none (5.8%), loud music (5.8%), other (5.3%), and graffiti (3.2%).

Figure 60: Community Resident Survey - Please select the top three concerns that you have about your community, if any. (N=190)
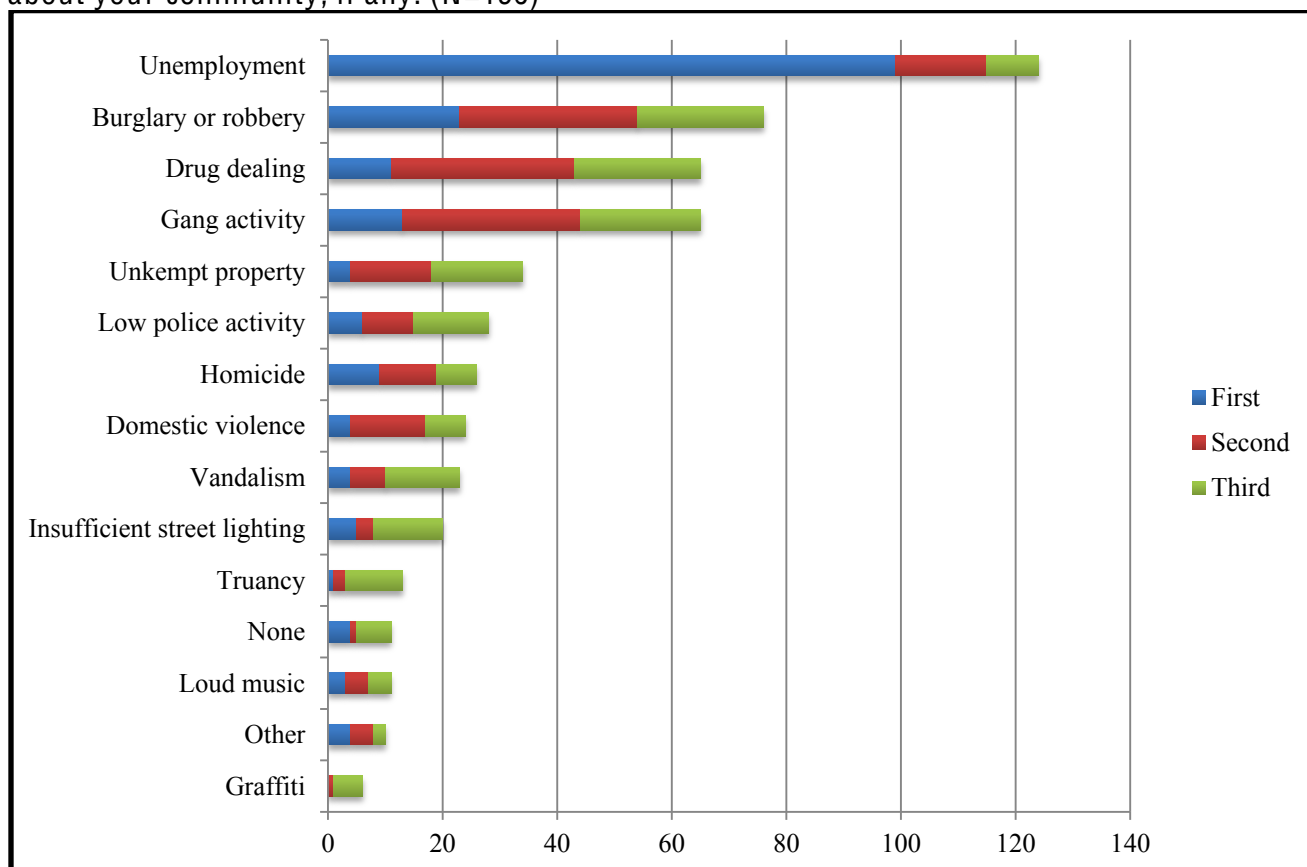
Community safety

About half (51.6%) of the community residents reported feeling somewhat safe in their community, almost half (41.7%) reported definitely feeling safe in their community, and the remaining one-tenth (6.8%) of respondents reported not feeling safe at all.

Figure 61: Community Resident Survey - Do you feel safe in your community? (N=192)
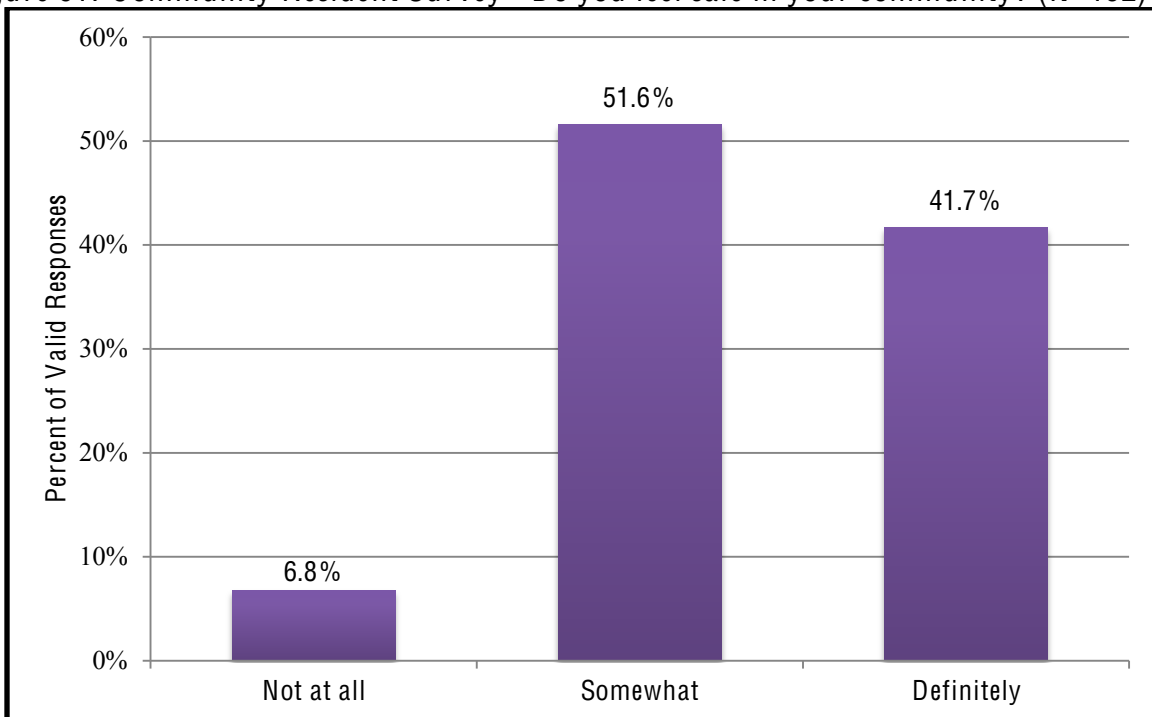
Gangs in community

Most (60.9%) of community residents believe gangs are a problem in their community, with the remainder feeling that gangs are not a problem in their community.

Figure 62: Community Resident Survey - Do you believe gangs are a problem in your community? (N=192)
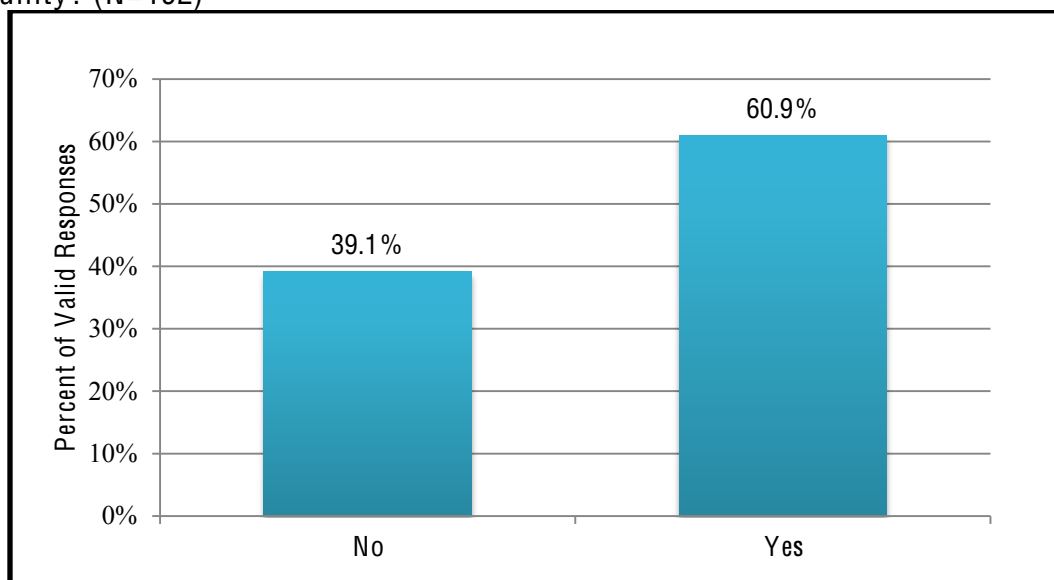
In the past year, has gang-related activity in your community…

Half of the community respondents (50.4%) reported that the rate of gang-related activity in their community stayed the same in the past year, while 41.9% reported an increase in gang-related activity, and 7.7% reported a decrease in gang-related activity in their community.

Figure 63: Community Resident Survey - In the past year, has gang-related activity in your community… (N=117)
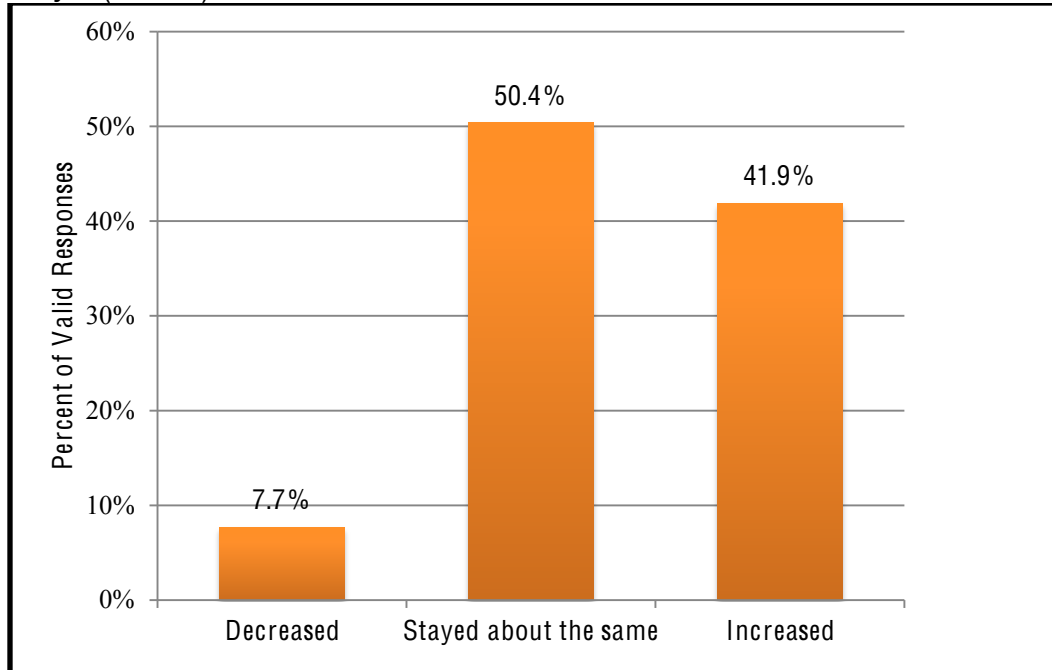
Top three problems that gangs present

The largest proportion (40.4%) of community resident respondents reported one of the top three problems gangs present is an increase in violent crime in their community. An increase in drug crimes was the next problem selected by 34.0%, followed by an increase in fear for safety selected by 32.0%. In addition, nearly 30% of community respondents reported that gangs are not a problem in their community, 29.0% reported that school disruption, 22.9% reported an increase in weapon crimes, 20.2% reported public nuisance, 20.2% reported fighting, 16.0% reported family disruption, and 4.3% reported other as one of the top three problems gangs represent in their community.

Figure 64: Community Resident Survey - Please select the top three problems, if any, that gangs present in your community. (N=188)
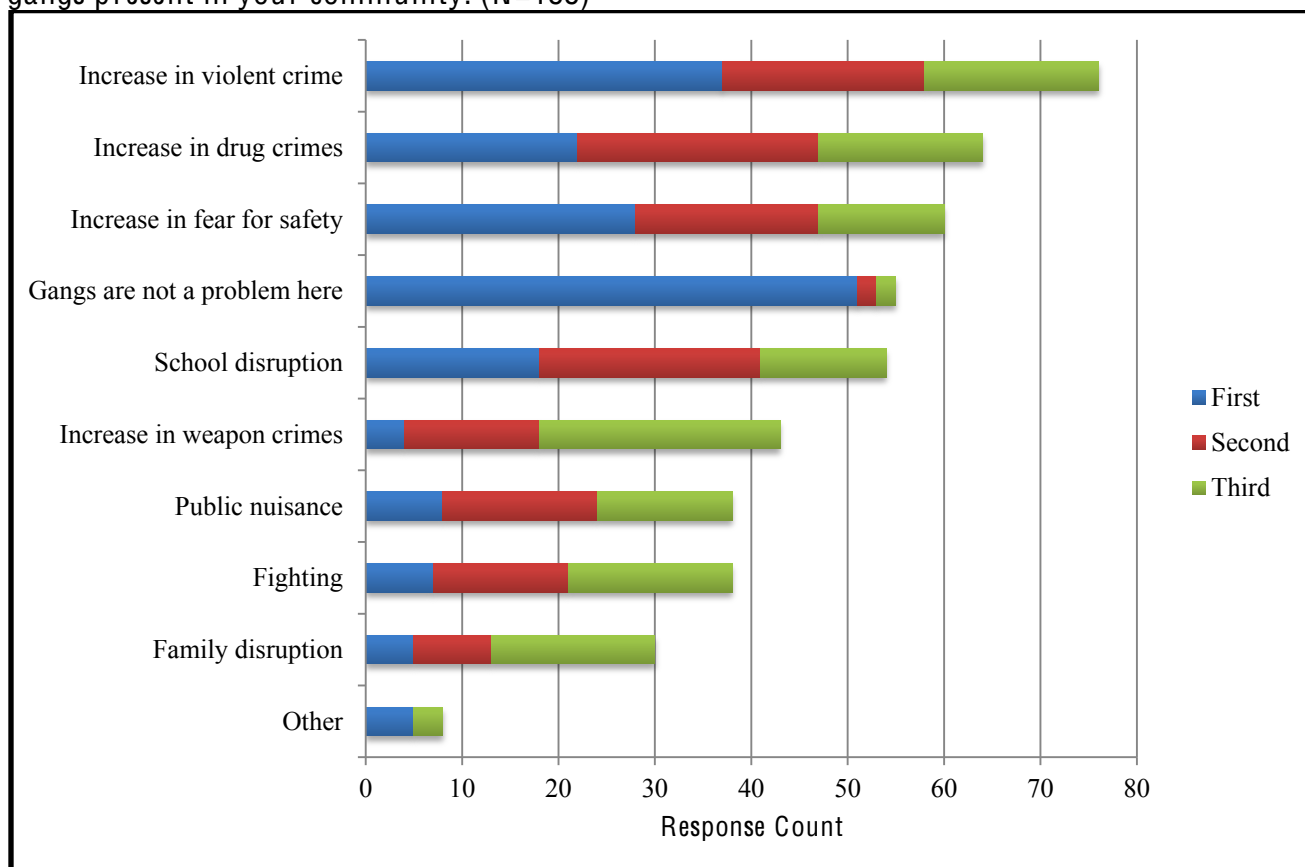
Frequency of witnessing gang-related activities

Of the respondents who have seen gang-related activities, the largest percentage (32%) witnessed new gang graffiti being posted 1-3 times a year and 16% witnessed the same activity about once a month. About one-tenth of the respondents witnessed each of the following gang-related activities 1-3 times each year: gang members selling drugs (13%), fights between gang members of different gangs (11%), fights between members of the same gang (14%), a drive-by shooting (14%), gang intimidation (10%), and gang recruiting (10%). Close to one-tenth of the respondents reported witnessing gang members selling drugs (8%) and fights between gang members of different gangs (7%) about once a month, and between 7-8% of the respondents witnessed the same activities more than once per month. Approximately one-tenth (10%) of the respondents also reported witnessing gang members selling drugs (9%), gang intimidation (7%), and gang recruiting once a week or more (9%).

Table 34: Community Resident Survey - Frequency of gang-related activities in the community. (N=184)

	Never/ No times	A few times (1-3 times over 1 year)	More than a few times (about once per month)	Often (more than once per month)	Frequently (once a week or more)
New gang graffiti being posted	46% (84)	32% (58)	16% (29)	4% (7)	3% (6)
Gang members selling drugs	62% (114)	13% (24)	8% (14)	8% (15)	9% (17)
Fights between members of different gangs	71% (130)	11% (21)	7% (13)	7% (12)	4% (8)
Fights between members of the same gang	76% (139)	14% (26)	3% (5)	5% (10)	2% (4)
A drive-by shooting	82% (150)	14% (25)	3% (6)	1% (2)	0.5% (1)
Gang intimidation	72% (133)	10% (19)	5% (10)	5% (10)	7% (12)
Gang recruiting	71% (130)	10% (18)	6% (11)	5% (9)	9% (16)

Top three reasons gang activity exists

The largest proportion (33.0%) of community respondents reported lack of parental supervision as one of the top three reasons they believe gang activity exists in their community. Poverty was selected by 28.1%, family problems was selected by 26.4%, to feel love or a sense of belonging was selected by 25.0%, and lack of community resources or programs was selected by 24.0%. About a quarter of respondents (23.0%) reported that gangs are not a problem in their community. Family/friends in gangs was selected by 20.2%, school problems was selected by 18.5%, gang members move from other areas was selected by 17.4%, power was selected by 14.6%, boredom was selected by 11.2%, lack of activities was selected by 9.0%, protection was selected by 8.4%, other was selected by 3.3%, and police labeling was selected by 3.0%.
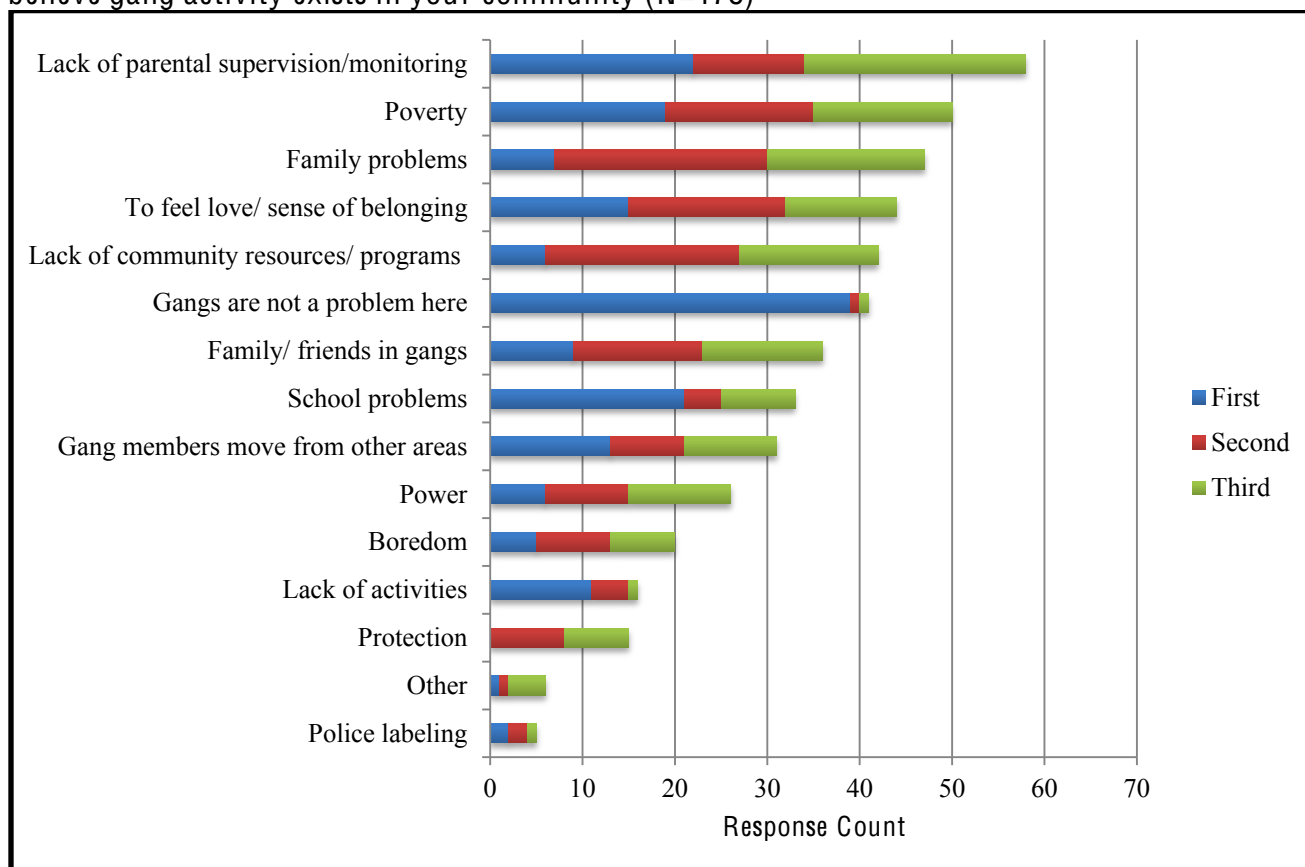
Top three things to be done about gangs and gang-related activity

The largest proportion (57.0%) of community respondents reported more parental involvement as one of the top three things they believe should be done about gangs and gang-related activity in their community. Mentoring was selected by 39.3%, jobs and job training was selected by 37.0%, recreation programs was selected by 31.5%, school programs was selected by 30.3%, and more police presence was selected by 26.4%. 21.3% of respondents reported that gangs were not a problem in their community. In addition, 11.8% reported new laws/ordinances, 10.1% reported tutoring, and 3.4% reported other as their top three things they believe should be done about gangs and gang-related activity in their community.

Figure 66: Community Resident Survey - Please select the top three things you believe should be done about gangs and gang-related activity in your community (N=178)
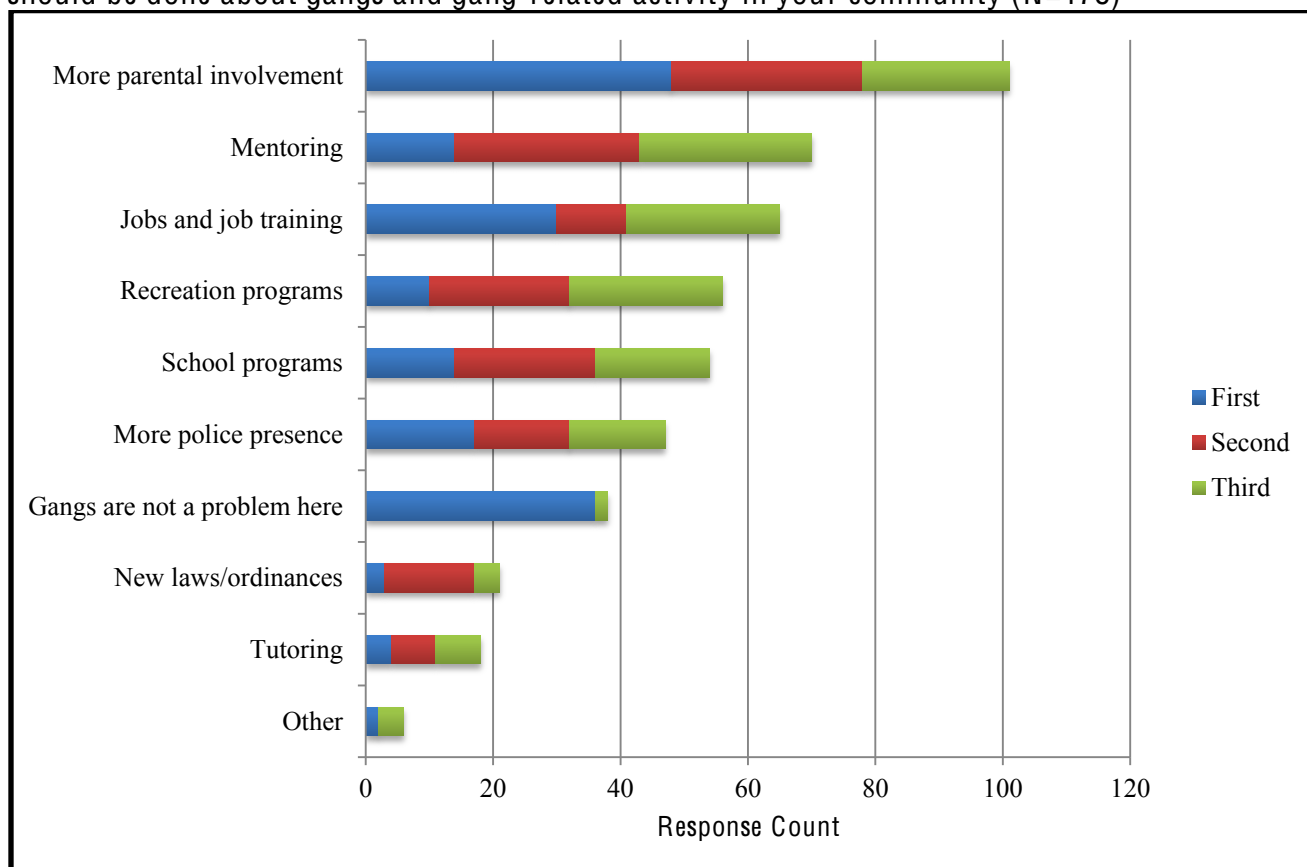
Top three organizations most responsible for dealing with gangs and gang-related activity

The largest proportions (71.0%) of community respondents reported in their top three organizations for dealing with gangs that the police are responsible, 67% reported that families are responsible and 45% reported that the court/criminal justice system is responsible. Other response selections were as follows: schools (32.0%), community residents (22.5%), churches (18.0%), service providers (11.2%), neighborhood association (9.6%), treatment providers (8.4%), housing authority (6.7%), and other (2.2%) organizations.

Figure 67: Community Resident Survey - Please select the top three organizations you believe are most responsible for dealing with gangs and gang-related activity (N=178)
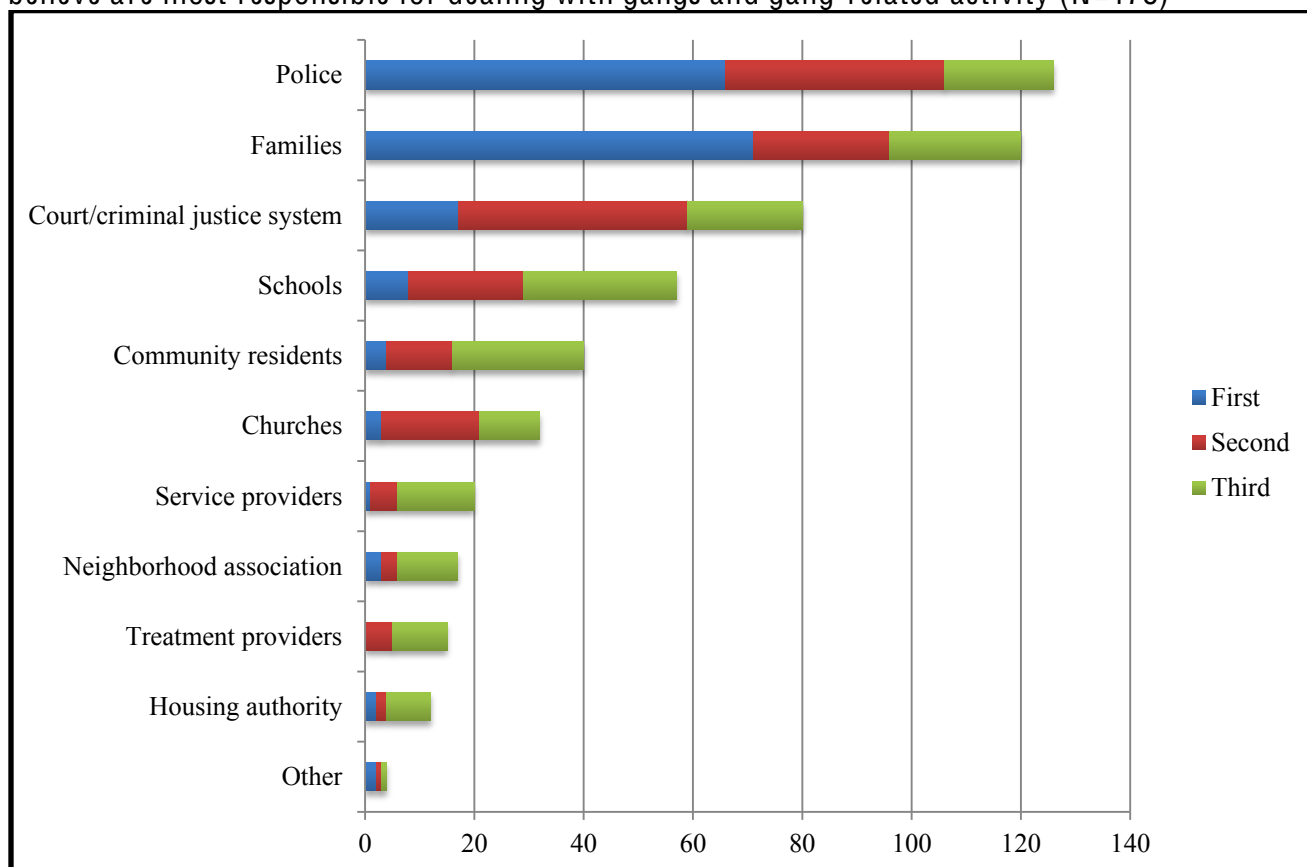
Community resources available to help young people (22 years old and under) involved in gangs

The highest percentage (59.6%) of the community respondents did not know if there are resources available to help young people involved in gangs in the community. Nearly a quarter (23%) of the respondents reported that resources exist in the community to help the youth involved in gangs, and one-sixth (17.4%) of the respondents reported that no resources exist.

Figure 68: Community Resident Survey - Are there any resources available to help young people (22 years old and under) involved in gangs in the community? (N=178)
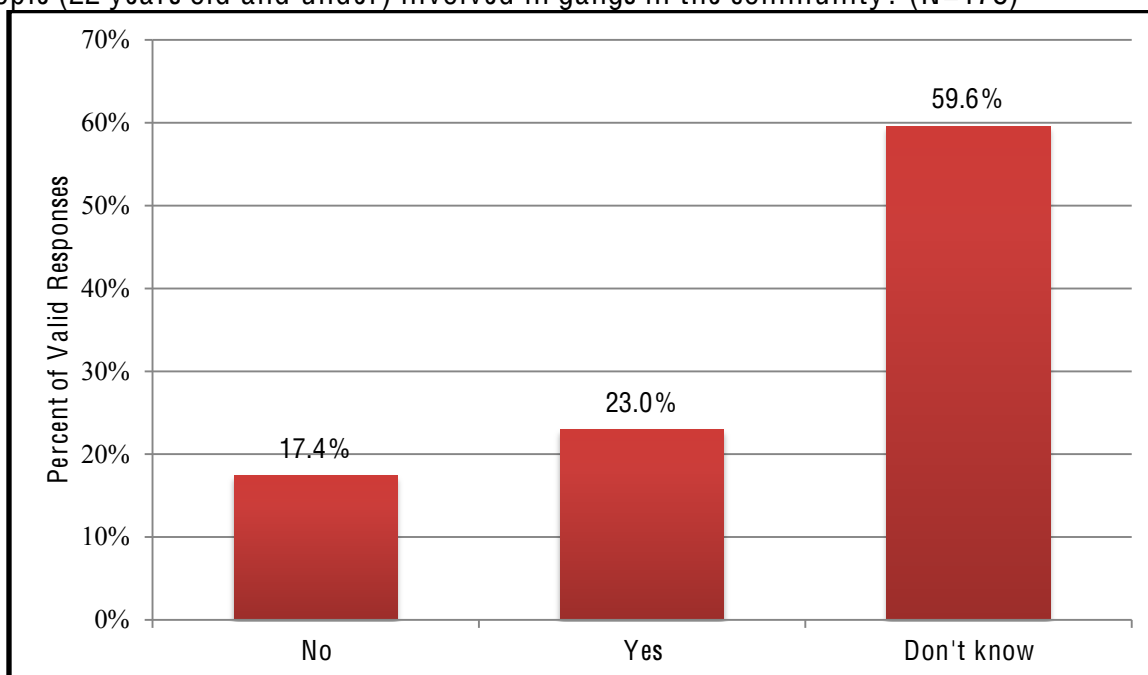
Community resources to help the families young people (22 years old and under) involved in gangs

Almost two-thirds (62.9%) of the community respondents did not know if there are resources available to help families of youth involved in gangs in the community. One-fifth (20.8%) of the respondents reported that resources exist in the community to help families of youth involved in gangs, and almost one-sixth (16.3%) of the respondents reported that no resources exist.

Figure 69: Community Resident Survey - Are there any resources available to help the families of young people (22 years old and under) involved in gangs in the community? (N=178)
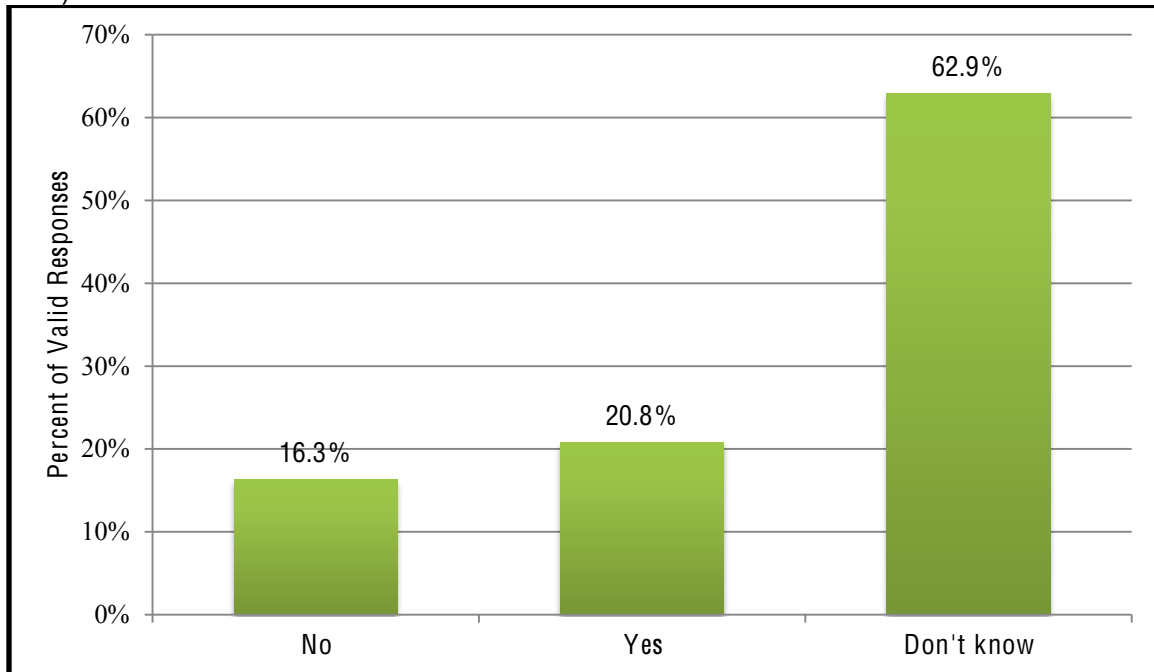
Community resources to prevent young people from becoming involved in gangs

The highest percentage (66.3%) of community respondents did not know if there are resources available that help prevent youth from becoming involved in gangs in the community. One-fifth (20.2%) of the respondents reported that resources exist in the community to help prevent youth from becoming involved in gangs, and slightly under one-sixth (13.5%) of the respondents reported that no preventive resources exist.

Figure 70: Community Resident Survey - Are there any resources in the community that help prevent young people (22 years old and under) from becoming involved in gangs? (N=178)
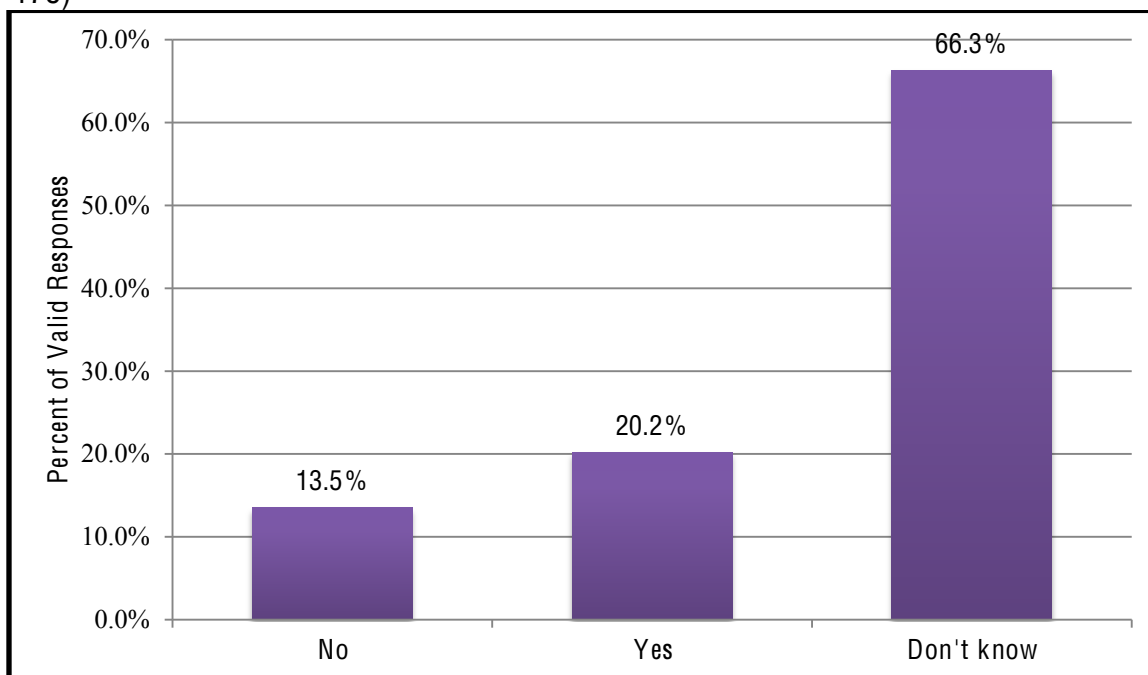
Satisfaction with current law enforcement response to gangs

Approximately one-third (30%) of community respondents reported being satisfied with the current response to gangs by law enforcement, 28% reported being unsure of how they felt, and 28% reported being very dissatisfied with the current response to gangs by law enforcement. Less than ten percent (8.5%) were very dissatisfied and the lowest percentage (6%) was very satisfied with the current response to gangs by law enforcement.

Figure 71: Community Resident Survey - How satisfied are you with the current response to gangs by law enforcement? (N=176)
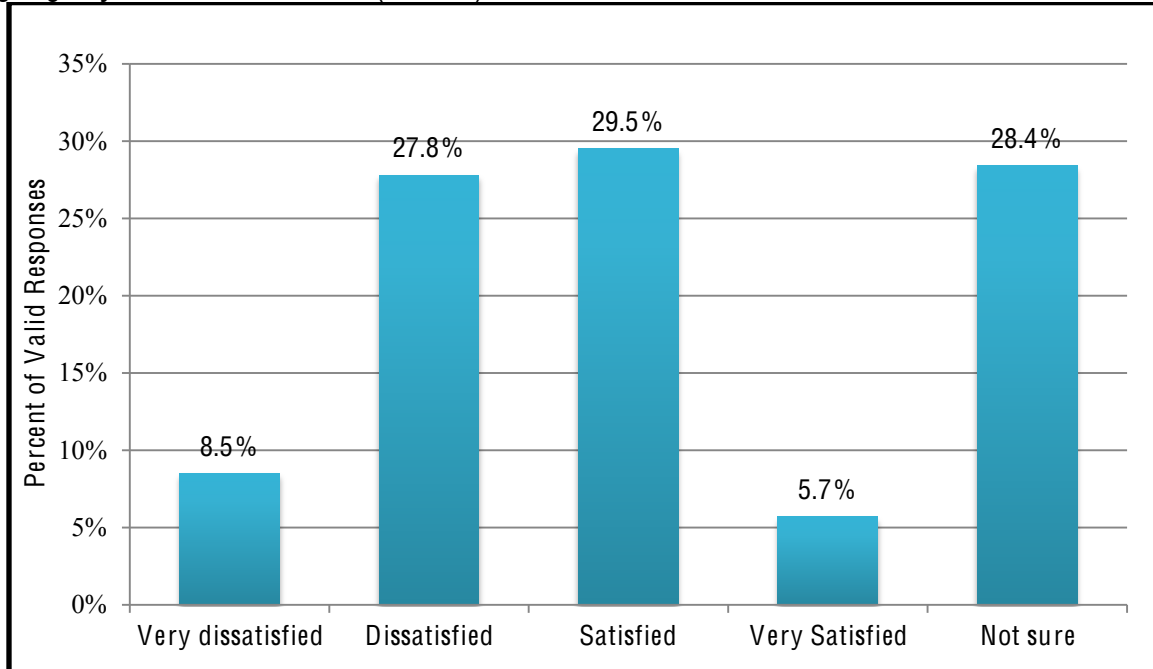
Satisfaction with current social services agencies' response to gangs

Approximately one-third (36.4%) of the community residents responded that they are dissatisfied with the current response to gangs by social service agencies. One-third (33.0%) were unsure of how they felt. Approximately one-fifth of respondents reported that they are satisfied (21.0%), less than one-tenth (8.5%) reported being very dissatisfied, and 1.1% reported being very satisfied with the current response to gangs by social service agencies.

Figure 72: Community Resident Survey - How satisfied are you with the current response to gangs by social services agencies? (N=176)
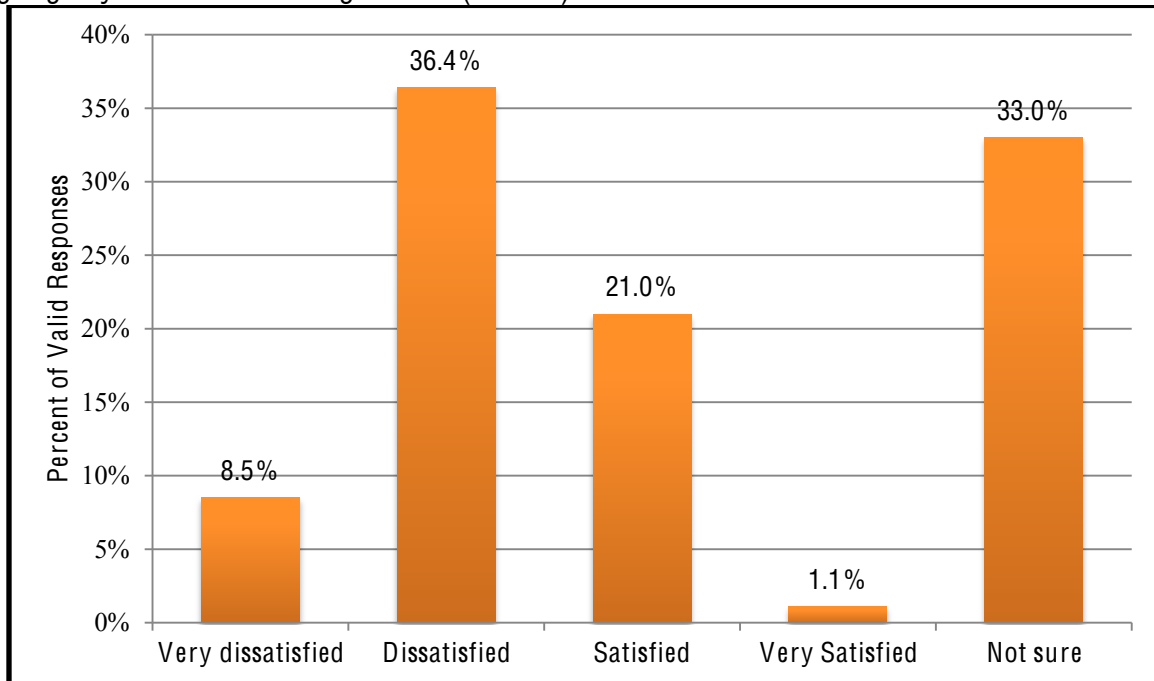
Satisfaction with current school response to gangs

The highest proportion (38%) of community respondents reported that they are dissatisfied with the current response to gangs by schools. Nearly 27% were unsure of how they felt, 16.5% of respondents reported that they are very dissatisfied, and 17% reported that they are satisfied with the current response to gangs by schools. Finally, the smallest percentage (1.7%) reported being very satisfied.

Figure 73: Community Resident Survey - How satisfied are you with the current response to gangs by schools? (N=176)
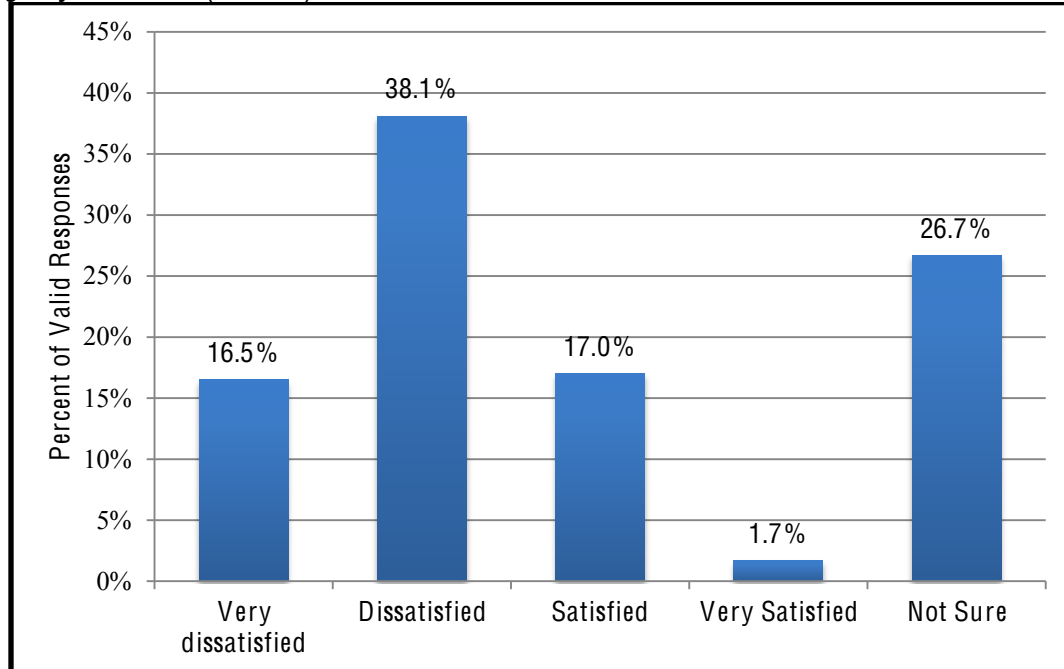
Are you a parent?

Slightly over half (57.4%) of the community resident respondents are parents.

Figure 74: Community Resident Survey - Are you a parent? (N=176)
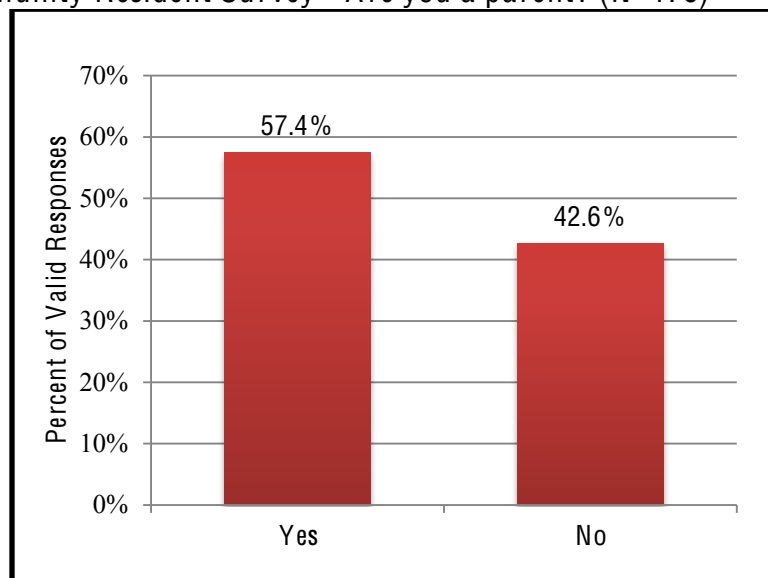
Gang involvement of child(ren)

Of the community resident respondents that had children, the vast majority (87.5%) of the community respondents reported that their child or children are not involved in a gang, with approximately 10% responding that they did not know and 2% responding that their child or children are involved in a gang.

Figure 75: Community Resident Survey - To your knowledge, are your child(ren) involved in a gang? (N=96)
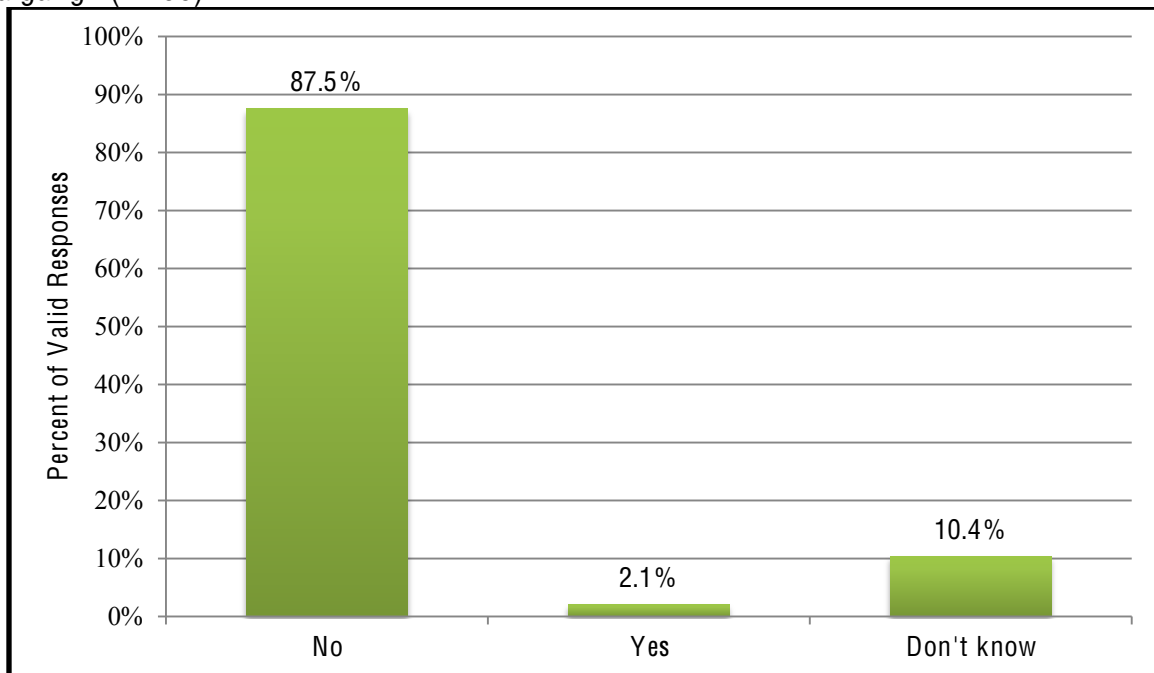
Child(ren) risk of gang involvement

Of the community resident respondents that had children, the largest proportion (72.9%) of respondents reported that they did not think that their child or children are at risk of becoming involved in a gang, 13.5% of community respondents reported that they did not know and an additional 13.5% reported that they think that their child or children are at risk of becoming involved in a gang.

Figure 76: Community Resident Survey - Do you think your child(ren) are at risk of becoming involved in a gang? (N=96)
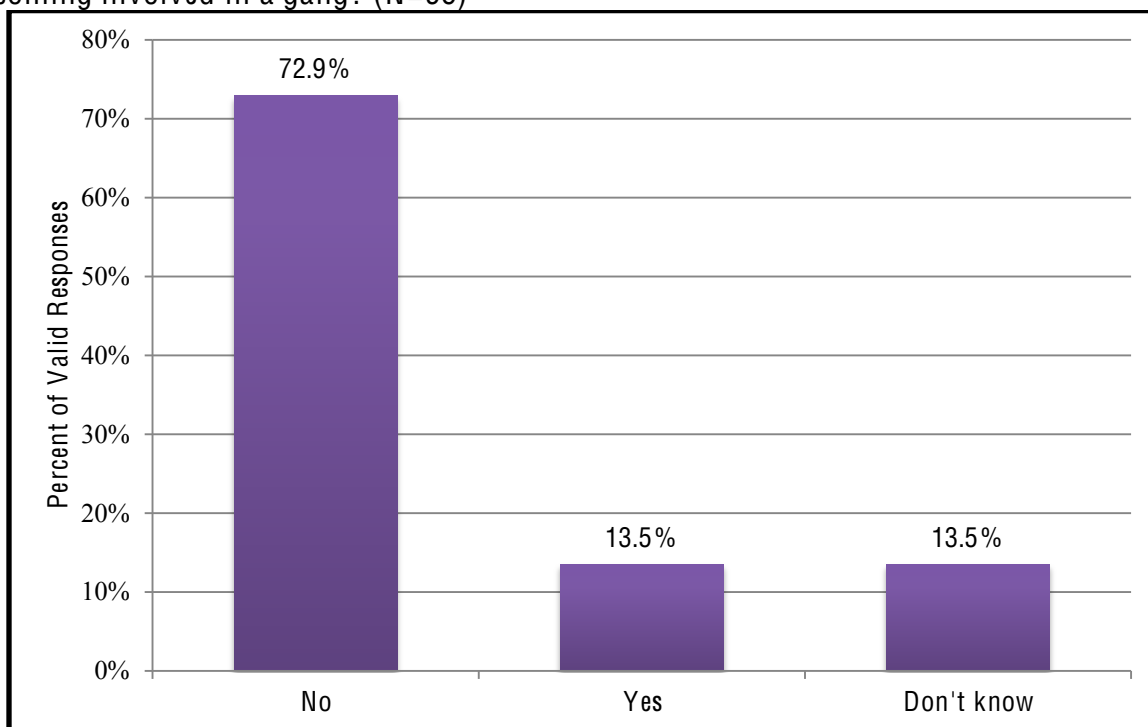
Child(ren)'s friends gang involvement

Of the community resident respondents that had children, the highest percentage (67%) of community residents responded that their children's friends are not involved in gangs, while about one-sixth of the respondents reported that their children's friends are involved in gangs and about 19% responded that they did not know.

Figure 77: Community Resident Survey - **To your knowledge, are any of your child(ren)'s friends involved in gangs? (N=96)**
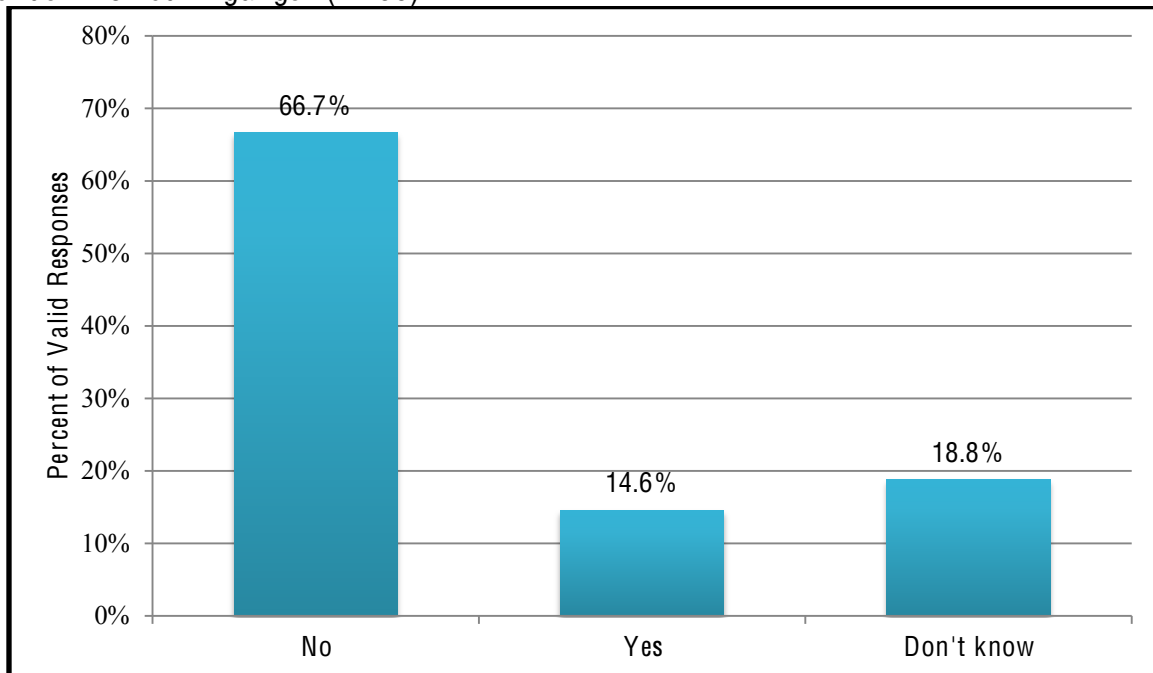
Availability of resources for parents of youth involved in gangs

The largest proportion (74%) of community respondents reported that they did not know if there are any resources available to help parents of youth who are involved in gangs. Close to one-sixth of the respondents (13.5%) reported that resources exist, and 12.5% responded that resources do not exist to help parents of youth who are involved in gangs.

Figure 78: Community Resident Survey - Are there any resources available to help parents of youth who are involved in gangs? (N=96)
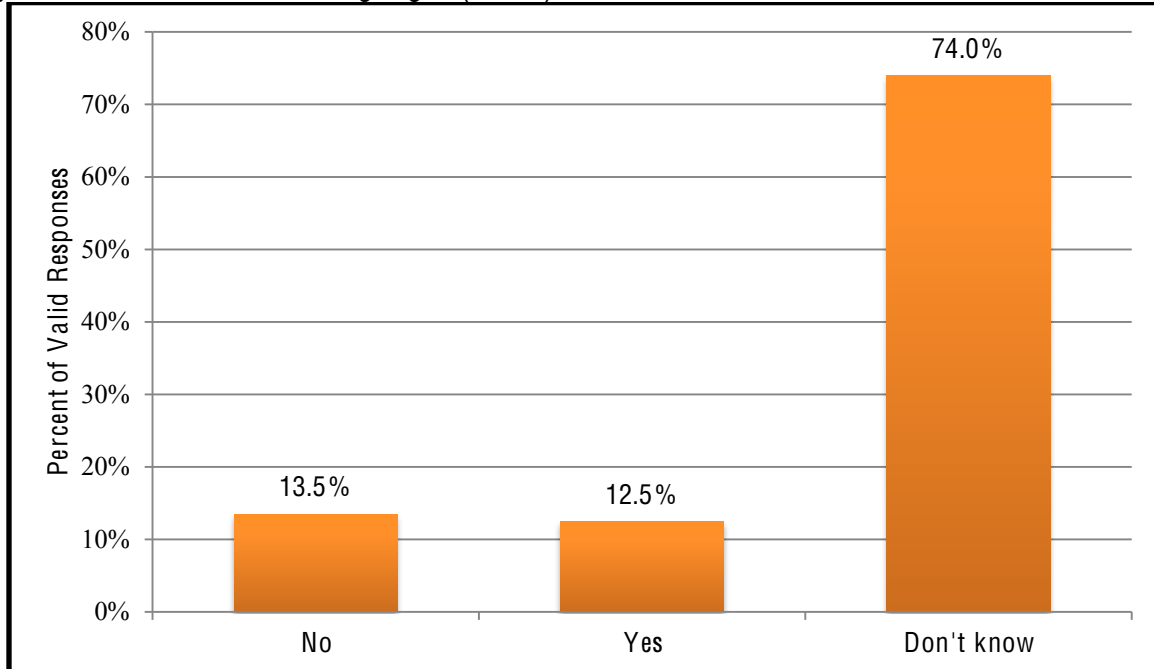
Gangs in child(ren)'s schools

A little more than half (53%) of the community residents responded that they think there are gangs in their child(ren)'s schools. 27% of respondents reported that they did not think there are gangs in their child(ren)'s schools and about 20% responded that they did not know.

Figure 79: Community Resident Survey – **Do you think there are gangs at your child(ren)'s school(s)? (N=96)**
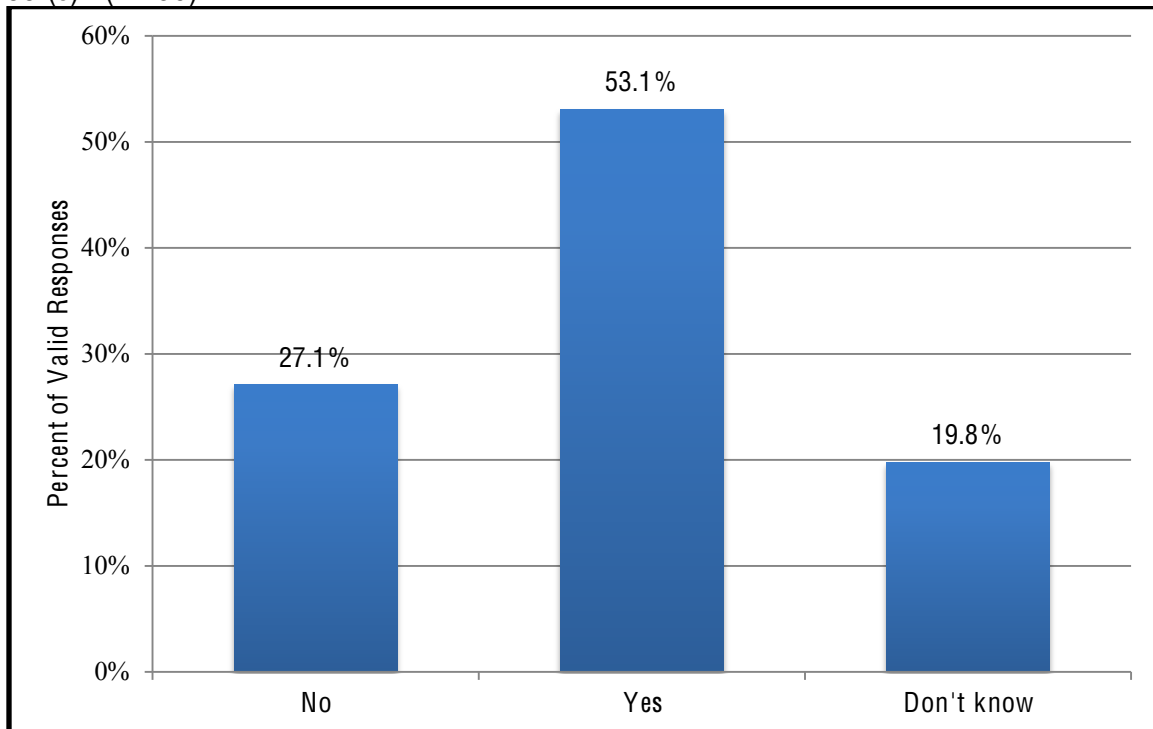
Gang awareness programs offered for parents at school

The majority of community residents (58.3%) responded that there are gang awareness programs offered for parents at their child(ren)'s school, while slightly over one-third (35.4%) responded that there are not. Less than one-tenth (6.3%) reported that they did not know if programs were offered.

Figure 80: Community Resident Survey - Are any gang awareness programs offered for **parents at your child(ren)'s school? (N=96)**
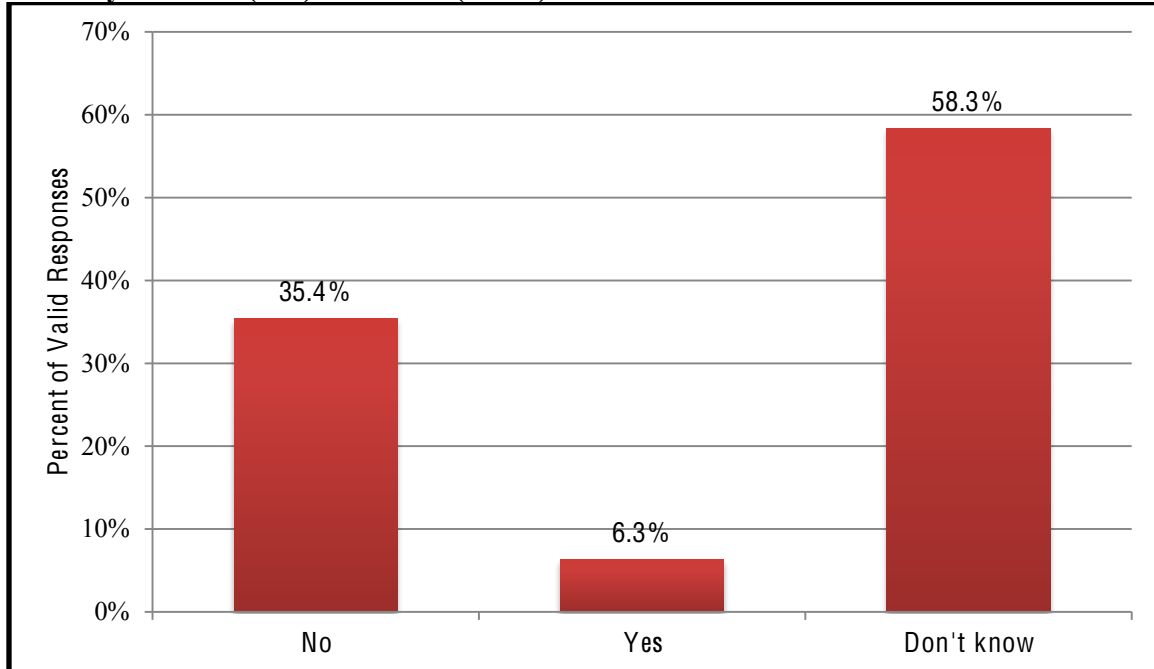
School safety

Approximately 46% of the community respondents reported that they think their child(ren)'s school is somewhat safe. Almost one-third of the respondents (32.3%) think their child(ren)'s school is very safe, while about 16% think their child(ren)'s school is unsafe.

Figure 81: Community Resident Survey - How safe do you think your child(ren)'s school is? (N=96)
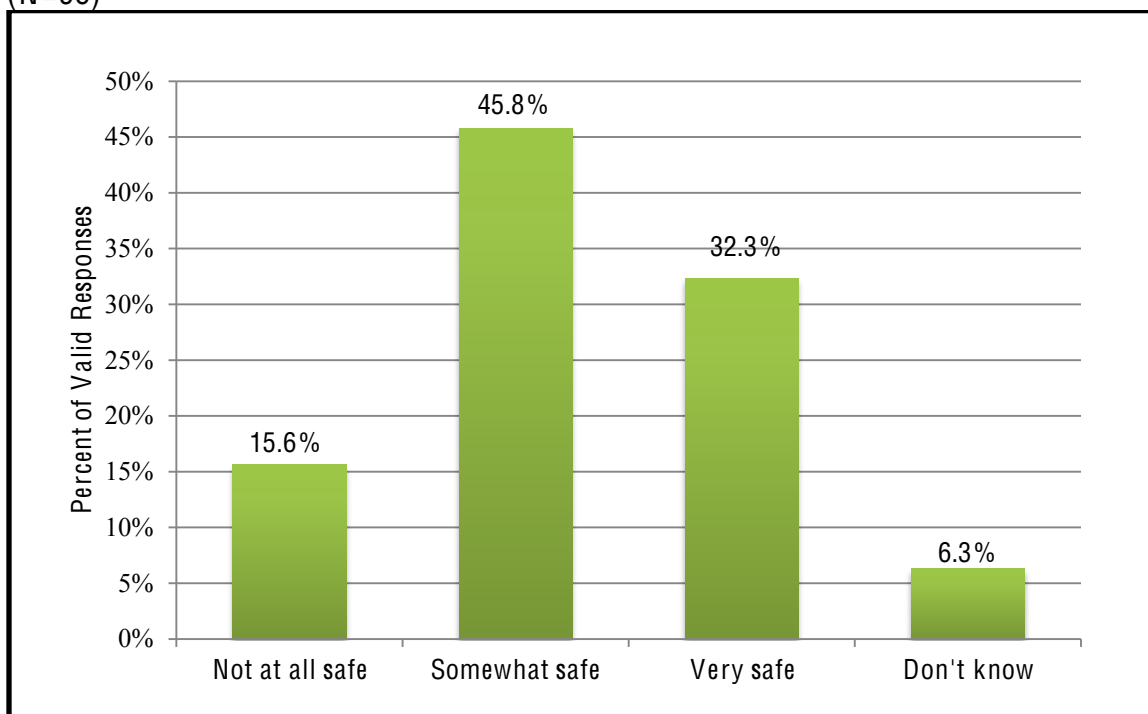
What do you think could make your child(ren)'s school more safe?
Below are responses from 40 community residents regarding what could make their child(ren)'s school more safe. Responses are categorized by school, community, parent, and other changes.

School
- They should put more teachers and staff in charge of monitoring and helping with drug and gang problems
- Education about gangs and how to get out of the gang if the child wants to
- More School Resource Officers (SROs)
- More programs after school
- Mandatory dress codes, more parent involvement, stricter discipline
- Alarms - more drills
- More vigilance by teachers
- More security guards that have the authority to enforce the laws of the school (security officers and monitors and entrances and hallways)
- More security, locked doors, police, etc. with equipment to deal with bad situations - zero tolerance for gangs
- More counselors (more than 1 at schools).
- More police presence-have safe zones for people to report activity
- School leaders who recognize that they have to be part of the communities that they are in and not be defensive about assistance from leaders, volunteers, mentors, and groups

that wish to work together. Schools continue to concentrate on the high achievers and push the under achievers out onto the streets to create problems.

Community
- Identification of gangs and immediate intervention against gang behavior and bullying
- Sports, youth clubs
- More vigilance by police
- More police presence and fair punishment for those who break the law
- Put the gangs in jail and increase police and security
- More rules

Parent
- More educational programs for parents who are unaware of the issues
- We need to get the parents involved and hold them responsible for their children's' actions

Other
- All parties being involved in developing the children's lives, activity being taken seriously, gang awareness for all who interact with children, involving children in the process
- More awareness
- No tolerance for gang, or gang activity
- I don't know. I think schools are doing the best they can with what they have to work with.

School addressing gang-related problems

Almost half (47%) of community respondents reported that they think their child(ren)'s school could do better at addressing gang-related problems. Slightly over one-third of the respondents (34%) do not know what they think about the issue, while about 19% do not think their child(ren)'s school could address gang-related problems better.

Figure 82: Community Resident Survey - **Do you think your child(ren)'s school could do better at addressing gang-related problems? (N=96)**
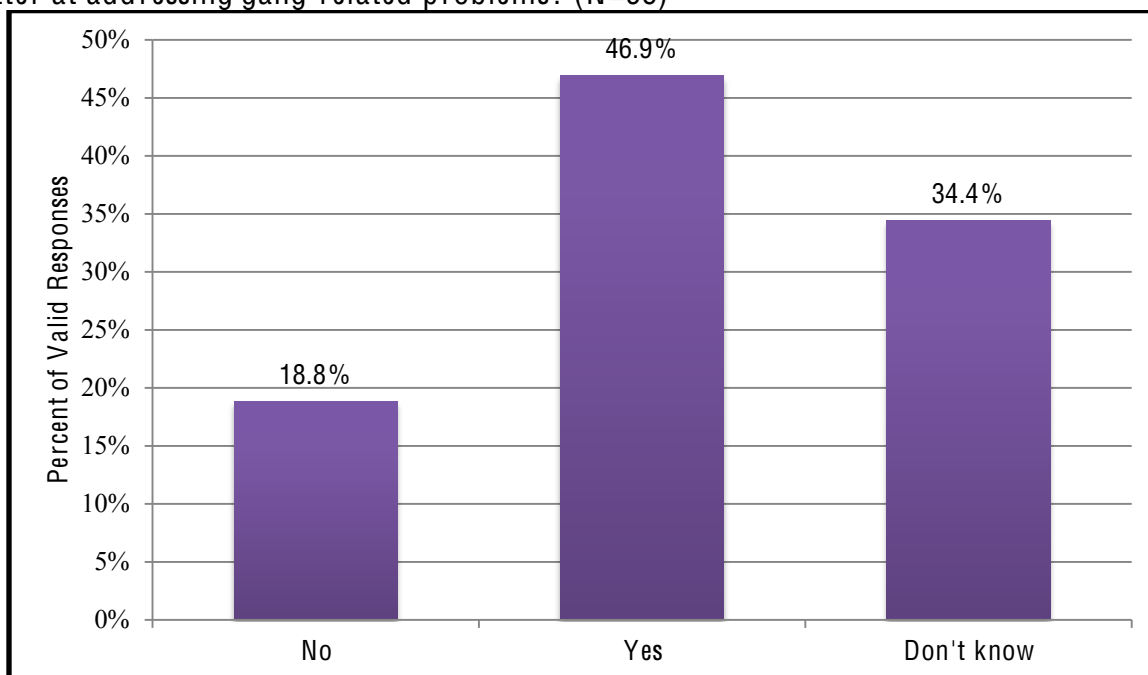
Help dealing with gang-related activity in the community

About 35% of community respondents would be willing to participate in a neighborhood outreach to help deal with gangs and gang-related activity. 27%) would donate money/material items or mentor. Others would be willing to teach skills (e.g. auto mechanics, crafts, music, computer skills, and electronics) (23%) or lead a youth group (22%).

Figure 83: Community Resident Survey - What would you be willing to do to help deal with gangs and gang-related activity in your community? (N=96)

Category	Percent
Neighborhood outreach	35.4%
Donate money or material items	27.1%
Mentor	27.1%
Teach skills	22.9%
Lead a youth group	21.9%
Help with sports leagues/teams	19.8%
Tutor	14.6%
Nothing	12.5%
Other	9.4%

Percent of Valid Responses
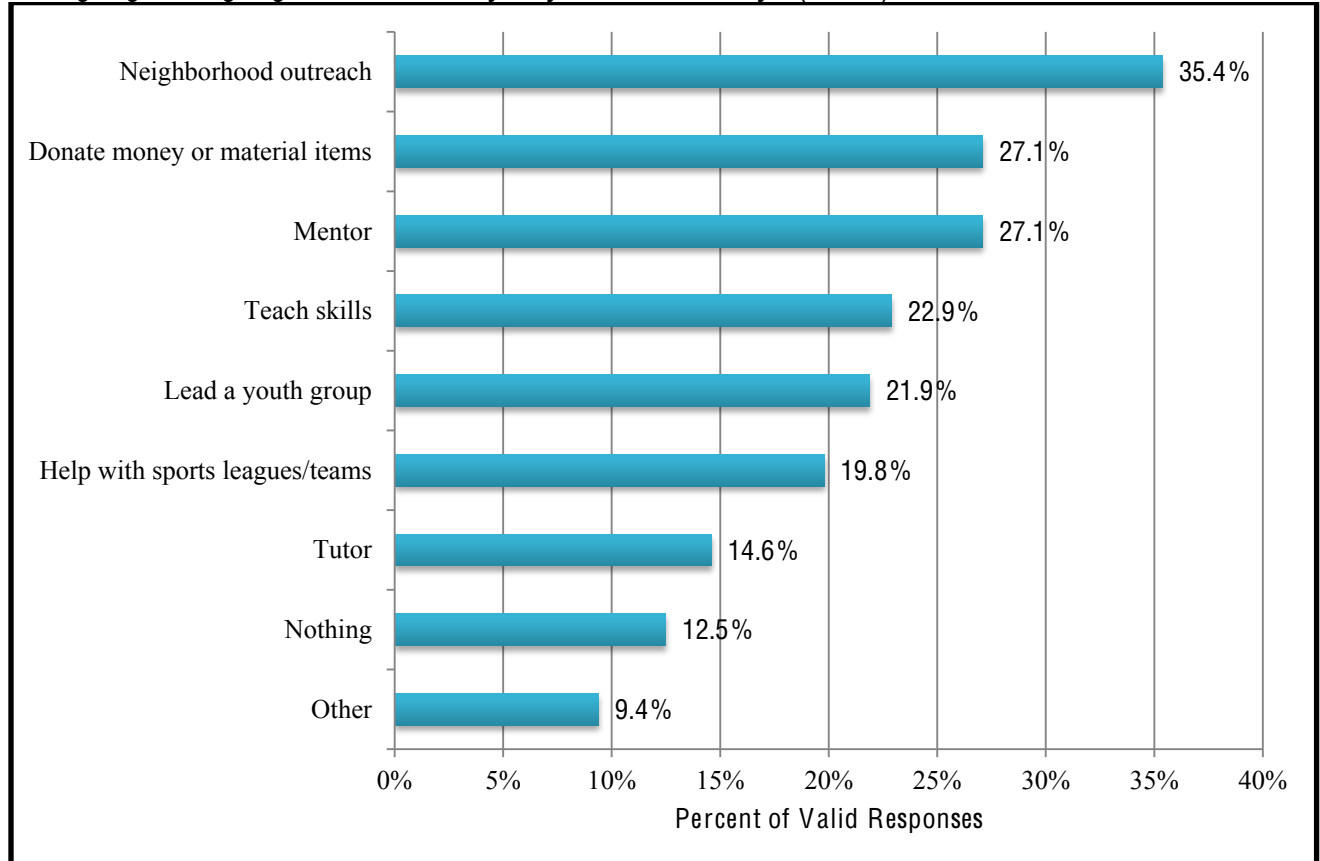
School Resource Officer Survey Summary

School Resource Officers (SROs) are school-based law enforcement officers. According to the Greensboro Police Department (GPD), "The School Resource Officer Program was initiated within the Guilford County School System in an effort to provide a safe environment conducive to learning. The program focuses on safety for students, staff, and visitors at the various campuses throughout the city and county. This program is a cooperative effort between the Guilford County Sheriff's Department, High Point Police Department, Greensboro Police Department, and Guilford County Schools."[109]

Further, also according to the GPD, "SROs work closely with school staff to ensure a safe, orderly learning environment. While SROs have different responsibilities, they form a partnership with the principal and support staff by enforcing relevant laws, referring students to social agencies for assistance, and working with court officials to determine fair and reasonable consequences."[110]

In order to gather information about gang membership and gang-activity within the school setting, a School Resource Officer (SRO) survey was created. The SRO survey was created using questions from the School Staff Questionnaire in OJJDP's Gang Assessment Guide and from the 2008 SRO survey created by the North Carolina Department of Juvenile Justice and Delinquency Prevention's Center for the Prevention of School Violence (DJJDP – CSV)[111]. The SRO survey contained questions about perceptions of school safety and experiences with students involved in gangs and gang activity within the school at which they work. All SROs working in Guilford County were sent the online Guilford County Gang Assessment SRO Survey via email.

Due to the timing of the Guilford County gang assessment research, the SRO survey was sent out during the summer of 2010. Thus, the SRO responses most likely reflect perceptions and experiences from the 2009-2010 academic year.

Of the 39 active SROs contacted from middle and high schools across Guilford County, 26 (66.6%) responded to the Guilford County Gang Assessment SRO Survey. A summary of their responses can be found below.

Figure 82 depicts SRO respondents by the zip code of the school in which they work.

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[109]City of Greensboro, Greensboro Police Department. (2010) *Operational Support Division Information Page.* Retrieved from the City of Greensboro website: http://www.greensboro-nc.gov/departments/Police/Operations/western/operationalsupport.htm

[110] City of High Point, High Point Police Department. (2010). *School Resource Officers Information Page.* Retrieved from the City of High Point website: http://www.high-point.net/police/sro.cfm

[111] North Carolina Department of Juvenile Justice and Delinquency Prevention & North Carolina Department of Public Instruction. (2008). *School Violence Gang Activity Study.* Retrieved from North Carolina Department of Juvenile Justice and Delinquency Prevention website: http://www.ncdjjdp.org/news/2009/january/JLEOC.pdf.

Figure 84: SRO Respondents by zip code of schools where they work

Number of Student Resource Officer Survey Responses by Zip Code

Legend:
- 0
- 1
- 2 - 3
- 4 - 7

Center for Youth, Family, and Community Partnerships
University of North Carolina at Greensboro

Demographics

Gender

Over three-quarters of the SRO survey respondents were male (78.3%) and 21.7% were female.

Figure 85: SRO Survey - Respondent Gender (N=23)
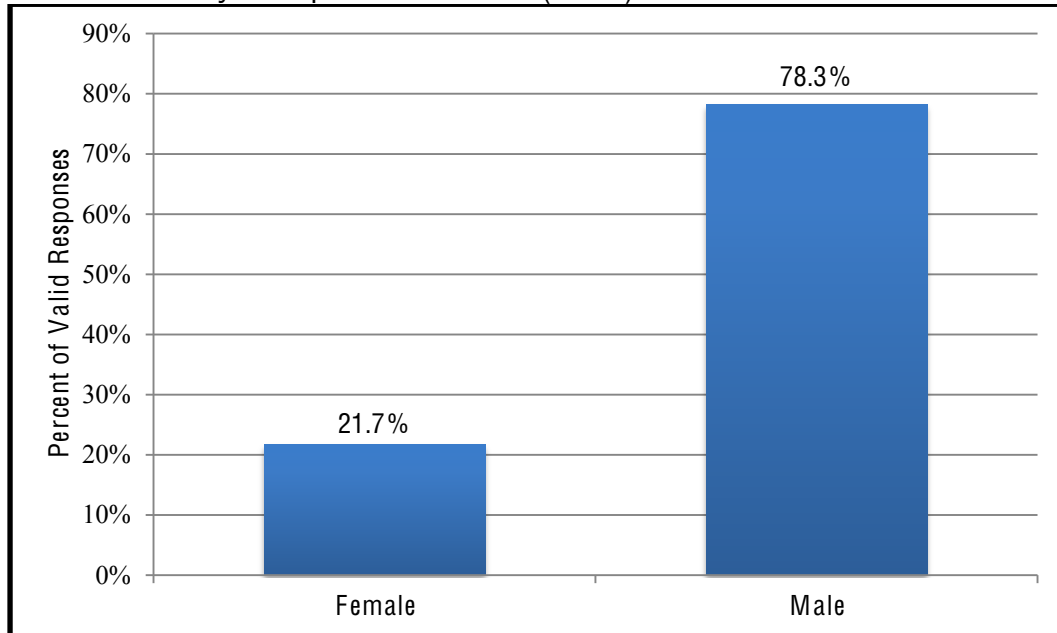
Age

Almost 40% of the SRO survey respondents ranged in age from 31-40 years old. SRO survey respondents between the ages 21-30 years accounted for 26.1% of respondents, those ages 41-50 accounted for 21.7%, and those ages 51-60 accounted for 13%.

Figure 86: SRO Survey - Respondent Age (N=23)
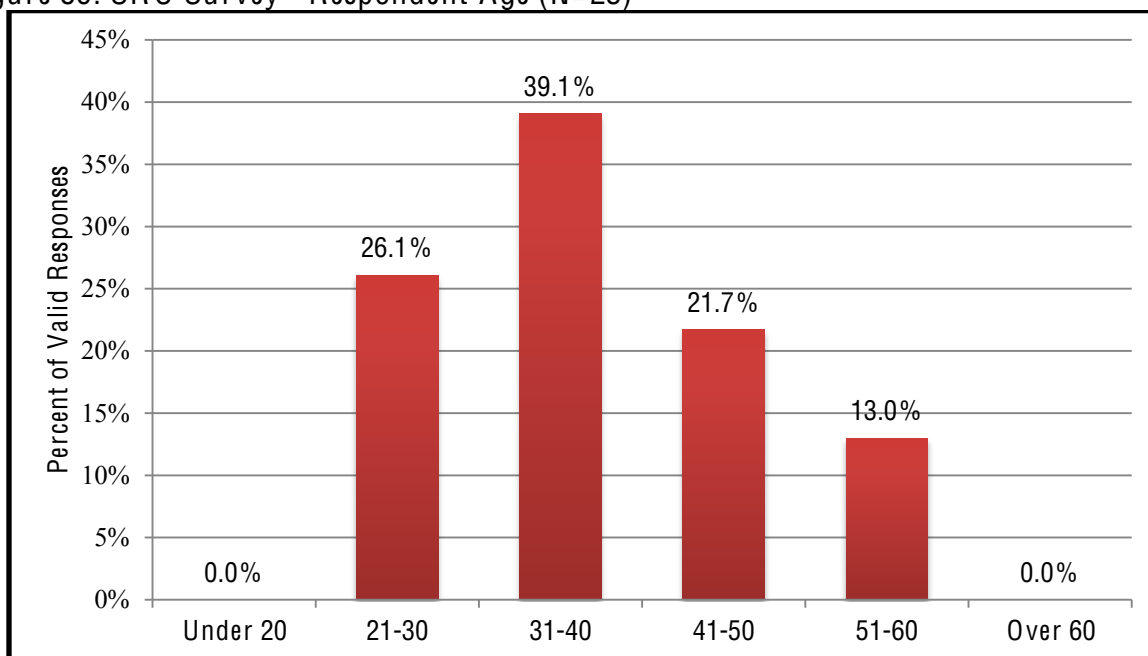
Race/Ethnicity

A little more than half of SRO survey respondents identified themselves as being Caucasian/White (54.5%). The other half of SRO survey respondents identified as African/American (40.9%) and Hispanic/Latino (4.5%).
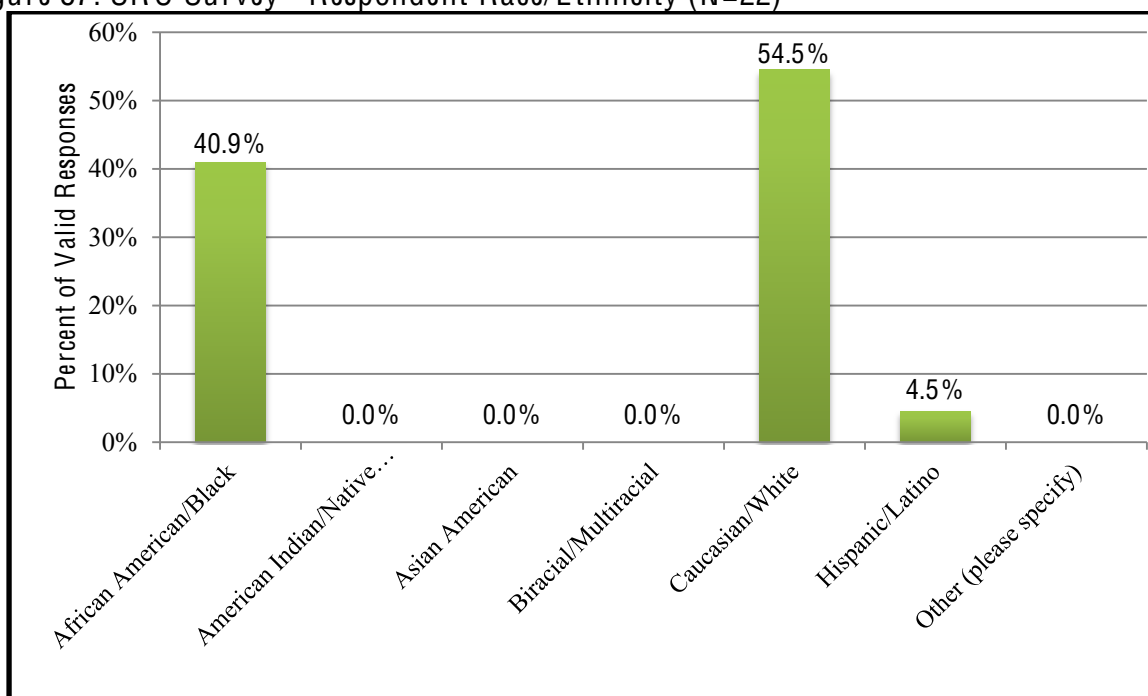
School-Level

Half of SROs (50%) reported being currently assigned to a traditional middle school in Guilford County. SROs assigned to traditional high schools accounted for 37.5% of respondents while those being assigned to some other type of school accounted for 12.5% of respondents. For three SROs (12.5%) who reported being assigned to some other type of school, the other types specified were a high school program, a magnet school, and a magnet middle/high school.

Figure 88: SRO Survey – What level of school are you currently assigned to? (N=24)
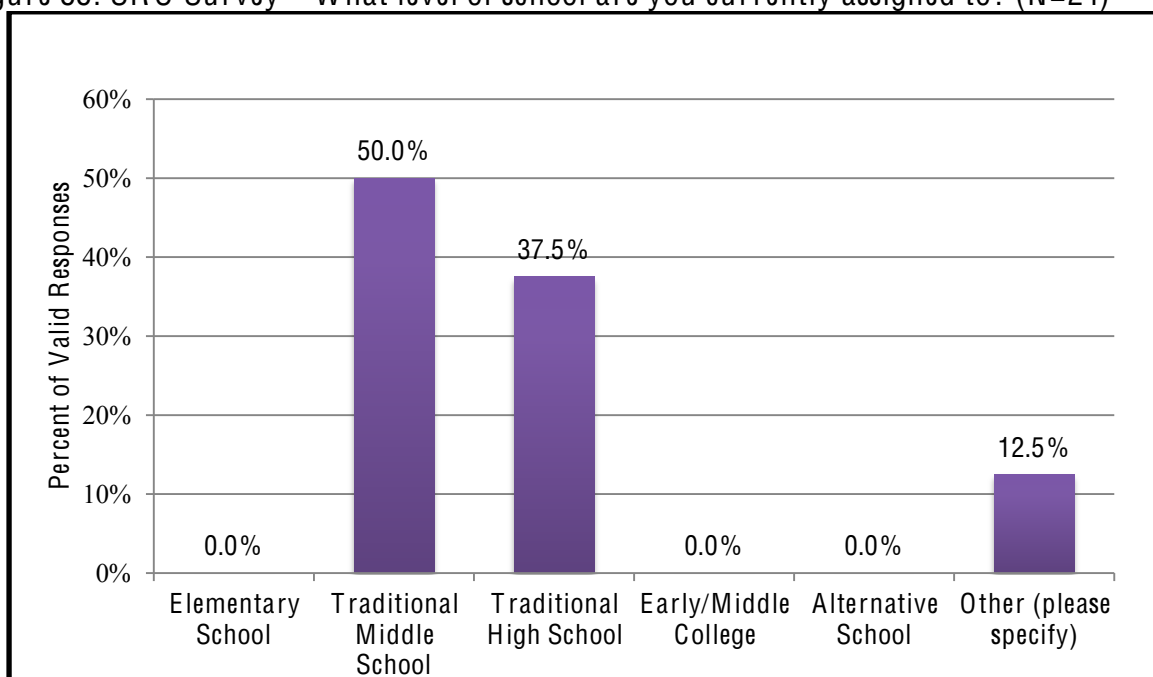
How many years have you worked as a School Resource Officer (SRO)?

Of the 22 SROs who responded to this question, reported years of experience as an SRO ranged from less than one year to 16 years, with an average of 3.7 years.

How many years have you worked as a law enforcement officer?

Of the 22 SROs who responded to this question, reported number of years of experience as a law enforcement officer ranged from less than a year to 24 years, with an average number of 11.4 years.

Gang presence in school

The majority of SRO respondents (80.8%) reported a gang presence in the schools where they work.

Figure 89: SRO - Is there a gang presence in the school where you work? (N=26)
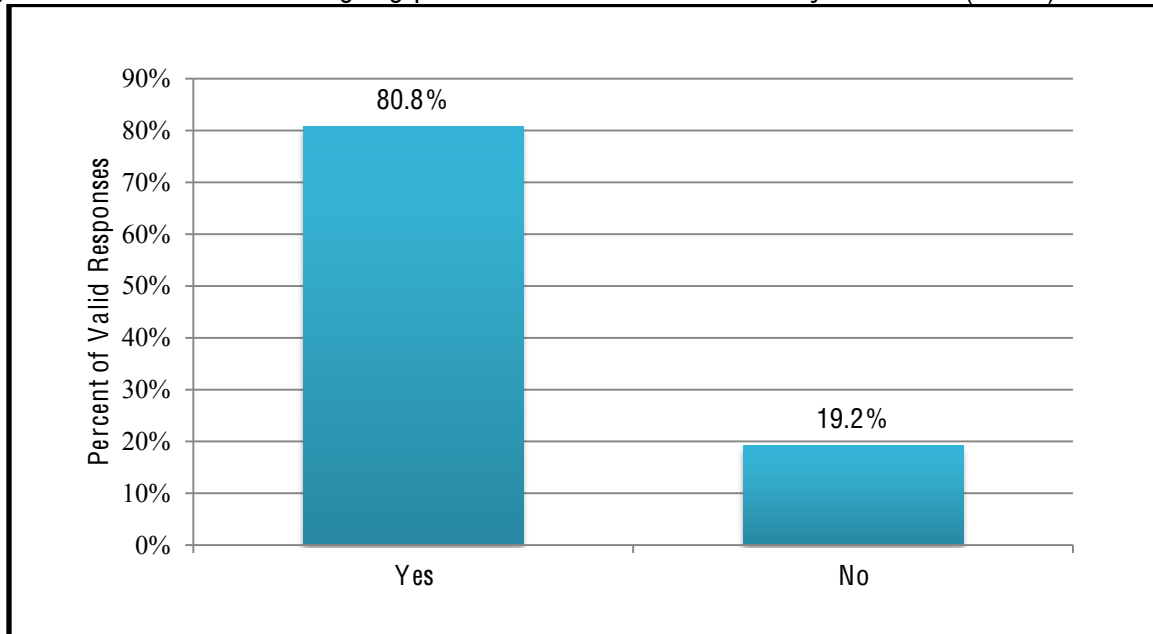
Indications of gang presence in school

Of the SROs who reported a gang presence in the school where they work, 85.7% reported observing student behavior, interactions, and other indicators and 76.2% reported student disclosure as ways the gang presence came to their attention.

About a third of SRO respondents stated that formal delinquent behavior reports (33.3%) brought the gang presence in their school to their attention.

Other SROs (23.8%) reported the gang presence in the school came to their attention through:
  ➢ Graffiti on school and student property, clothing
  ➢ Parent notification.
  ➢ Graffiti in the restrooms and some attire..ie; bandanas, drawings, language, and hand signs
  ➢ Mode of dress, beads they wear.
  ➢ Student attire

Figure 90: SRO Survey - In what ways has the gang presence come to your attention? (N=21)
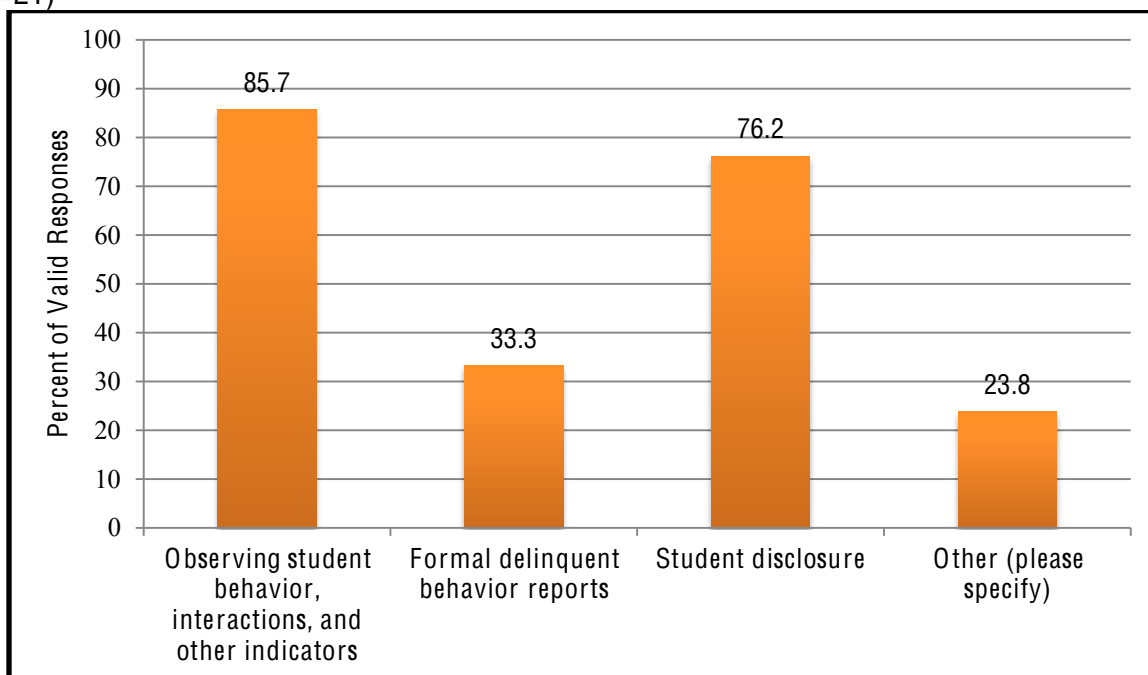
Level of gang activity in school

The majority of SRO respondents (61.9%) reported a slight level of gang-related activity in the school where they work. The remaining (38.1%) reported a moderate level of gang-related activity, while none of the SRO respondents classified the level of gang-related activity in their school as heavy.

Figure 91: SRO Survey - Please indicate the level of gang-related activity in the school where you work (N=21)
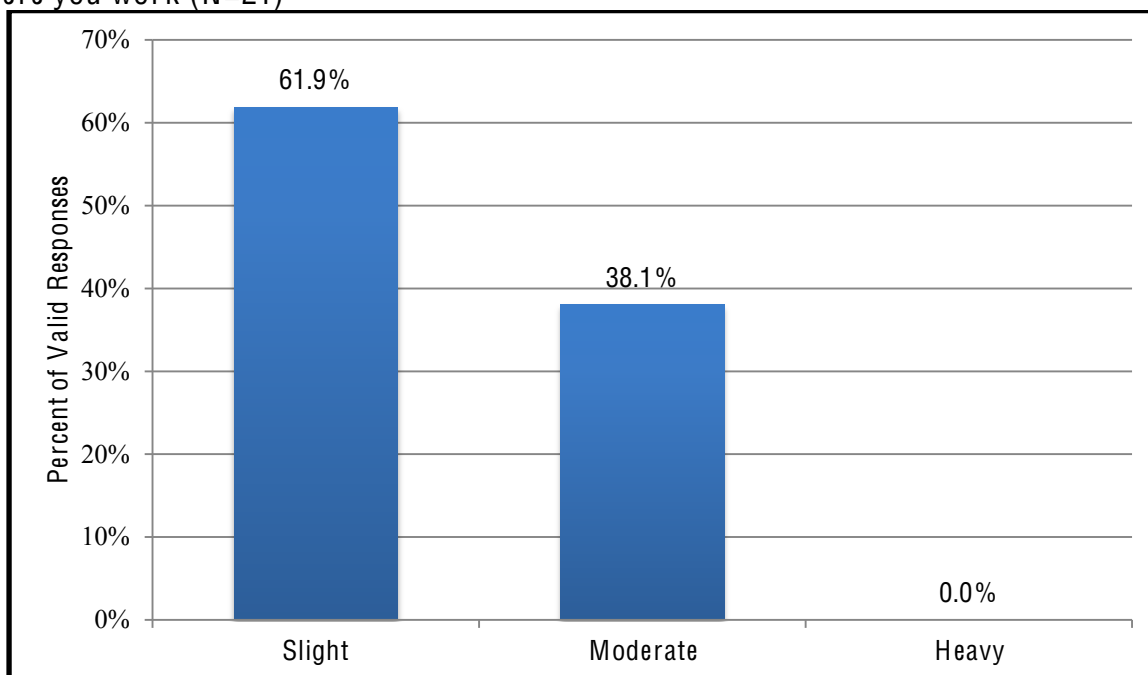
Frequency of gang activity in school

The majority of SROs (66.7%) reported that gang activity occurs in the schools were they work 'on occasion.' Nearly one-fifth (19%) of SRO respondents reported that gang activity occurs in the schools where they work 'at least once a week.' The remaining SRO respondents reported gang activity as occurring in the schools where they work 'at least once a month' (9.5%) or 'daily' (4.8%).

Figure 92: SRO Survey - How often does gang-related activity occur in the school where you work? (N=21)
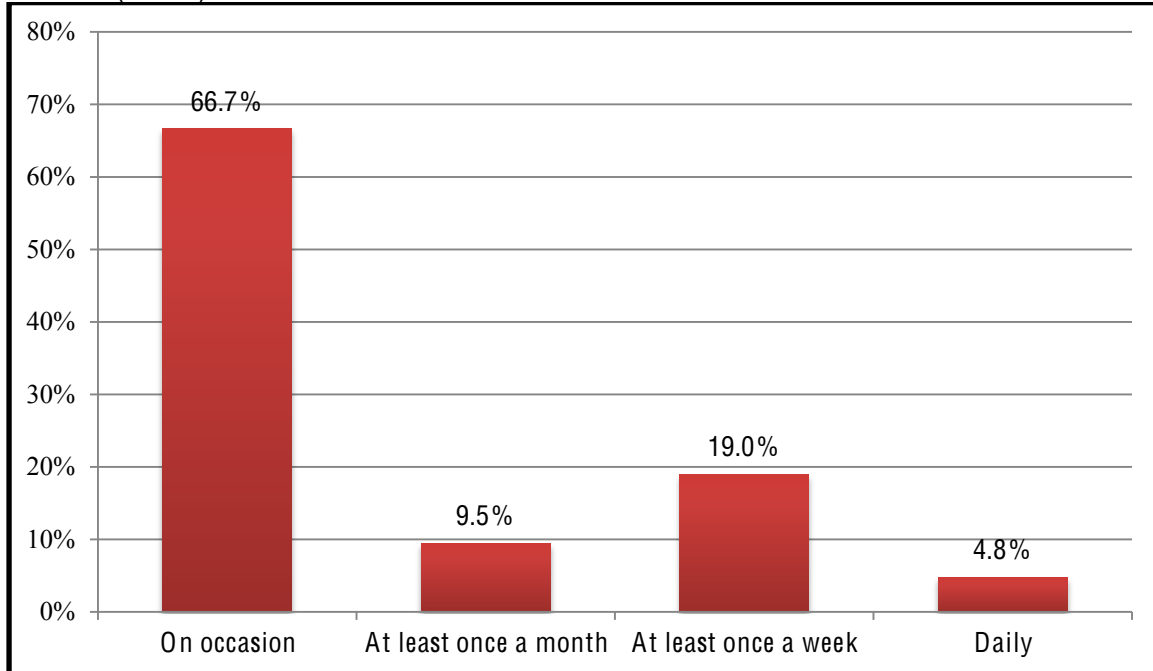
Percent of gang involved students

The majority of SRO respondents (66.7%) estimated less than 10% of students in the school where they work are gang involved. Almost one-fifth (19.0%) of SRO respondents estimated between 10%-20% of students in the school where they work are gang involved. Nearly one-tenth (9.5%) of SRO respondents estimated between 21%-30% of students in the school where they work are gang involved. Only 4.8% of SRO respondents estimated between 41%-50% of students in the school where they work are gang involved.

Figure 93: SRO Survey - What percent of students in the school where you work do you think or know are gang involved? (N=21)
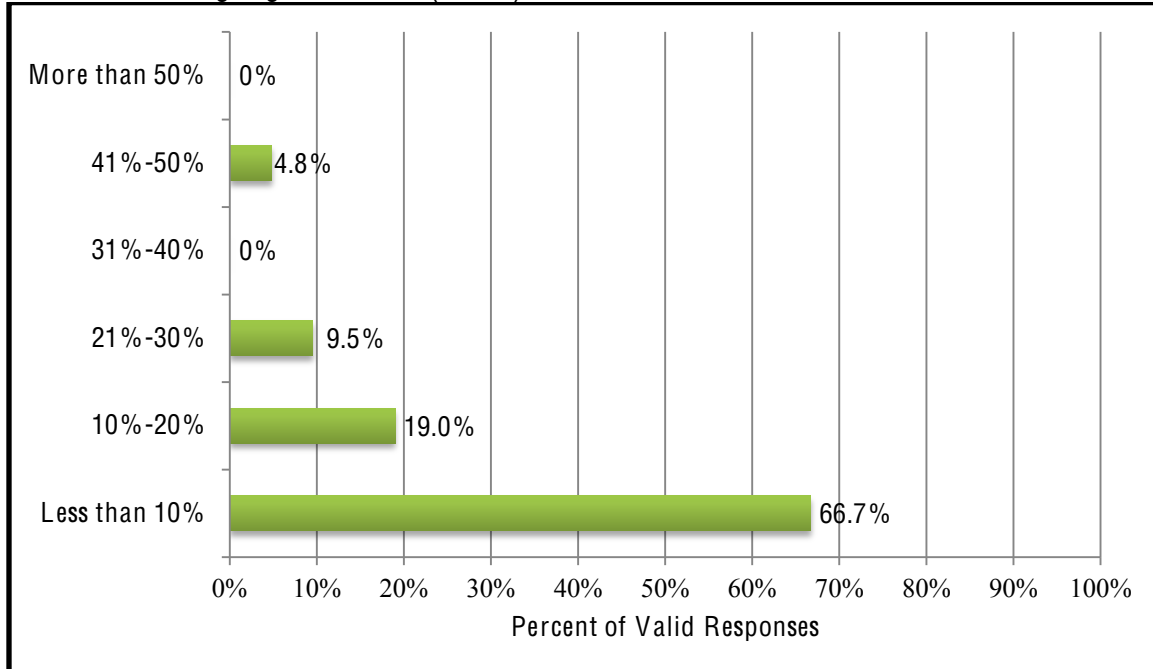
Time of day gang-related activities occur at school

The majority of SRO respondents reported that gang-related activities most frequently occur either during school hours (45%) or after school (40%). Only 15% of SRO respondents reported that gang-related activities most frequently occur before school.

Figure 94: SRO Survey - WHEN do gang-related activities most frequently occur at the school where you work? (N=20)
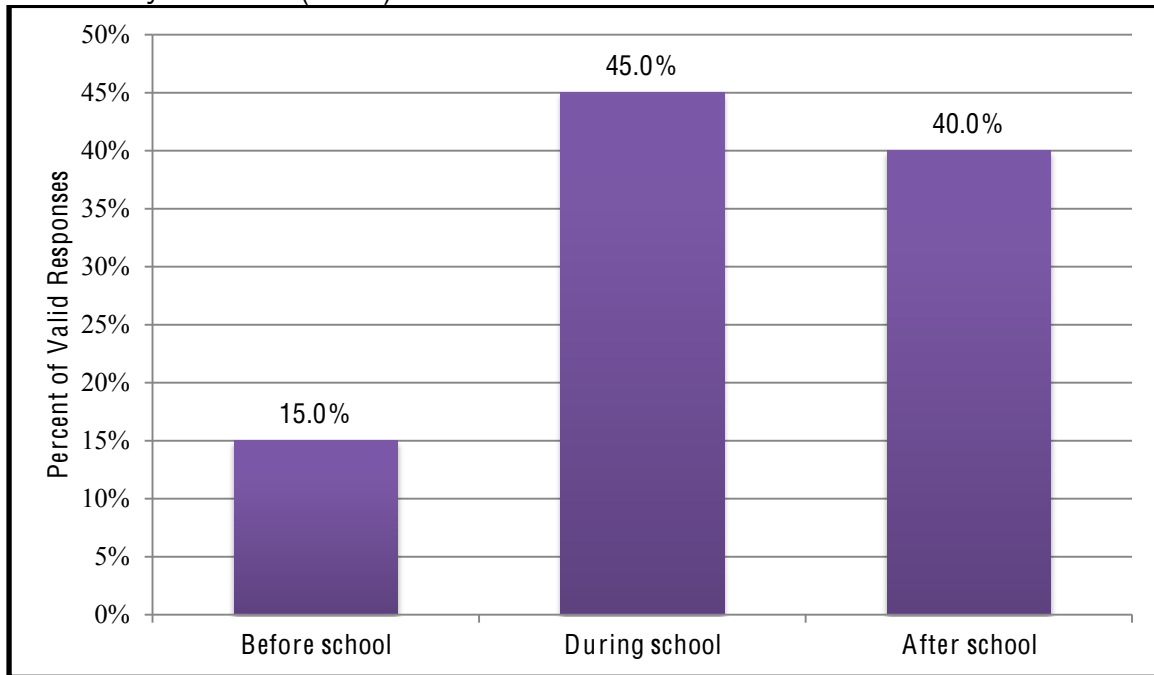
Location of gang-related activities at school

When asked where gang-related activities occur most frequently at their schools, the majority of SRO respondents (75%) reported gang-related activities occurred most frequently in the school building, including inside classrooms, lunchrooms, hallways, etc. On the school bus (10%) and in the school parking lot (10%) were equally reported by SRO respondents as locations where gang-related activities most frequently occur.

Figure 95: SRO Survey - WHERE do gang-related activities most frequently occur at the school where you work? (N=20)
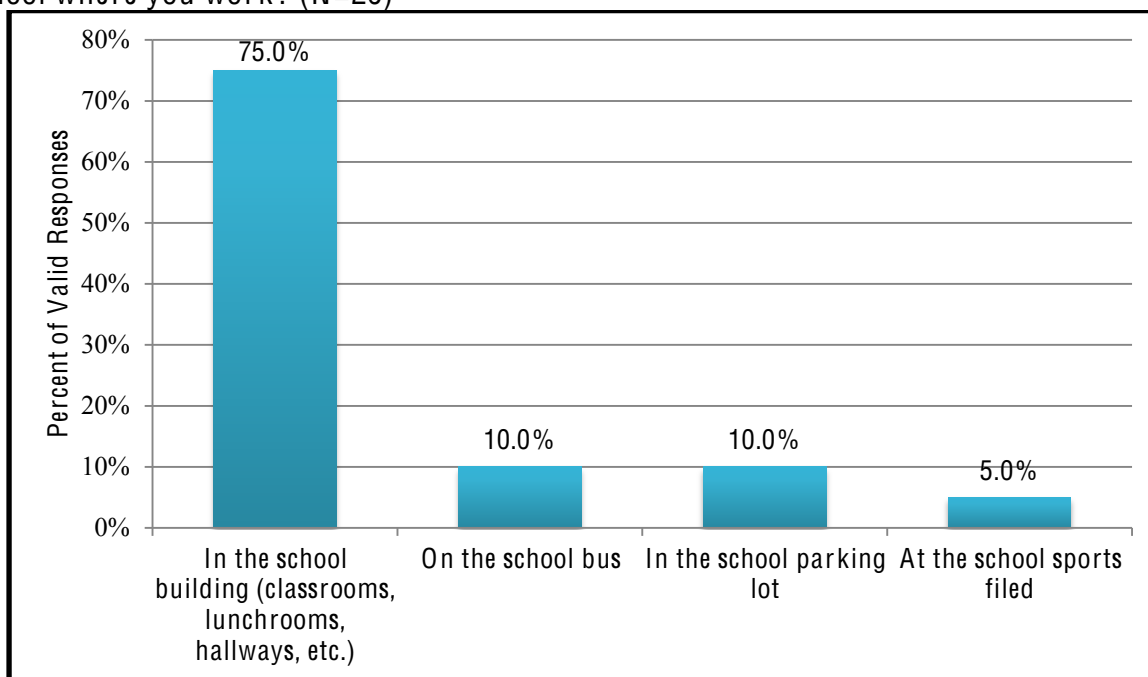
Most common offenses committed by student who are gang involved

When asked about the three most common offenses committed by students who are gang involved, SRO respondents reported possession of a controlled substance in violation of the law, possession of a weapon excluding firearms and powerful explosives and other offenses not listed (See Figure 93). The other offenses not listed were specified by SRO survey respondents as:

> Disorderly Conduct
> Simple assaults
> Affray
> Larceny
> Fights between rival gangs
> Graffiti
> Gang involvement
> Gang jump ins or fights with another rival gang member to be initiated

Reasons for gang activity in schools

Family/friends being in gangs and a perceived lack of parental supervision/monitoring were the most frequently chosen reasons SROs reportedly believed gang activity existed at their schools (See Figure 94). To feel love and/or a sense of belonging and family problems were the next most frequently chosen reasons.

Figure 96: SRO Survey - Please select the THREE MOST COMMON OFFENSES of students who are gang involved at the school where you work. (N=20)
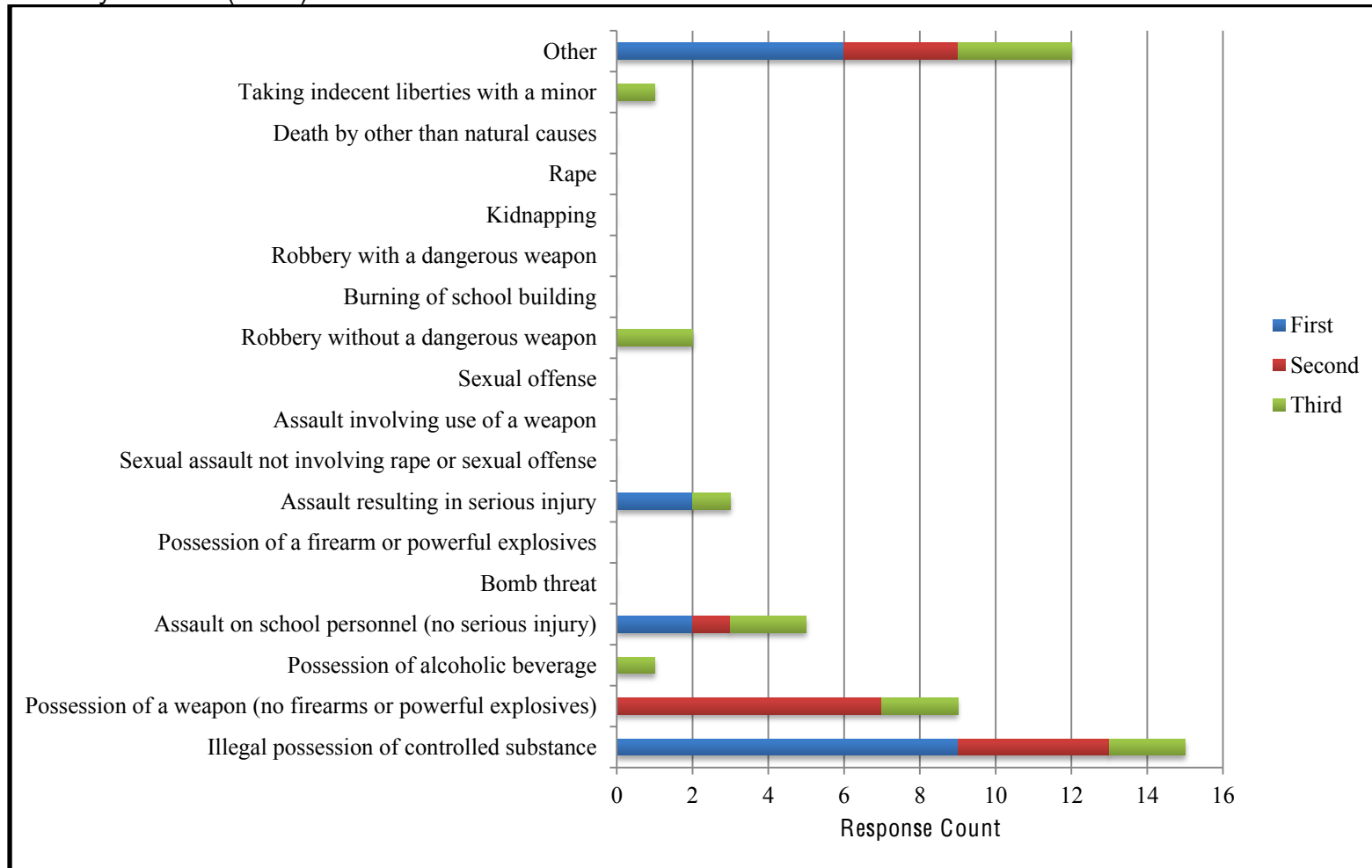
Figure 97: SRO Survey - Please select the TOP THREE REASONS you believe gang activity exists in the school where you work. (N=20)
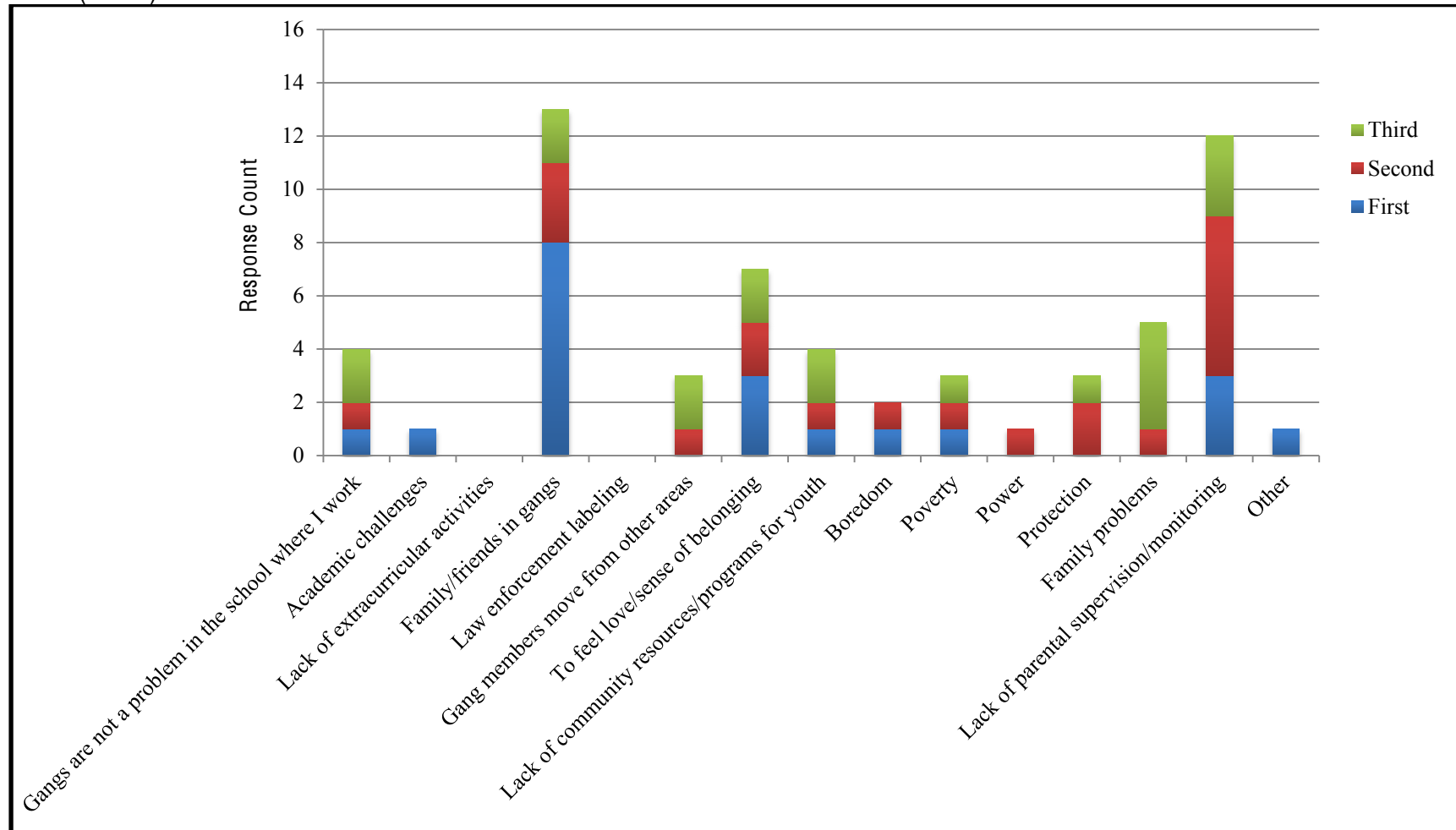
Gang-related activity compared to previous years

Over half (55%) of the SRO respondents reported that gang-related activity during the 2009-2010 school year had decreased in comparison to previous school years. One quarter (25%) of SRO respondents reported that gang-related activity during the 2009-2010 school year stayed about the same, while one-fifth (20%) reported that gang-related activity increased when compared to previous school years.

Figure 98: SRO Survey - When compared to previous school years, gang-related activity during this school year... (N=20)
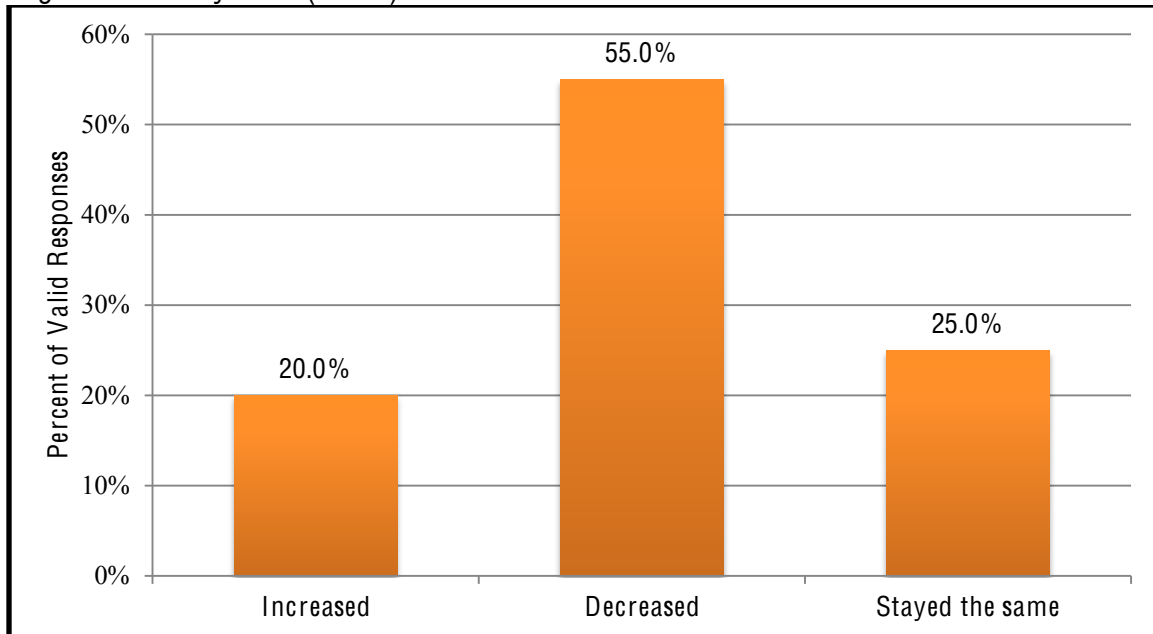
School toleration of gang-related behavior

Three-quarters (75%) of the SRO respondents reported that the schools they work in do not tolerate gang-related behavior at all. The remaining quarter (25%) of SRO respondents reported that the school they work in somewhat tolerates gang-related behavior.

Figure 99: SRO Survey - Does the school you work at tolerate gang-related behavior? (N=20)
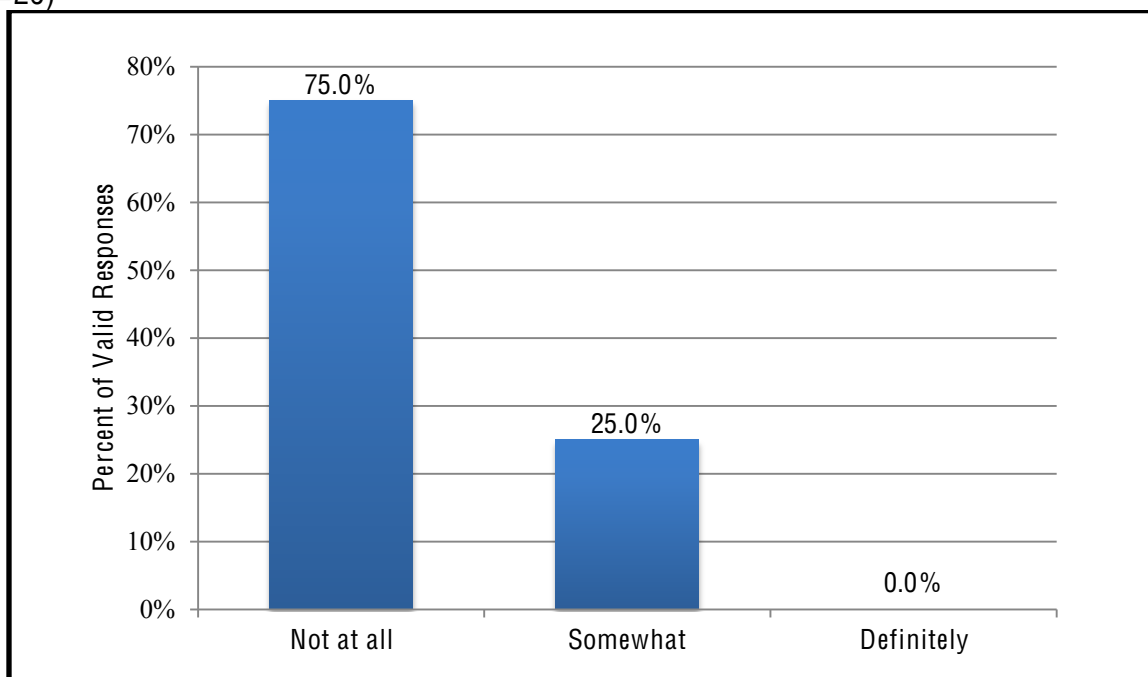
Down-playing of gang problems in school

The majority (60%) of SRO respondents reported believing that the schools they work in do not down-play gang problems at all. Slightly more than a third (35%) of SRO respondents reported believing the school they work in somewhat down-plays gang problems that may exist. Only 5% of SRO respondents reported believing that the schools they work in definitely down-play gang problems that may exist.

Figure 100: SRO Survey - Do you believe gang problems are down-played in the school were you work? (N=20)
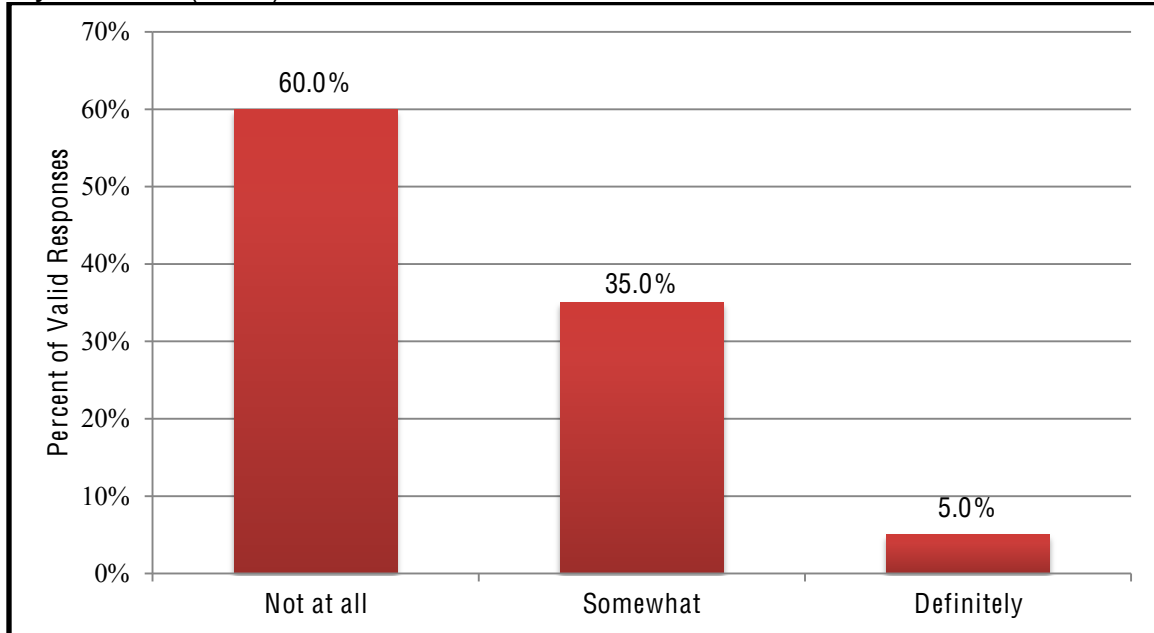
Exaggeration of gang-related problems at school

The majority (80%) of SRO respondents believe that gang-related problems are not at all exaggerated in the school where they work. The remaining 20% believe gang-related problems are somewhat exaggerated in the schools where they work.

Figure 101: SRO Survey- Do you believe gang-related problems are exaggerated in the school where you work? (N=20)
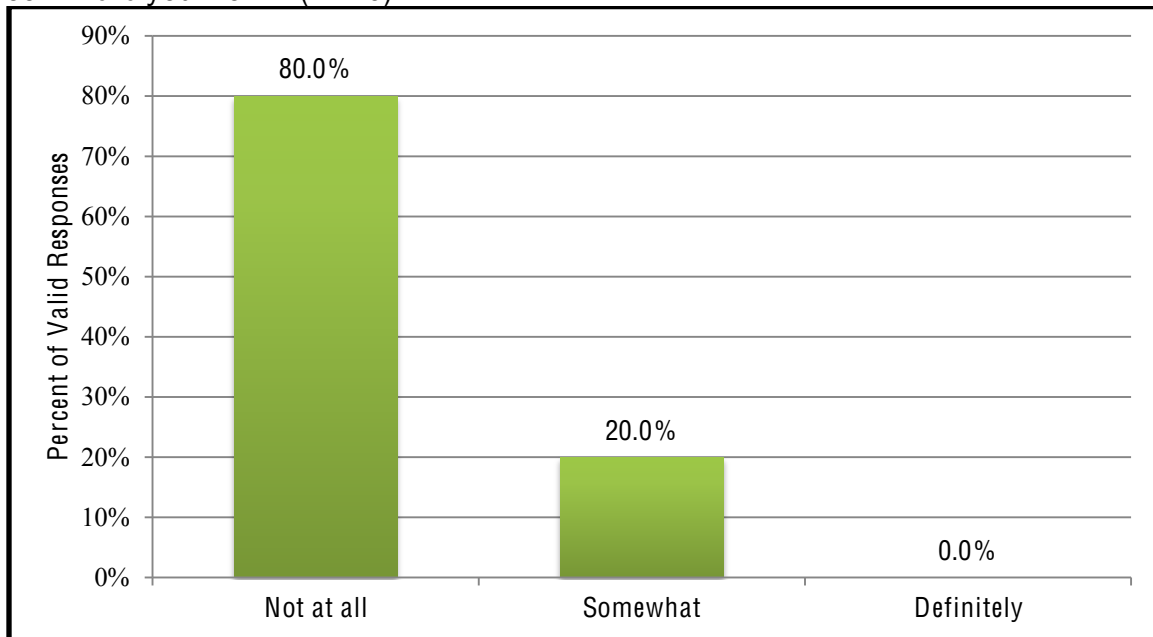
Administrative support

The majority (85%) of SRO respondents reported definitely feeling supported by the principal and administrative staff at the schools where they work. The remaining (15%) SROs reported feeling somewhat supported by the principal and administrative staff at the schools where they work.

Figure 102: SRO Survey - Do you feel supported by the principal and administrative staff of the school where you work? (N=20)
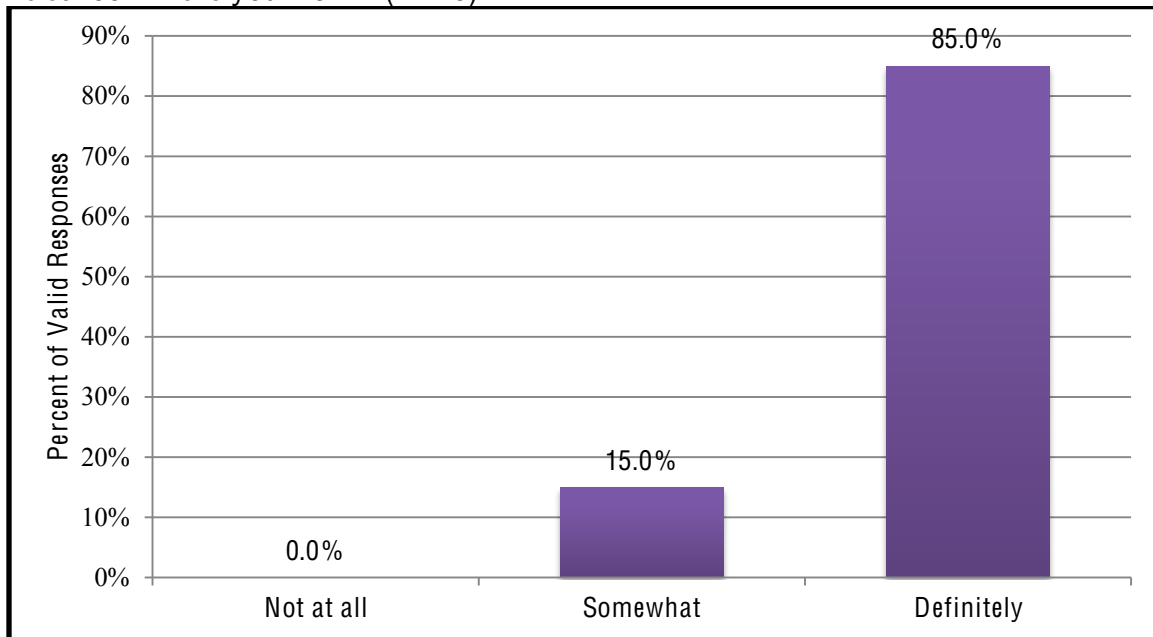
Teachers equipped to work with students who are gang involved

The majority (65%) of SRO respondents believe that teachers in the schools where they work are somewhat equipped to work with gang involved students. About one-third (30%) of SRO respondents believe that teachers in the schools where they work are not at all equipped to work with gang involved youth, while 5% of SRO respondents believed that the teachers were definitely equipped to work with gang involved students.

Figure 103: SRO Survey- Do you believe teachers in the school where you work are equipped to work with gang involved students? (N=20)
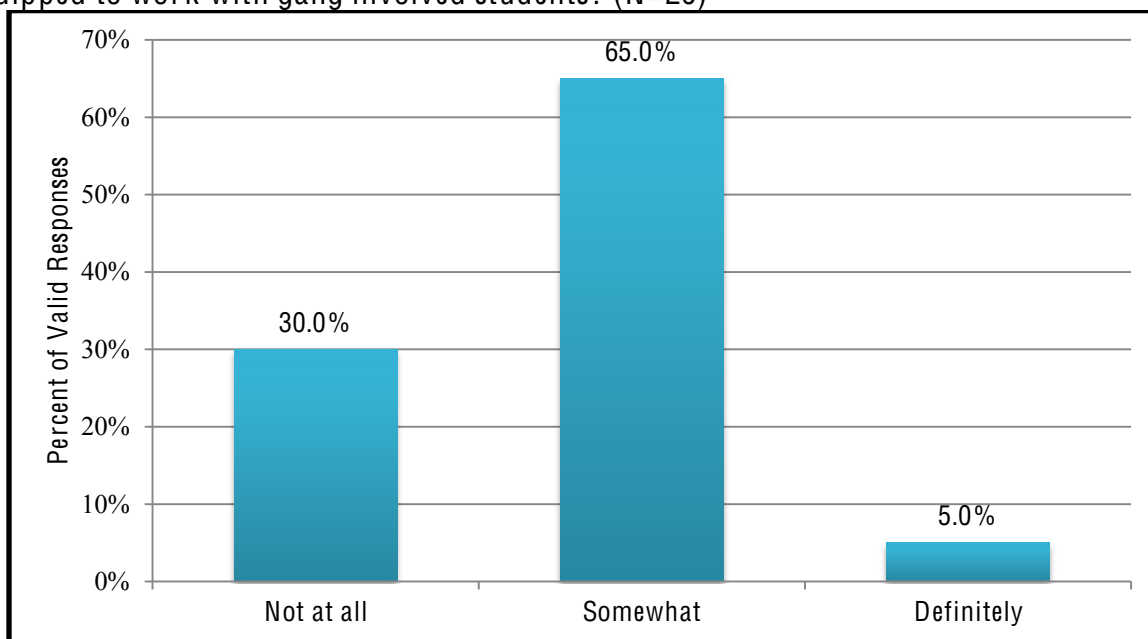
Gang awareness programs for school personnel

SRO respondents were nearly equally divided in responses when asked if, in the schools where they work, there were currently any gang awareness programs offered to school personnel with 35% reporting no, 35% reporting yes, and 30% reportedly not knowing if there were any gang awareness programs offered in the school they worked in.

Of the SROs who reported that gang awareness programs were offered to school personnel at the school where they work, the gang awareness programs identified were:
 ➢ "No formal program. I do a 30 minute presentation on gangs each year that I update annually each summer"
 ➢ Introduction to Gangs
 ➢ The Hope Project
 ➢ Former SRO speaks to teachers
 ➢ SRO meeting involving staff

Figure 104: SRO Survey - Are there currently any gang awareness programs offered to school personnel at the school where you work? (N=20)
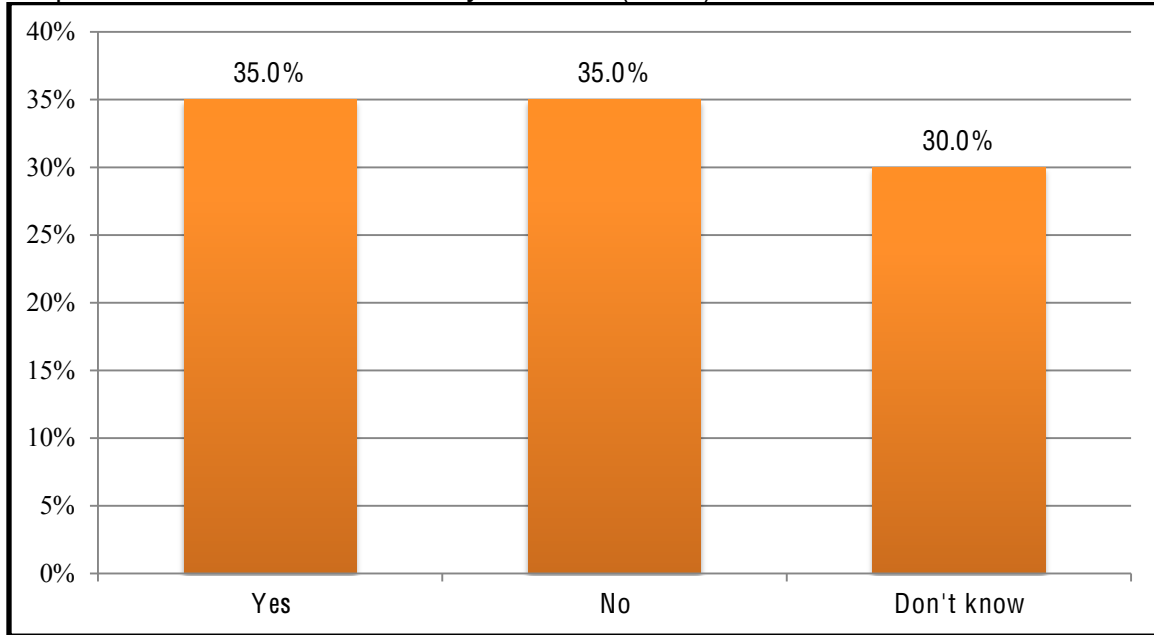
Parent awareness of gang-related problems in schools

When asked if parents were aware of gang-related problems in the schools where they work, the majority (80%) of SRO respondents believe that parents are somewhat aware. The remaining 20% of SRO respondents believe that parents are not at all aware of gang-related problems in the schools.

Figure 105: SRO Survey- Do you believe parents are aware of gang-related problems in the school where you work? (N=20)
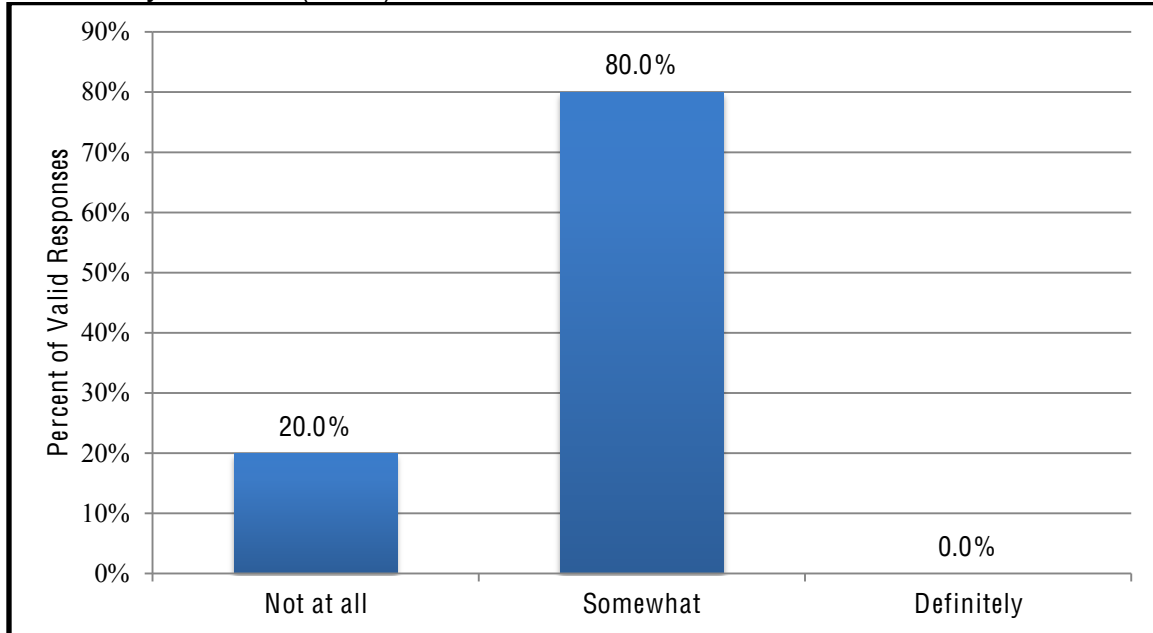
Gang awareness programs for parents

Over half (55%) of SRO respondents reported there were no gang awareness programs offered to parents by the schools where they work. Almost one-third (30%) of SRO respondents reported not knowing if any gang awareness programs are offered to parents, while 15% of SRO respondents reported that the schools where they work do offer gang awareness programs to parents.

Gang awareness programs SRO respondents identified as being offered to parents at schools where they work were:

> ➢ Introduction to Gangs
> ➢ The Hope Project
> ➢ Keep It Real program

Figure 106: SRO Survey - Are there currently any gang awareness programs offered to parents at the school where you work? (N=20)
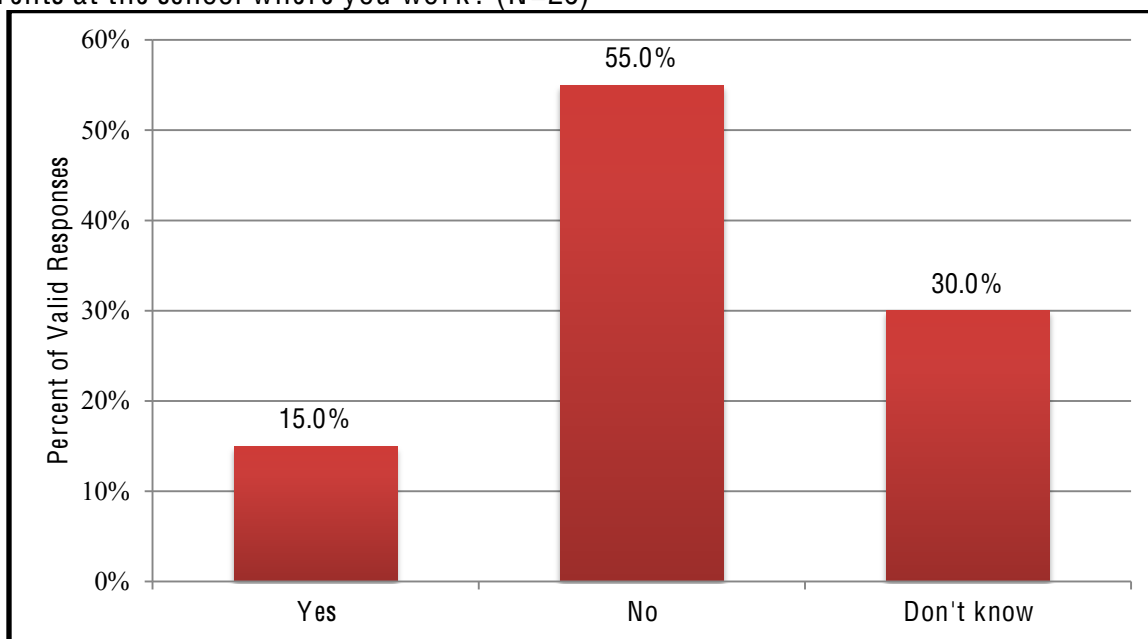
Resources available to students who are gang involved

The majority (70%) of SRO respondents reported that there are resources available to help students who are gang involved in the schools where they work. The remaining 30% of SRO respondents reported that their schools do not have resources available for those students who are gang involved.

Figure 107: SRO Survey - Are there resources available to help students who are gang involved at the school where you work? (N=20)
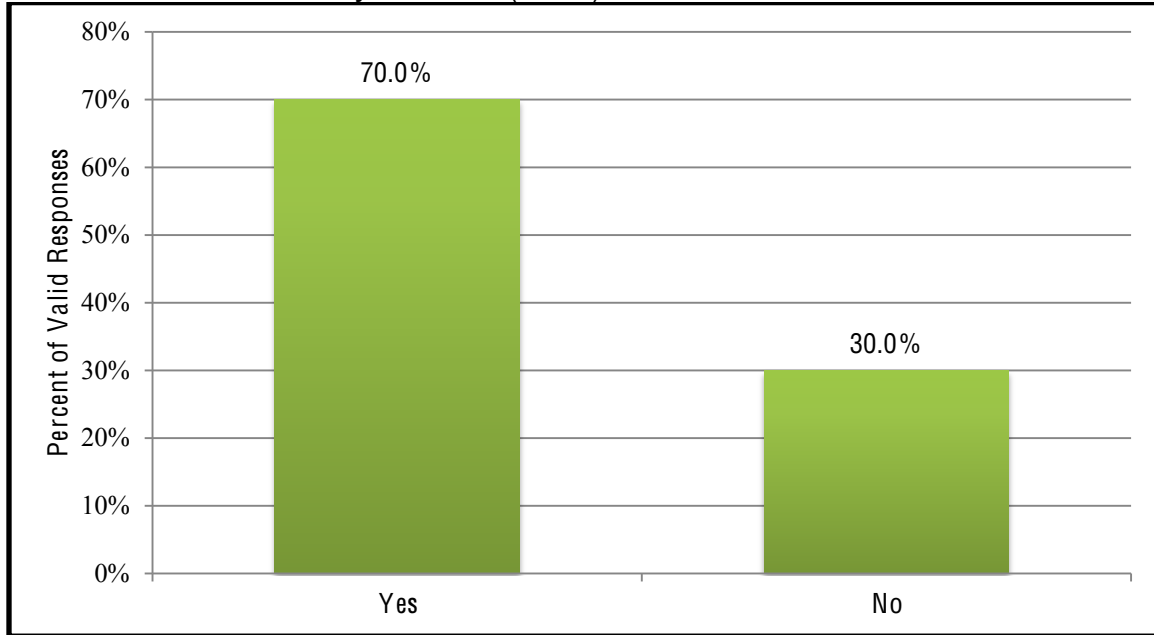
Ability to refer students to support services

The vast majority (92.9%) of SRO respondents reported they were able to refer students to appropriate supports. Only 7.1% of SRO respondents reported not being able to refer students to appropriate supports.

Figure 108: SRO Survey- Are you able to refer students to the appropriate supports? (N=14)
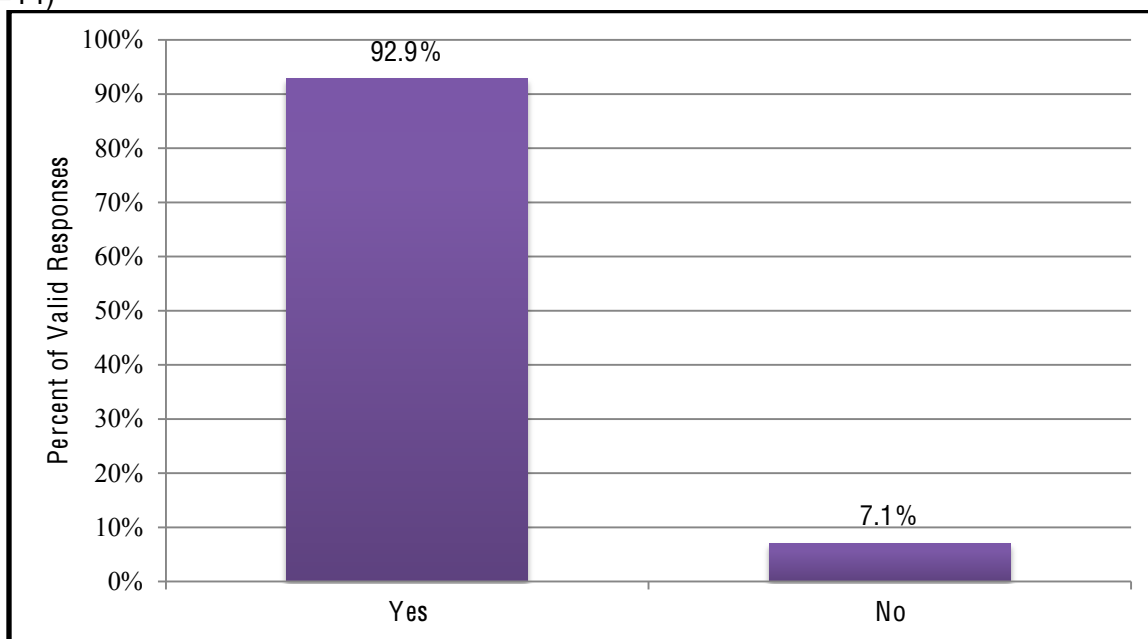
Supportive resources for students

The majority (60%) of SRO respondents reported that there were no specific resources lacking in the schools where they work to support students who were either gang involved or at risk of becoming gang involved. The remaining (40%) SRO respondents reported that there were specific resources lacking to support students who were either gang involved or at risk for becoming gang involved.

SROs were asked to specify what resources they felt were lacking to support students who were either gang involved or at risk for gang involvement the resources they identified verbatim, were:

➢ Awareness and intervention programs;
➢ No programs in place to prevent kids from getting into trouble all programs are set in place to help the ones that are currently in the system;
➢ "Scared straight" type programs that allow students access to courtrooms, jails, etc. Speakers with prior gang involvement and mentors who have been influenced by the system but succeeded. Kids with current or prospective gang involvement only really listen to those that have been there before;
➢ Community resources and family support;
➢ I feel that there are not enough groups or support for students who are involved in gangs for this area;
➢ Support groups or just staff members who possess adequate knowledge about gangs;
➢ adult mentoring and building relationships with successful males; and
➢ There need to be far more community programs to give youth an opportunity for

involvement in something positive. Lack of family involvement is the biggest reason kids turn to gangs, if we could only teach parents to parent their children there would be less kids looking for attention elsewhere and finding it in gangs.

Figure 109: SRO Survey - Are there any specific resources you see lacking to support students who are either gang involved or at risk for gang involvement? (N=20)
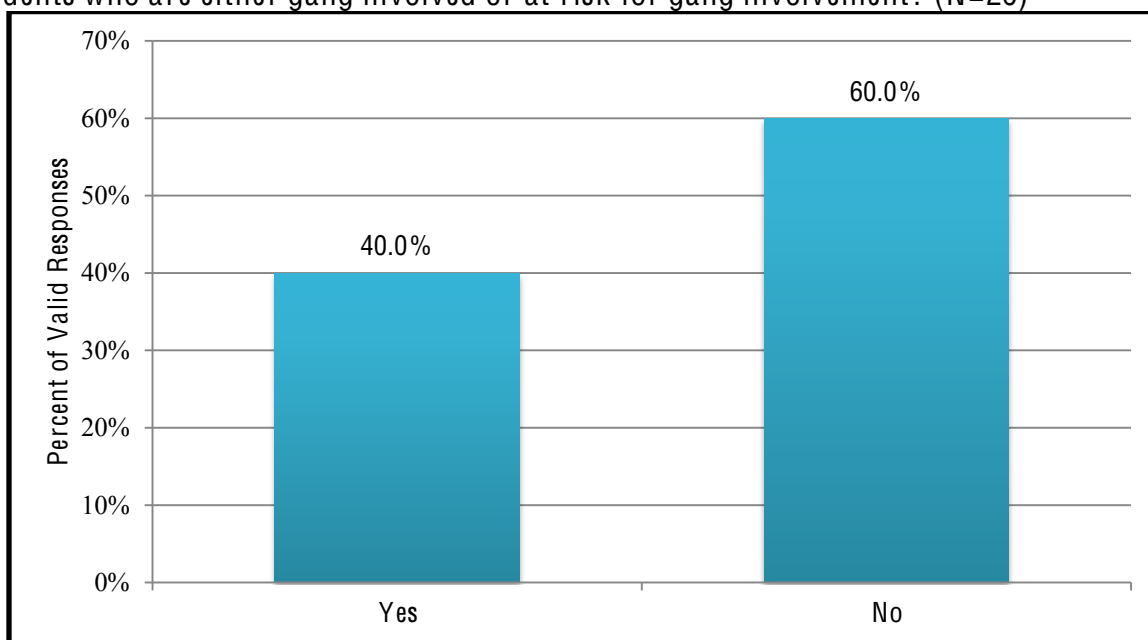
Adequate training

The majority (60%) of SRO respondents reported that they definitely felt adequately trained to handle school-related gang activity. Close to a third (35%) of SROs reported feeling somewhat adequately trained, while the remaining 5% reported feeling not at all adequately trained to handle school-related gang activity.

SRO respondents were subsequently asked to provide additional trainings topics/activities that they felt could improve their ability to handle school-related gang activity. The following were their responses:
  ➢ Gang signs and language
  ➢ Understanding gang language and signs.
  ➢ Any type of training that could be provided to parents would be of great assistance
  ➢ More training as a law enforcement officer to handle gang activities
  ➢ Classes to help raise awareness to the gangs and how to pick out gang members.
  ➢ Gang recognition
  ➢ We don't have gang activity at our school but we definitely have students who are active gang members at our school. It would be nice to have some training on how to recognize gang members and how to encourage students who are not in but

surrounded by gangs in their neighborhood how to say no to the gangs and still stay safe.

➢ Information on local gangs, not the typical but local gangs sets we all know about Blood and Crip but not local sets. Would like to know there colors, symbols and members.

Figure 110: SRO Survey - Do you feel adequately trained to handle school-related gang activity? (N=20)
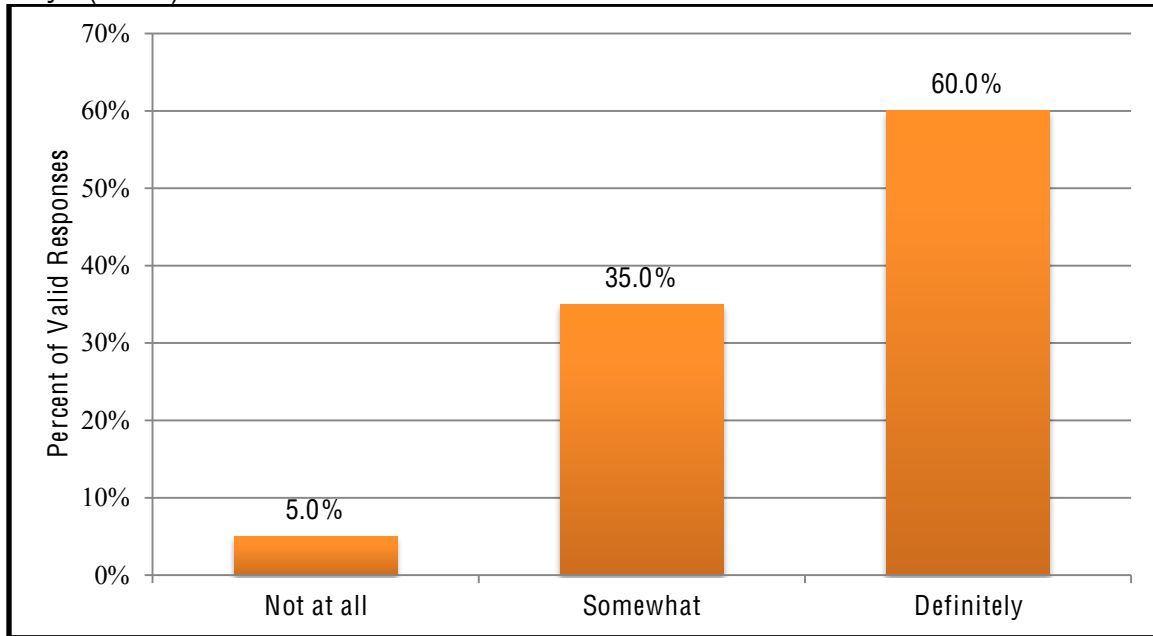
What would you like to see done differently in the school system related to gang activity and/or violence?

- I would like for the school system to take a harder stance and enforce the school board policy consistently at each school
- Remove known Gang Members from the school system.
- Principals, and teachers have their hands tied they scared to react because fear and will their administration back them.
- Call a spade a spade, acknowledge that we have a problem, and institute tougher punishment for gang related activities in school. Equip our administrators and teachers to better recognize gang activity and help them realize that it is the underlying factor behind a vast majority of our violent and drug related crime in schools. Equip counselors with training and tools to involve parents and community resources in helping deal with present and potential future gang members.
- I would like to see the Guilford County School System take a stand and admit there is a gang problem and work with the community and law enforcement for a solution.
- Stricter consequences for rule violations as it relates to gang activity....
- Stricter consequences and consistency in addressing gang issues.

- No tolerance for any gang related activities and paraphernalia
- I would like to see school safety keep a running list of potential or possible gang members given the incidents law enforcement report, so if that student transfers everyone knows there affiliations and can head off potential problems
- For the staff to be more trained and more aware of the gang activity in the school system
- When an activity or offense if brought in front of the hearing officer for long term suspensions, have the hearing officer be accountable for his decisions. This year, I have had several students who are active gang members, bring weapons such as brass knuckles, switch blade knives and regular knives or box cutters and the hearing officer put them back in the school instead of the Scales Program.
- Harsher penalties.
- Just more education on gang activity and what signs to look for
- Not allowing students who show repeated gang behaviors or violent tendencies to return to school and participate with the general population.
- I like the way it is handled so far.
- Zero Tolerance. First time.....10 days out. Second time 365 out.
- The school board needs to take a stronger stance against weapons in schools and supports schools' decisions to expel students who bring weapons to school instead of overturning schools' decisions and sending students back to school. I believe schools are doing a decent job battling gang activity, but sometimes they're not backed up by the board which is very frustrating.
- I want the school system to realize that when gang members are in public schools and commit violent crimes in school or outside of school that they need to attend an alternative school.
- A way to make gang life less glamorized. Showing the results of joining a gang the violence and the eventual jail time. Now a days the most popular kids in school are the gang members and thugs not the athletes. So students look up to the students that are always in trouble and gang members. The students that get good grades and do not get in trouble are looked down on for being good students. Students intentionally fail to fit in with the troubled students to fit in with the more popular gang members.

Gang Member Interviews

As a unique part of the OJJDP comprehensive gang assessment model, interviews with gang members are suggested as a way to obtain profile information about the population of young people some community agencies and programs are trying to reach.

OJJDP suggests that conducting 25-50 gang member interviews is sufficient to obtain a good sample from which to draw conclusions regarding demographic profiles, criminal involvement, and history with gangs. While the current assessment team was unable to obtain firsthand interviews with that number of gang members, three gang member interviews were completed by a partnering agency, One Step Further, Inc. (see http://www.onestepfurther.com/ for program information). While the findings from those three interviews are not generalizable to the larger population of young people who are gang-involved, they are summarized below to provide some initial insight regarding challenges the young people interviewed discussed which others might also be facing.

Gang Member Demographics

Age
- All three of the young people interviewed were under 18 years of age.
- One was 14 years-old, one was 15 years-old, and one was 16 years-old.

Gender
- All three of the young people interviewed were males.

Race/Ethnicity
- Two of the young people interviewed identified themselves as Black/African American
- One identified himself as Hispanic/Latino

Marital Status & Parenting
- All three young people interviewed reported their marital status as "Do not know"
- None of the three young people interviewed reported having any children.

Family Gang Involvement
- Two out of the three young people interviewed reported having family members that were/are in a gang.

Employment
- All three young people interviewed reported being currently unemployed

Enrolled in School
- All three young people interviewed reported currently being in school.
- Two reported being in grade school (8th and 9th grades) and one reported currently attending Guilford Technical Community College

Grades
- When the young people interviewed were asked what their grades were like:
  - One reported Mostly C's
  - One reported Mostly D's
  - One reported Mostly F's

Opinions of School

Table 35: Gang Member Interviews - For your current/most recent school, how much do you agree/disagree with the following statements:

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
If I have/had a problem, there is/was a teacher or staff member I could talk to.	0 (0.0%)	1 (33.3%)	1 (33.3%)	1 (33.3%)	0 (0.0%)
I often feel/felt that no one at school cares/cared about me.	1 (33.3%)	0 (0%)	1 (33.3%)	0 (0.0%)	1 (33.3%)
Even though there are lots of students around, I often feel/felt lonely	2 (66.6%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0%)
I do not/did not feel that I am/was part of this school.	1 (33.3%)	1 (33.3%)	1 (33.3%)	0 (0.0%)	0 (0.0%)
I often feel/felt like my teachers respect/respected me.	0 (0.0%)	2 (66.6%)	0 (0.0%)	1 (33.3%)	0 (0.0%)
In school, I often feel/felt put down by other students.	2 (66.6%)	1 (33.3%)	0 (0.0%)	0 (0%)	0 (0.0%)
Most of my teachers really listen/listened to what I have/had to say.	2 (66.6%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)
Most of my teachers are/were fair in supervising me if I step/stepped out of line.	0 (0.0%)	0 (0.0%)	2 (66.6%)	1 (33.3%)	0 (0.0%)

Dropped Out
- None of the three young people interviewed reported ever dropping out of school.

Suspensions
- All three young people interviewed reported having been suspended from school.
- All three reported fighting as the reasons for their most recent suspension.

Expulsions
- Two out of the three young people interviewed reported having been expelled from school.

- Of them, one reported fighting and the other reported not going to class as reasons for their most recent expulsion.

Table 36: Gang Member Interviews - In the past year, how often have you witnessed any of the following gang activities at your school or on school grounds?

	Never/No Times	1-3 times	4-10 times	11-26 times	More than 26 times	Do not know	No response
Gang members selling drugs	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (66.6%)	1 (33.3%)	0 (0.0%)
Fights between members of different gangs	0 (0.0%)	1 (33.3%)	1 (33.3%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)
Fight between members of your own gang	1 (33.3%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)
A drive-by shooting	2 (66.6%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Gang intimidation	1 (33.3%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)
Gang recruiting	1 (33.3%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)
Not in school	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Are there areas right now in your community where you are afraid to walk alone?
- None of the three young people interviewed reported being afraid to walk alone in their community.

Supportive Adults
- All three young people interviewed reported there being no adults in their neighborhoods that they could talk to about something important.

Table 37: Gang Member Interviews - In the past year, how often have you witnessed any of the following gang activities in your community?

	Never/No Times	1-3 times	4-10 times	11-26 times	More than 26 times	Do not know	No response
Gang members selling drugs	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	1 (33.3%)
Fights between members of different gangs	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	1 (33.3%)
Fight between members of your own gang	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	1 (33.3%)
A drive-by shooting	1 (33.3%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0%)	0 (0.0%)	1 (33.3%)
Gang intimidation	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	1 (33.3%)
Gang recruiting	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	1 (33.3%)

Community Gang Problem
- Two out of the three young people interviewed reported that they did NOT think there was a gang problem in their community.
- One of the young people interviewed thought that their community DID have a gang problem. When asked to identify the top three causes of the gang problem in their community from a list provided, they chose:
    o Police labeling
    o Gang members move to community from other places
    o Family/friends in gangs

Adults in the Community
- All 3 young people interviewed reported personally knowing at least one adult who in the past year has used marijuana, crack, cocaine, or other drugs. One young person reported knowing 5, another reported knowing 4, and another reported knowing 1 adult who had used illegal drugs in the past year.
- 2 of the 3 young people interviewed reported personally knowing at least one adult who had sold or dealt drugs in the past year.
- 1 of the 3 young people interviewed reported personally knowing adults who had done other things that could get them into trouble with police such as stealing, selling stolen goods, mugging, or assaulting others in the past year.
- 2 of the 3 young people interviewed reported personally knowing at least 2 adults who had gotten drunk in the past year.

Friends
- 2 of the three young people interviewed reported having friends who were gang members

Table 38: Gang Member Interviews - In the last year, for each crime, please rate how serious a crime problem you think this is in your community?

	No problem	A small problem	A moderate problem	A serious problem	A very serious problem	Do not know	No response
Vandalism/Graffiti	2 (66.6%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Burglary	1 (33.3%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	1 (33.3%)	0 (0.0%)	0 (0.0%)
Car theft	1 (33.3%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)
Robbery	1 (33.3%)	0 (0%)	0 (0.0%)	1 (33.3%)	1 (33.3%)	0 (0.0%)	0 (0.0%)
Threats / intimidation	1 (33.3%)	1 (33.3%)	0 (0.0%)	0 (0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)
Gang-to-Gang confrontation	1 (33.3%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	1 (33.3%)	0 (0.0%)	0 (0.0%)
Drug dealing	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (66.6%)	0 (0.0%)	0 (0.0%)
Alcohol use	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (66.6%)	0 (0.0%)	0 (0.0%)
Drive-by shooting	1 (33.3%)	2 (66.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Possession of knife	1 (33.3%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)
Possession of gun	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (66.6%)	0 (0.0%)	0 (0.0%)
Firearms use	1 (33.3%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)
Firearms dealing	1 (33.3%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)
Arson	2 (66.6%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Assault/battery	2 (66.6%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Homicide/murder	1 (33.3%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)
School disruption	2 (66.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

Table 39: Gang Member Interviews - Access to Illegal Items

	Very hard	Somewhat hard	Somewhat easy	Very easy	Do not know	No response
If you wanted to get a handgun, how easy would it be for you to get one?	1 (33.3%)	0 (0.0%)	0 (0.0%)	1 (33.3%)	1 (33.3%)	0 (0.0%)
If you wanted to get drugs like cocaine, LSD, amphetamines, crack, etc., how easy would it be for you to get some?	0 (0.0%)	1 (33.3%)	0 (0.0%)	1 (33.3%)	1 (33.3%)	0 (0.0%)

Current Gang Membership
- Two out of the three young people interviewed reported not currently being members of a gang.
- When asked if they had been active gang members in the past 6 months, two out of the three responded "Yes."

Position or Rank
- When asked what their most recent position or rank in the gang was, two out of the three young people interviewed identified themselves as a "Core member/influential (with gang all of the time)."

Reasons for joining or associating with a gang
- When asked to rank reasons for joining or associating with a gang from 1 – most important to 9 – least important, the most important reasons chosen by the three young people interviewed were:
  o For fun
  o A brother or sister were in the gang
  o To get respect
  o A friend was in the gang
  o For money

Age
- When asked their age when they first belonged to a gang, two out of the three young people interviewed responded.
  o One reported 13 years old
  o One reported 12 years old

Table 40: Gang Member Interviews - How much do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree	Do not know	No response
Being in my gang makes me feel important.	1 (33.3%)	0 (0%)	0 (0%)	1 (33.3%)	0 (0%)	1 (33.3%)	0 (0%)
My gang members provide a good deal of support and loyalty for one another.	1 (33.3%)	0 (0%)	0 (0%)	0 (0%)	1 (33.3%)	1 (33.3%)	0 (0%)
Being a member of a gang make me feel respected.	1 (33.3%)	0 (0%)	1 (33.3%)	0 (0%)	0 (0%)	0 (0%)	1 (33.3%)
Being a member of a gang makes me feel like I am a useful person to have around.	1 (33.3%)	1 (33.3%)	0 (0%)	0 (0%)	0 (0%)	1 (33.3%)	0 (0%)
Being a member of a gang makes me feel like really belong somewhere.	2 (66.6%)	1 (33.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
I enjoy being a member of my gang.	1 (33.3%)	0 (0%)	0 (0%)	1 (33.3%)	0 (0%)	1 (33.3%)	0 (0%)
My gang is like a family to me.	2 (66.6%)	0 (0%)	0 (0%)	1 (33.3%)	0 (0%)	0 (0%)	0 (0%)
Being in a gang is a good way to make money.	2 (66.6%)	1 (33.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Activities Involving Crime, Drugs, and Alcohol

Table 41: Gang Member Interviews - In the past year have you...

	Yes	No	Do not know	No response
Written gang graffiti on school property, neighborhood houses, stores, etc.?	3 (100%)	0 (0%)	0 (0%)	0 (0%)
Thrown rocks or bottles at person, vehicles, or property?	0 (0%)	3 (100%)	0 (0%)	0 (0%)
Destroyed property worth less than $300?	0 (0%)	3 (100%)	0 (0%)	0 (0%)
Destroyed property worth more than $300?	0 (0%)	3 (100%)	0 (0%)	0 (0%)
Set fire to building or property?	0 (0%)	3 (100%)	0 (0%)	0 (0%)
Stolen bicycle or bike parts?	0 (0%)	3 (100%)	0 (0%)	0 (0%)
Stolen a motor vehicle?	0 (0%)	3 (100%)	0 (0%)	0 (0%)
Stolen parts or property from a vehicle (hubcaps, stereo, cell phone, etc.)?	0 (0%)	3 (100%)	0 (0%)	0 (0%)
Fenced or sold stolen goods (other than weapons)?	1 (33.3%)	2 (66.6%)	0 (0%)	0 (0%)
Shoplifted?	1 (33.3%)	2 (66.6%)	0 (0%)	0 (0%)
Entered a house, store or building to commit a theft?	0 (0%)	3 (100%)	0 (0%)	0 (0%)
Broken into a house, store, or building to commit a theft?	1 (33.3%)	2 (66.6%)	0 (0%)	0 (0%)
Fenced or sold weapons or firearms?	1 (33.3%)	2 (66.6%)	0 (0%)	0 (0%)
Threatened to attack a person without using a gun, knife, or other dangerous weapon?	2 (66.6%)	1 (33.3%)	0 (0%)	0 (0%)
Threatened to attack a person using a gun, knife, or other dangerous weapon?	1 (33.3%)	2 (66.6%)	0 (0%)	0 (0%)
Robbed someone by force or by threat of force without using a weapon?	0 (0%)	3 (100%)	0 (0%)	0 (0%)
Robbed someone by forced or by threat of force using a weapon?	1 (33.3%)	2 (66.6%)	0 (0%)	0 (0%)
Beaten up or battered someone without using a dangerous weapon?	2 (66.6%)	1 (33.3%)	0 (0%)	0 (0%)
Beaten up or battered someone using a dangerous weapon?	0 (0%)	3 (100%)	0 (0%)	0 (0%)
Forced someone to have sex with you (rape)?	0 (0%)	3 (100%)	0 (0%)	0 (0%)

Participated in a drive-by shooting?	0 (0%)	2 (66.6%)	0 (0%)	1 (33.3%)
Participated in a homicide?	0 (0%)	3 (100%)	0 (0%)	0 (0%)
Participated in other crimes (please specify)?	0 (0%)	0 (0%)	0 (0%)	3 (100%)

Substance Use

- *In the past year, have you used or tried any drugs?*
  - All three young people who were interviewed reported having used or tried drugs in the past year.
  - When asked about frequency of use, one young person reported using drugs approximately 20 days per month.
  - Two reported not knowing how many days per month they used any drugs.
- *In the past year, have you sold any drugs?*
  - One out of the three young people interviewed reported selling drugs in the past year. The remaining two young people did not.
    - When asked where the money from selling drugs went, the one young person reported that it went to personal use.
- *In the past year, have you used any kind of alcohol?*
  - Two out of the three young people interviewed reported using alcohol in the past year.
    - When asked what type of alcohol they used, one reported drinking beer and hard liquor and the other reported drinking just hard liquor.

Contact with Law Enforcement

- *In the past year have you had any arrests or police contacts? This may include being stopped, searched, questioned, or being brought to the police station at any time.*
  - Two out of the three young people interviewed reported having contact with the police in the past year.
    - When asked how many times, one reported having contact two times and the other reported having contact once.
    - When asked about the reason for police contact:
      - One reported tints on a car
      - One reported, "walking through a neighborhood in the dark"
    - When asked to rate how fairly they were treated by the police during their most recent contact with them, both young people reported that they were treated fairly by the police SOME of the time.

Leaving the Gang

- Two out of the three young people interviewed reported "Yes" to whether they think they will ever leave the gang. The remaining one reported not being in a gang.

Reasons to Get Out of the Gang

Table 42: Gang Member Interviews - If you would leave the gang, which of the following are reasons likely to get you out of a gang?

	Yes	No	Do not know	No response
Advice/pressure from a family member/relative	2 (66.6%)	1 (33.3%)	0 (0%)	0 (0%)
Advice/pressure from someone else (specify who)	2 (66.6%)	1 (33.3%)	0 (0%)	0 (0%)
Move out of neighborhood	1 (33.3%)	2 (66.6%)	0 (0%)	0 (0%)
Because of a steady girlfriends/boyfriend/spouse	1 (33.3%)	2 (66.6%)	0 (0%)	0 (0%)
Get married	0 (0%)	3 (100%)	0 (0%)	0 (0%)
Become a parent	0 (0%)	3 (100%)	0 (0%)	0 (0%)
Family responsibilities (specify what)	0 (0%)	2 (66.6%)	0 (0%)	1 (33.3%)
Obtain a job	2 (66.6%)	1 (33.3%)	0 (0%)	0 (0%)
Get into school/education program	2 (66.6%)	1 (33.3%)	0 (0%)	0 (0%)
Recreation/sports program	2 (66.6%)	1 (33.3%)	0 (0%)	0 (0%)
Go to jail/prison	1 (33.3%)	2 (66.6%)	0 (0%)	0 (0%)

Of the young people who responded that advice/pressure from someone else would be a likely reason for them to get out of a gang, one young person specified a Teacher as being that person.

Survey Comparisons

Youth, community resident, and SRO survey questions were compared in order to assess similarities and differences in responding. Questions that were asked in the same format were compared to determine whether or not there were differences in group perceptions.

Perceived gang activity within the past year

There were significant differences between responses on the perception of gang activity within the past year between youth, the community, and SROs, $x^2(4, N = 684) = 49.36$, $p < .001$. Youth were less likely to report an increase in gang activity within the past year whereas community residents were more likely to report an increase in gang activity. SROs were more likely to report a decrease in gang activity within the past year.

Figure 111: Survey Comparisons - Perceived gang activity within the past year across survey respondents.
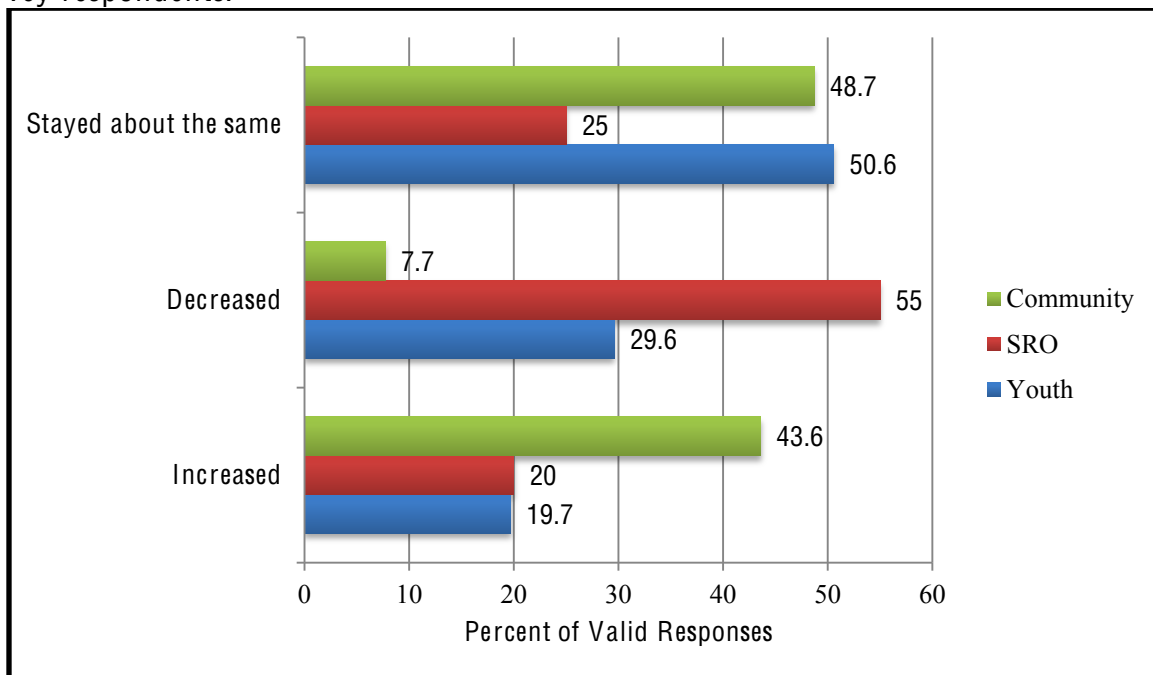
Perceived school safety

There were significant differences between responses on the perception of school safety between youth and community residents, $X^2(2, N = 586) = 14.89$, $p < .01$. Community residents were more likely than youth to report that they perceived their child's school to be 'not at all safe'.

Figure 112: Survey Comparisons - Perceived school safety across survey respondents
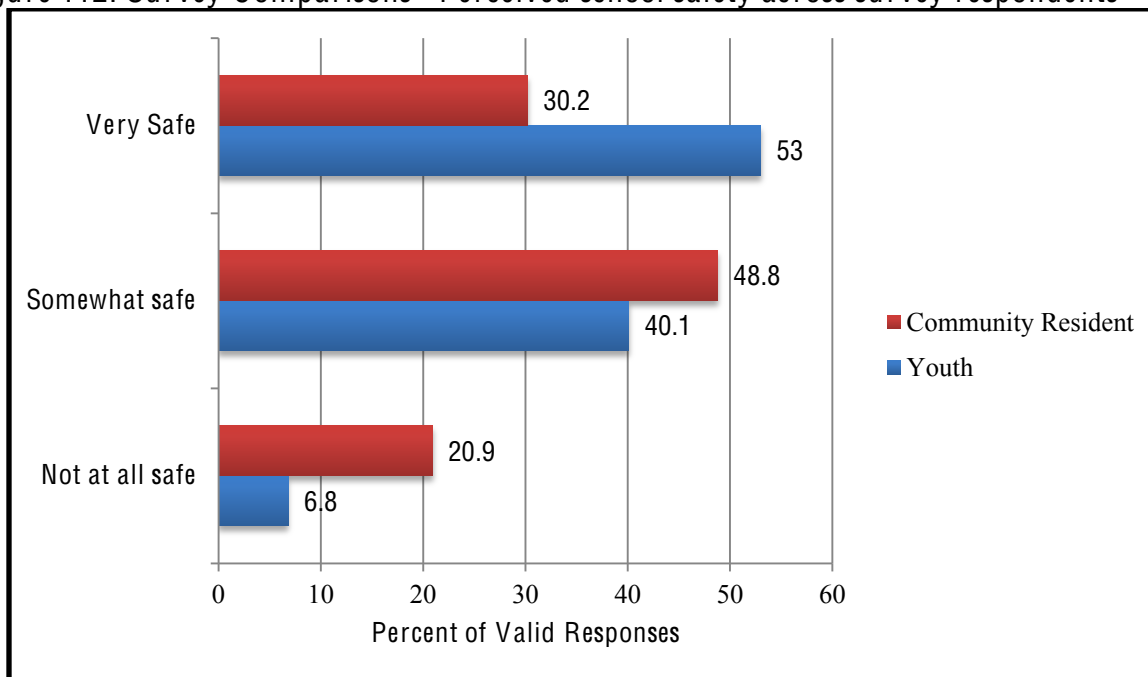
Gang presence in schools

There were no significant differences in responses regarding perceived gang presence in schools between youth and SRO surveys.

Guilford County Gang Assessment:
The OJJDP Comprehensive Gang Model

Section: Community Programs and Resources
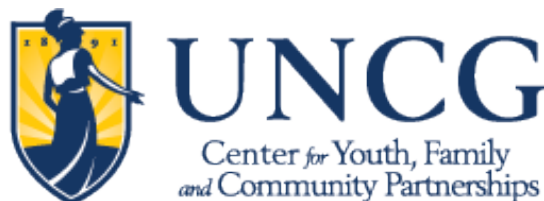
Community Resource Inventory

In an effort to support strategic planning for counties working to implement the comprehensive gang model, an online Strategic Planning Tool was developed by OJJDP to assist communities in their efforts to address gang prevention and intervention. The tool incorporates four components including the following: 1) Community Resource Inventory; 2) Planning and Implementation; 3) Risk Factors; and 4) Program Matrix.

To support the utility of this on-line resource, the OJJDP Assessment Team administered an online Community Program Profile survey to gather relevant information about available prevention and intervention programs in Guilford County for populating the Community Resource Inventory component of the data base. Information gathered was specific to programming serving individuals aged 22 and under.

Information gathered included general components such as agency and program names, contact information, program and service descriptions, ages served, and program capacity as well as more specific information including languages, fee information, and transportation. Additional information gathered related to the ability of the program to accept insurance as payment and whether or not the program conducts risk assessments with participants, incorporates evidence-based practices, and has been or is currently in the process of being evaluated. For the purposes of the Guilford County Youth Gang Assessment, the most significant questions asked about the willingness and capacity of programs to work with young people who are currently involved in gangs or those who may be at risk of becoming involved in gangs.

The Community Program Profile survey was distributed electronically through existing partner contact lists. Forty agencies responded to the call for online survey participation. Of these, thirty-five agencies indicated that their agency provided multiple programs serving youth age 22 and under. For these agencies, the assessment team pursued follow-up contact to gather the requested information for each program within the agency. In total, completed program profile information was gathered for 57 unique programs serving individuals age 22 and under across the County. Table 43 displays the responding agencies and programs as well as some of the key information they provided.

Of the forty agencies that responded to the online survey, four agencies reported offering programs which focused on young people who were gang involved and eight agencies reported offering programs which focused on young people who may be at risk for gang involvement. Descriptions of the programs offered by each agency for that population are provided. Such programs are categorized here as prevention and intervention programs.

Based on programs that responded to the Community Program Profile Survey, the following organizations reported offering programs which focus on young people involved in gangs and/or young people who may be at-risk of becoming involved in gangs.

Big Brothers Big Sisters of the Central Piedmont (BBBSCP)
   ❖ According to BBBSCP representatives, all of their programs focus on young people who may be at-risk of becoming involved in gangs.
       ➢ The Big Buddies site-based program is a mentoring program which takes place at various schools in Guilford County. Big Buddies spend 1-3 hours each week sharing the little moments in life with a local youth, building friendship over homework, a game of catch, or a simple conversation. Big Brothers Big Sisters offers flexible programs and continual support and group activities throughout your match. As a Big Brother or Big Sister, your life and the life of a child will be forever changed. Site based matches meet at a school during lunch or an after-school program. This program is perfect for college students, retirees, and employed people who can help on their lunch break. Volunteer must be at least a sophomore in high school and have reliable transportation. Minimum of a 1-year commitment is required.
       ➢ In the Community-Based mentoring program, volunteers pick children up from their homes and spend one-on-one time with them in the community. Bigs (mentors) spend an average of 2-5 hours a week with their Little Brother or Little Sister building friendships. All of our matches are professionally supported and a case manager works with them through the life of the match. Typical activities can be as simple as trip to the library or the park, or a day at the zoo. Activities must be cleared with the parents of the children.
       ➢ The Mentoring Children of Prisoners mentoring program is the same as the community-based program except for it targets children who have a parent who is incarcerated. Additional training is offered to the volunteers to ensure that they understand the needs of children who have a parent(s) who are incarcerated.
       ➢ The Sports Buddies mentoring program is the same as the community-based except for it focuses on matching volunteers and children who have a common interest in sports.

College Bound Sisters – UNCG School of Nursing
   ❖ College Bound Sisters is a pregnancy prevention program for younger sisters of teen mothers. Younger sisters of teen mothers are at a high risk for unplanned pregnancy. The College Bound Sisters Program is designed to help these girls achieve three main goals: 1) to avoid pregnancy; 2) graduate from high school; 3) enroll in college. Two groups of girls (ages 12-14 and 15-18) meet separately each week for 1.5 hours with adult leaders. Meetings are held on the campus of UNCG in the School of Nursing and feature food, fun, fellowship, and education. Participants also travel to four universities over the year to learn about campus life, admissions, and other college preparation information. In addition, quarterly meetings are held with parents of the program participants. These meetings provide a forum for discussion of issues related to adolescent girls. College

Bound Sisters representatives reported that their program focuses on young people who may be at-risk for becoming involved in gangs.

Guilford County Court Alternatives
- ❖ The mission of Guilford County Court Alternatives is to protect the community from those youth placed in our custody in a safe, secure and humane environment according to principles of Direct Supervision. The Department is committed to creating and maintaining alternatives to detention through community supervision programs that promote education, healthy lifestyles and positive choices for youth and their families.
  - ➢ Community/Gang Outreach Program which is designed to educate and raise the awareness of alternatives to detention, gangs, and negative peer influences. The Community/Gang Outreach Program encompasses two entities:
    - ▪ G.R.I.P. (Gang Recruitment Intervention & Prevention) – provides a positive dialogue and training to alert listeners about the negative effects of inappropriate peer relations, decision making and life choices
    - ▪ G.R.E.A.T. (Gang Resistance Education & Training) – comprise of a twelve week training to assist participants with identifying techniques to successfully transition from enforcement to education in order to create positive interactions and relationship within the community.

High Point Community Against Violence (HPCAV)
- ❖ The High Point Community Against violence confronts juveniles with violent behavior and tendencies and offer a variety of assistance option to them and their families. While recognizing the need for stern law enforcement action, HPCAV is also committed to offering offenders help to change their lifestyles such as job skills, education, housing, and transportation. According to their survey response, HPCAV focuses both on young people currently involved in gangs and those who may be at risk for gang involvement.

JobLink Career Center
- ❖ The Guilford County JobLink Career Centers provide many services to help you find a job or receive the training needed to get a better job. The goal is to provide all the services you need to get a great job all in a single location. There are classes, computers to use, skills testing, opportunities for scholarships, job listings, support services and more. Representatives from JobLink reported that it focuses on young people who may be at-risk of becoming involved in gangs.

One Step Further, Inc.
- ❖ Keep It Real: The program is a curriculum-based program designed to serve high-risk youth by reinforcing small successes while addressing a chronic offender's fears of the real world. The program consists of 10 consecutive weekly 3 hour meetings. The first hour and a half is reserved for life skills topics such as interpersonal relationships, potential vs. talent, conflict resolution, alternatives to violence, stress reduction, the importance of education, vocational and career goals, and self-healing. During the last hour and a half, the class will meet with a Certified Substance Abuse Counselor for group substance abuse counseling. The program is designed to help chronic or repeat youth offenders, gang members, or youth who associate with gang members. One Step Further,

Inc. representatives reported that this program focuses both on young people currently involved in gangs and those who may be at-risk for becoming involved in gangs.

Win-Win Resolutions, Inc./B.O.T.S.O./L.O.T.S.O.
- ❖ According to Win-Win Resolutions representatives, the majority of their programs focus both on young people currently involved and those who may be at-risk for becoming involved in gangs.
  - ➢ Conflict Resolution Enrichment Workshop (C.R.E.W.):
    - ▪ The Pre-K C.R.E.W. program is a 28 week program for four-year-olds conducted in two Smart Start Head Start Centers in Greensboro (Ray Warren) and High Point (Hickory Chapel Woods)
    - ▪ The Elementary C.R.E.W. program is a six week program for ages Kindergarten through fifth grade conducted in two Guilford County Elementary Schools with the highest student infractions from previous school year. (5-11 year olds)
    - ▪ The Middle/High School C.R.E.W. program is led by a professional counselor who serves as the facilitator and a theater instructor who guides students as they role-play characters in conflict situations relevant to the problems of middle and high school students. Incorporating students' role play suggestions along with utilizing two original Win-Win scripts, students will explore the effects of rumor and gossip and acceptance of differences and breaking down the walls of "cliques" through the pursuit of common ground. Through an interactive script process, the students develop creative problem-solving, self-awareness, teamwork, self-esteem, and communication skills
    - ▪ The Family C.R.E.W. program is a six week program which focuses on decreasing negative behavior at home and in school by improving communication skills to foster more positive interactions in both settings.
  - ➢ Peer Mediation: The transition to the middle and high school years brings students greater maturity and sociability, but also greater exposure to emotional and social conflict. Win-Win offers the elements of C.R.E.W. in a peer mediation program for grades 6-12. This 10-week program engages students to combine their critical thinking skills with newly learned skills in communication and the principles of mediation. Students in the program become effective in conflict resolution and may serve in their schools as mediators as conflicts arise.
  - ➢ The Brothers Organized To Serve Others (B.O.T.S.O.) program is dedicated to empowering male youth 6-18 years of age by exposing them to intensive programs of mentoring, academic advising, character–building education, arts, culture and discipline. At the core of BOTSO's mission is directing young males lives to positive outcomes so their future resembles not sheets of statistics but rather portfolios of success.

YWCA of High Point
- ❖ The Pottery and Art Studio program gives youth the positive opportunity to participate in art and pottery outside of school. According to YWCA representatives, the Pottery and Art Studio focuses on young people who may be at-risk of becoming involved in gangs.

Youth Focus, Inc.

❖ Youth Focus provides a wide range of services to at risk and troubled young people ages 5-21. Services include Big Brothers Big Sisters, professional counseling, family preservation services (intensive in-home counseling and family therapy), case management services, therapeutic foster care, an emergency shelter for runaway and homeless youth, two psychiatric day treatment programs, adolescent substance abuse services, a Transitional Living Program and a Psychiatric Residential Treatment Facility.

➢ Act Together Crisis Care: Act Together is a 12 bed facility for youth who have run away, are experiencing a family crisis, are the victims of abuse or neglect, or become homeless for other reasons. The maximum stay is normally 15 days, is voluntary and must be earned by an earnest effort to develop solutions using other Youth Focus and community resources. Referrals can be made 24 hours a day, 7 days a week. The shelter serves approximately 250 youths in a year.

➢ Psychiatric Residential Treatment Facility: The Youth Focus Residential Center is a 12 bed psychiatric residential treatment facility (PRTF) for adolescents ages 13 to 17. This program serves young people who suffer from severe emotional and/or behavioral problems who cannot be successfully treated through outpatient counseling, group home placement, or other non-secure community interventions. With an on-site classroom, intensive individual, group and family therapy, and medication management, this program can serve young people with serious problems including depression, anxiety, severe stress, self-defeating behaviors, disorganized thinking and oppositional defiant behavior.

➢ Adolescent Substance Abuse Program: Youth Focus offers a wide range of adolescent substance abuse services including assessments, outpatient therapy (individual, group and family therapy), intensive in-home treatment, day treatment and residential services. For outpatient care please call 336-333-6853 in Greensboro and 336-841-6083 in High Point. Our residential program utilizes the Seven Challenges model (evidence based program). The residential program combines a structured residential component for up to 10 clients (8 male and 2 female) with intensive substance abuse counseling and an educational component provided by the Guilford County Schools to create an effective treatment intervention for adolescents struggling with substance abuse.

➢ Therapeutic Foster Care: Youth Focus Therapeutic Foster Care provides individualized services for children and families. This approach is delivered through a multi-dimensional constellation of services. All of our full time staff are licensed mental health professionals with masters' level degrees. Most of the children who are served in therapeutic foster care (TFC):
- are aged 0-21, with most of our clients being in the middle or high school age range
- have mental health needs and have emotional &/or behavioral problems
- are involved with or in the legal guardianship of the Department of Social Services (DSS)
- need short term or long term placement in safe, nurturing homes
- ALL of them need caring, understanding adults in their lives

➢ Transitional Living Program: The Youth Focus Transitional Living Program serves young women ages 16 to 21 who are homeless and who, because

of their special needs, require additional assistance to allow them to achieve independence. This project provides services exclusively to young women who are pregnant or parenting a young child or other females in need of transitional living services. Priority is given to Guilford County residents meeting these requirements who are able to function with a low level of supervision. Residential services are provided in two group living facilities operated by Youth Focus and in a scattered site housing program. Services to these young women include professional counseling for any emotional problems they may possess, drug and alcohol counseling if necessary, vocational/educational training, parent education services and independent living skills training.

> Day Treatment Program: This program is a day treatment program for middle and high school students with serious emotional and behavioral problems. Referrals are accepted from the Guilford County Schools and from the community as a whole.

> Intensive In-Home Services: Youth Focus offers a unique intensive in-home counseling program known as Family Preservation. This program is an intensive home based model of help and education to keep troubled families from being separated. Counselors provide up to 15 hours of help each week. Family Preservation provides intensive in-home family therapy to families who have at least one child who is at imminent risk of an out of home placement due to behavioral health problems. Removing a child from their home is expensive and disruptive to the family. Family Preservation can (with proven effectiveness) treat a child in their own home much less expensively than an out-of-home placement. As well, removal of a child from their home has a destabilizing influence on the entire family. Often this removal leads to additional removals for this same child and other siblings in the home if they begin to demonstrate problems. Eventually, this first removal can result in the disintegration of the whole family unit.

> Case Management Services: Young people with significant/multiple mental health problems often need help locating resources and navigating the complex system of mental health services. Our case managers can provide the assistance needed to locate services and offer support to young people and their families. We can assist in securing a Comprehensive Assessment, arranging for recommended services, and monitoring the effectiveness of any service intervention.

Youth First – Division of the City of Greensboro's Parks and Recreation Department
  ❖ The mission of the Youth First program is to provide year-round outreach to at-risk teens city wide. Youth First believes prevention is the building blocks in providing quality recreational, educational and cultural programming. Youth First reported focusing both on young people currently involved in gangs and those who may be at-risk for gang involvement.
  ❖ Core Youth First Programs:
      1. Student Improvement Award - Publicly recognize a total of 16 deserving middle and/or high school aged students in Guilford County each academic year. Theses student have demonstrated improvement academically, socially, and personally all

while being a role model for other students going through similar challenges. This program runs from September to April.

2. Student of the Year Banquet - End of year ceremony for the Student Improvement Award where 2 of the 16 award recipients are chosen as our Students of the Year. This banquet is usually held the third weekend in May and is free to those students, their families, local dignitaries and school officials

3. Summer Day Camp - 8 week summer day camp from teens ages 13-15. This program runs from the June through August from 7:30 am to 5:30 pm each day. The activities and themes of camp are teen friendly and vary from day to day. Some of the activities are as follows: swimming, workshops, sports, and community projects.

4. Teen Summit - One day conference for middle and high school students addressing teen concerns, issues and topics. The teen summit is held at the Greensboro coliseum on the 1st teachers' workday of the traditional academic calendar (usually in October). This program is free for all those in attendance (teens and vendors).   Seasonal Community Programs

5. Super Bowl Party - Alternative but fun event for the teens to view the Super Bowl game. Held at one of the recreation centers (usually Lindley). Admission is usually $2 or 2 canned vegetables. All canned vegetables are donated to a local nonprofit.

6. Mother's Day Essay Contest - A creative writing contest for students to express their love for their mothers. The contest runs from March through April. Three essays are chosen based on creativity, detail and content of the essay. The students of the winning essays receive donated gift certificates/ cards from local restaurants for dinner for themselves and their mothers. The dollar value of the gift certificates/card differs between 1st, 2nd and 3rd place prizes. This contest is open to all Guilford County Middle and High Schools.

7. Themed Dances (3 per year)/ Community Service Projects - These dances serve as outreach methods to provide fun activities on Friday or Saturday nights during the school year. These dances usually run from 7 pm to 11 pm. Admission into the dances are usually $2 or 2 canned vegetables. All canned vegetables are donated to a local nonprofit. Some of our themes are as follows:
   a) Boo Bash (Halloween Dance)
   b) Middle School Sweetheart's Dance (Valentines' Day Dance)
   c) Xmas Gym Jam (Christmas Dance)
   d) Get Glowin' (Glow in the Dark Dance)
   e) New Year's Gym Jam
   f) Middle School Only Dance (End of School Year Dance)

Staff Experience

Organizations were asked whether their program staff had experience serving young people who were gang involved. Of the forty organizations who responded to the online survey, the following twelve organizations reported that the staff working in their programs serving young people 22 and under were experienced at serving young people who are gang involved.

- Big Brothers Big Sisters of the Central Piedmont
- College Bound Sisters – UNCG School of Nursing
- Family Life Council
- High Point Community Against Violence
- Hype 4 Life
- JobLink Career Centers

- Joseph's House
- Moses Cone Behavioral Health Center
- One Step Further, Inc.
- Win-Win Resolutions
- Youth Focus, Inc.
- YWCA of High Point

Despite the fact that a small portion of agencies and organizations that responded to the online survey reported serving young people involved in gangs and/or those who may be at risk of becoming involved in gangs, those agencies and programs offer a wide variety of services to this specific population. Services range from prosocial activities in the community, to parenting education, conflict resolution and anger management, and mentoring and job readiness skills. In addition, there were also numerous agencies which reported having staff who were experienced at working with young people who were involved in gangs. While not all of those agencies focus on serving that specific population, they have the capacity to if needed.

Additional Community Programs and Resources

A listing of agencies and organizations that did not respond to the online survey, but are known to provide programs and/or services for young people are also provided in Table 43. For the purposes of the assessment, it was important to highlight as many agencies and programs as possible in order to understand the strength and gaps of the available programs and services for young people in Guilford County. If your agency or organization is not represented in this report, please contact the Guilford County Gang Assessment Steering Committee.

For additional information about community programs and resources in Guilford County, see:

Guilford County Supportive Services for Youth Resource Guide, Fall 2008
http://www.guilfordeducationalliance.org/resources/documents/2008/2008-Suppoortive-Services-for-Youth-August-2008.pdf

United Way 2-1-1
http://www.nc211.org/

Mental Health Association Provider Database
http://www.mhag.org/findaprovider.cfm

The Guilford Center
http://www.guilfordcenter.com/services/adult.htm, and
http://www.guilfordcenter.com/services/child.htm

Table 43: Community Program Profile Response Information

Agency Name Contact Phone # Website	Program Name	Program Description / Purpose	Services Provided	Ages Served	Length of Program	Program Fee	Trans. Provided	English Only?	Gang involved /At risk?
Community Program Profile Respondents – Youth-Serving Agencies and Organizations									
21st Century Scholars – Communities in Schools of High Point http://communitiesinschools.org/affiliates/highpoint/		"The mission of Communities In Schools is to surround students with a community of support, empowering them to stay in school and achieve in life. Uses 5 principles to: provide a one-on-one relationship with adults, safe place to learn and grow, healthy start and healthy future, marketable skills upon graduation, and opportunity to give back to the peers and community."	Train tutors and mentors, Youth development skills, Peer mediation, Conflict management, Job Shadowing, College planning, college visits, application and financial aid application assistance, Scholarships for college and community college Case management, Agency referrals, Social services, Home visits and parent/teacher conferences Business and communities of faith partnerships, Community service learning, Juvenile court advocacy, Specific academic assistance, School to career transition services	6yr-18yrs	Ongoing	None	No		Yes
A+ Tutoring www.aplustutor.us 336-282-0669	A+ Tutoring	Tutoring	Tutoring, testing (mostly for homeschoolers), study skills, organization	3 and up	Participant-specific	$50/hour	No	Yes	No
Academic Associates		Our facility provides a	Tutoring in all	N/A	Participicant-	N/A	No	Yes	No

http://www.academicassociatesinc.com/services.htm 336-886-4198		variety of services for local students as well as parents by providing a caring, supportive, growth oriented environment enabling each child to reach his or her full potential and experience the excitement of learning.	subjects (K-12 including AP Courses) Homework Buddies Academic Achievement Testing K-12 Parental Consultations Summer Enrichment Kindergarten Readiness Testing Home School Enrichment Standardized Test Prep including NC EOG SAT/ACT Prep Study Skills		Specific				
Academic Development Services http://academicdevelopment.com/	Skills Development Tutorials	Individualized programs designed to help students progress in written language, math, reading, study skills, and grammar.		Students in School	Participant-Specific	$50/session and up	No	No	No
	Course Assistance	Expert help in specific courses being taken in middle school, high school, or college.		11 and Up	Participant-Specific	Payment for the month will be billed in advance	No	No	No
	Study Hall	An after-school supervised study program for homework. Emphasis is on organization, homework, and time-management. Monday through Thursday with flexible hours to suit student and family needs.				5 Day $350/month 4 Day $295/month 2 Day $160/ month	No	No	No
	Study Skills Individualized Tutoring	Designed to improve skills in note taking, highlighting, outlining, writing, and effective use of textbooks.				Minimum of twice weekly $50/session Once per week $55/session	No	No	No

						Half sessions $30/session Non-scheduled sessions $65/ session			
	Proof Reading					$5/ Page			
	School Visits					School visits $50/each			
	SAT Prep	Provides preparation for the SAT				SAT Class $50/session			
	Test Preparation	Strategies and content for the GED, ASVAB, SAT, GMAT,GRE, LSAT, and MCAT				Testing, skills assessments Fees vary			
African Services Coalition http://www.ascafrica.org/contact.html	Reception and Placement	The Reception and Placement program provides for the initial resettlement of newly arrived families. This begins with meeting a new family at the airport as they arrive and providing them with housing, furnishings and groceries, and cash assistance as allotted by the US Refugee Resettlement Program.	Core services include school enrollment for adults and children, accessing health care and necessary public assistance, comprehensive cultural orientation, enrollment in our Employment Program, and referrals to other service providers as needed. The program is geared towards reaching self-sufficiency as early as possible.	Refugee in US for less than 5 years	Participant-Specific	None	No	No	Yes
	Employment Program	Employment is the central goal of the resettlement program; it is the only path for refugees to achieve true self-sufficiency in the U.S. Much of our work focuses on finding job opportunities for clients and preparing them for work in the U.S.	Job Development Pre-Employment Vocational Training Skills Recertification/ Degree Evaluation	Refugee in US for less than 5 years	Participant-Specific	None	No	No	Yes
	Information	Help clients become	Simple as		Participant-	None	No	No	Yes

and Referrals	well informed on how our social system works to keep them from falling through the cracks.	explaining a piece of mail or scheduling a doctor's visit.		Specifc				
Al-Anon and Alateen http://www.greensboroalanon.org/html/contact.html	Substance Abuse Services	Help families of alcoholics	Support Group						Yes
Alcohol and Drug Services http://www.adsyes.org/ (336) 333-6860	Substance Abuse Assessments	Substance abuse assessments are clinical interviews	Designed to determine: 1) If an individual has a substance abuse problem; 2) the degree of the problem, and; 3) the appropriate education or treatment program. Assessments can be scheduled for weekday mornings, afternoons, and evenings, or weekends.	Substance abuse assessments for individuals charged with DWI	Individuals with substance abuse problems.	$108.00 State-mandated fee	No	No	Yes
	Narcotic Treatment Program (Methadone)	Provides comprehensive substance abuse treatment for individuals with a chronic addiction to an opiate. The program combines medical services, FDA-approved medication for treatment of narcotic addiction, counseling services, TB testing, HIV/AIDS education and testing, and regular testing for alcohol and other drugs. Participation in counseling is mandatory in this long-term treatment program.	Medically monitored detoxification from heroin and other drugs: Available in Greensboro, High Point, and Burlington	Individuals with a chronic addiction to an opiate.			No	No	Yes
	Intensive Outpatient Program	Both daytime and evening counseling is available							

(IOP)	Includes education, individual counseling, and group therapy sessions							
Substance Abuse Intervention Program	Less intensive than IOP							
Adolescent Services	Majors Program in Alamance County & Caswell County							
Universal Prevention Services	Universal prevention targets the general population.	Peer led substance abuse awareness and education in selected schools throughout Guilford County; Corporate training related to substance abuse prevention and treatment issues in the Workplace; Workshops for community groups; School and community-based prevention programs; *Life Skills Training* for students of selected schools in Guilford County; Distribution of drug education pamphlets and materials; Participation in health fairs in the community; NC Parent Network designed to engage parents in workshops on drug prevention resources and volunteer opportunities to				No	No	Yes

			prevent drug use among their children.						
	Selective Prevention	Selective prevention targets individuals who possess risk factors for substance abuse.	Small sessions for students K-12 designed to reduce incidents of high-risk behaviors by increasing awareness of effective alternatives to substance abuse. Topics include Anger/Behavior Management, Conflict Resolution, and Self-Esteem Building to name a few; Small psycho-educational groups for youth living with an alcoholic/addict; *Project Towards No Drug Abuse (TND) Program* designed to help high school youth (14-19 years old) resist substance use through motivational activities, social skills training, and decision-making components; *Project Alert Program* designed to teach youth (10-14) to establish no drug use norms, develop reasons not to use drugs, and to resist pro-drug pressures; *I'm Special Program* focuses on developing and	Individuals who possess risk factors for substance abuse			No	No	Yes

			nurturing youths (8-10) sense of uniqueness and self-worth, while at the same time teaching skills for healthy living and effective group cooperation.							
	Indicated Prevention Services	Indicative prevention targets individuals who display signs and symptoms of substance use or abuse.	*Lifestyles* is a family education program offered as an alternative to suspension from the Guilford County Schools for students with an alcohol or other drug violation; *First Offenders Class* is a one-time alcohol education class for college students who violate their school's substance abuse policy for the first time; *Insight* is an educational course for college students who violate their school's alcohol policy twice or substance abuse policy once; *Adolescent Education Groups* are designed for young people who have used or experimented with alcohol or other drugs but who are not yet in need of treatment.	Individuals who display signs and symptoms of substance use or abuse.						
American Red Cross of Greater High Point-Davidson	Youth Club	The Youth Club takes on a different social								

http://hpt.redcross.org/ (336) 880-1618		issue each year.							
ArtQuest http://www.greenhillcenter.org/		Inspire young students' creativity while they learn	Educational Activities and provides assistive technology services statewide to people of all ages and abilities	Pre-K to 6th Grade	30-90min, group restrictions, 20% discount on 4 or more scheduled meetings	$45.00 per 1/2 hour plus $1.00 per child material fee.	No	No	No
Assistive Technology Resources Center – Greensboro http://www.ncatp.org/index.htm		The North Carolina Assistive Technology Program (NCATP) is a state and federally funded program that provides assistive technology services statewide to people of all ages and abilities. Assistive Technology (AT) is any type of equipment that helps people with disabilities or older individuals be more independent at home, school, work, leisure time, or in community life.	Device Demonstration; Device Loan; Device Reutilization; Training and Technical Assistance; Public Awareness; Coordination & Collaboration			Varies	No	No	No
Big Brothers, Big Sisters of the Central Piedmont www.bbbscp.org 336-882-4167	Community-Based Mentoring	In this program, volunteers pick children up from their homes and spend one-on-one time with them in the community. Bigs spend an average of 2-5 hours a week with their Little Brother or Little Sister building friendships. All of the matches are professionally supported and a case manager works with them through the life of the match. Typical activities can be as simple as trip to the library or the park, or a day at the zoo.	Mentoring	6-13 (if a successful match is made and continues the youth can remain in program until 18)	Minimum of 1 year	None	No	No	Yes

		Activities must be cleared with the parents of the children.							
	Big Buddies (site-based mentoring)	Big Buddies spend 1-3 hours each week sharing the little moments in life with a local youth, building friendship over homework, a game of catch, or a simple conversation. Big Brothers Big Sisters offers flexible programs and continual support and group activities throughout your match. As a Big Brother or Big Sister, your life and the life of a child will be forever changed! Site based matches meet at a school during lunch or an after-school program.	Mentoring	6-13	Minimum of 1 year	None	No	Yes	Yes
	Mentoring Children of Prisoners	This program is the same as the community-based program except for it targets children who have a parent who is incarcerated. Additional training is offered to the volunteers to ensure that they understand the needs of children who have a parent(s) who are incarcerated.	Mentoring	6-13 (if a successful match is made and continues, the youth can remain in program until 18)	Minimum of 1 year	None	No	No	Yes
	Sports Buddies	The Sport Buddies program is the same as the community-based except for it focuses on matching volunteers and children who have a common interest in sports. All the same specifics.	Mentoring	6-13 (if a successful match is made and continues, the youth can remain in program until 18)	Minimum of 1 year	None	No	No	Yes
Black Child Development Institute of Greensboro	Spirit of Excellence	The Spirit of Excellence Tutoring Program is a	Tutoring/Mentoring	School-aged	None	No	No		

www.blackchilddevelopment.org 336-230-2138	Tutoring	multifaceted academic enrichment program designed to improve performance of participating Guilford County School Students in grades one through twelve. It seeks to improve academic performance, bolster self-esteem, and revitalize the spirit of volunteerism in the African American community.							
	Merchants of Hope Mentoring	At Black Child Development Institute of Greensboro (BCDI-G) the mentors are "merchants of hope." Volunteers are recruited, screened, trained, and matched to enrich the lives of children in the community through mentoring.			Ongoing	None			
	Need 2 Read	"Need 2 Read" is a community driven system of support which brings opportunities to children in schools and aims to increase the reading and comprehension skills in each child participating in the program.							
	Academy for Success	The Academy for Computational Explorations in Science (ACES) is a cooperative project of North Carolina Agricultural and Technical State University and the Black Child Development Institute of Greensboro. The		Middle and High School ages					

		mission of ACES is to engage area middle and high school students in opportunities for an exploratory, hands-on, scientific discovery using relevant mathematics and science curriculum							
	Parent to Parent	Greensboro Parent~ to~ Parent Workshops are designed to give parents and caregivers the skills, knowledge, and resources to impact the lives of children.							
Boys & Girls Clubs of Greater High Point www.hpclubs.org 336-882-2582	Education and Career Development	Programs in this Core Program Area enable youth to become proficient in basic educational disciplines apply learning to everyday situations and embrace technology to achieve success in a career.	Mentoring	6-18yrs	None	$2.00	No	No	No
	Health and Life Skills	Programs in this area develop young people's capacity to engage in positive behaviors that nurture their own well-being, set personal goals and live successfully as self-sufficient adults.	Mentoring	6-18yrs	None	$2.00	No	No	No
	Character and Leadership Development	Programs in this Core Program Area empower youth to support and influence their Club and community, sustain meaningful relationships with others, develop a positive self-image, participate in the democratic process and respect their own and others' cultural identities.	Mentoring	6-18yrs	None	$2.00	No	No	No
	The Arts	Programs in this area	Mentoring	6-18yrs	None	$2.00	No	No	No

		enable youth to develop their creativity and cultural awareness through knowledge and appreciation of the visual arts, crafts, performing arts and creative writing.							
	Sports, Fitness and Recreation	Programs in this area develop fitness, positive use of leisure time, skills for stress management, appreciation for the environment and social skills.	Mentoring	6-18yrs	None	$2.00	No	No	No
Boy Scouting: Old North State Council http://www.bsaonsc.org/ 336 378-9166	Tiger Cubs	The program stresses simplicity, shared leadership, learning about the community and family understanding. Each boy-adult team meets for family activities and Tiger Cub den activities	Mentoring	Boys entering 1st grade	None	Varies	No	No	No
	Cub Scouting	Cub Scouting is a family and home-centered program for boys	Skill building	Boys in 2nd-5th grade (8, 9 and 10yrs old)	None	Varies	No	No	No
	Boy Scouting	Designed to achieve the aims of Scouting through a vigorous outdoor program and peer group leadership with the counsel of an adult Scoutmaster. Boy Scouts camp, hike and fish in the great outdoors. They get together in troops, and try out new and exciting experiences.	Mentoring	Boys aged 11 through 17	None	Varies	No	No	No
	Venturing	Venturing provides positive experiences through exciting and meaningful activities that help youth pursue	Special Interest development	Young men and women who are 14	None	Varies	No	No	No

		their special interest to grow to develop leadership skills and to become good citizens. Learn more about high adventure, sports, arts and hobbies, youth ministries and Sea Scouting crews			through 20 years of age					
	Volunteer Adult Leaders	Volunteer Adult Leaders serve at all levels of Scouting. A program that teaches positive values to boys. Activities that build personal fitness, social skills, and leadership	Mentoring	21 years and older	None			No	No	No
	Exploring	Developed by local community organizations such as businesses, industries, professions, churches and civic groups to match the interest of young adults with the program resources of the organization. Explorers not only learn about their career interest, but also experience adventurous programs and activities offered through Scouting	Mentoring	Men and Women 14yrs– 20yrs old	None	Varies		No	No	No
Catholic Social Services http://www.cssnc.org 336-727-0705	Case Management	Assist with: Domestic adoption, international adoption, pregnancy support, counseling, Hispanic services, immigration services, brief services, youth services, elder ministry, family life, marriage preparation, refugee resettlement, justice and peace education and advocacy, and economic development	Social Services		None			No	No	No

Center for Creative Leadership http://www.ccl.org/leadership/capabilities/greensboro/index.aspx?pageId=157		The Center for Creative Leadership (CCL®) offers an exclusive focus on leadership education and research and unparalleled expertise in solving the leadership challenges of individuals and organizations everywhere. We equip clients around the world with the skills and insight to achieve more than they thought possible through creative leadership.	Offer programs on: Leading Self; Leading Others; Leading Managers; Leading the Function; Leading the Organization Also offer: Specialized Skill Development; Leadership Coaching; Leadership Assessments; Customized Services; Leader Development Roadmap Defined			None	No	No	No
Center for New North Carolinians http://cnnc.uncg.edu/ 336-334-5411		Build bridges among immigrant populations and existing communities throughout the state of North Carolina	Outreach and Educational Programming, Research and Evaluation, Information Services, Technical Support, Immigrant and Refugee Leadership Development	New Immigrants to North Carolina	None	Free	No	No	No
Center For Psychotherapy & Life Skills Development, PA www.centerforpsychotherapy.net 336-274-4669 X 0		Provides outpatient psychotherapy to individuals, couples, families, and groups.				Yes – Depends on the service – Insurance is accepted	No	Yes	No
Cheshire Center http://www.cheshirecenter.net 1-800-360-1099		The largest private clinic that provides Speech Therapy and Developmental Therapy (C.B.R.S) for pediatric patients.	Speech and Language Therapy and Developmental Therapy for Infants and Toddlers	Birth to school-aged, some adults	None	Billable to Insurance	No	No	Yes
Child Response Initiative (CRI) Lindy L. Beauregard lindy.beauregard@greensboro-nc.gov CRI Coordinator 1106 Maple St. Greensboro, NC 27405		CRI is a police-provider partnership in Greensboro focused on improving responses to youth and families who witness violent crime in hopes of reducing the				None			

Office: 336-412-3977 Cell: 336-905-4267		*cycle of violence and decreasing the chances of subsequent mental illness and substance use.*							
City Arts Classes http://www.greensboro-nc.gov/Department/Parks/programs/cityarts/default.htm 336-373-2026		Classes and showcase opportunities are offered in visual and performing arts for people of all ages.	*Dance, drama, music and the visual arts*	Varies upon program	Year-round	No-Charge	No	No	No
College Bound Sisters – UNCG School of Nursing http://nursing.uncg.edu/cbs/index.html 336-334-5193		College Bound Sisters is a pregnancy prevention program for younger sisters of teen mothers. Younger sisters of teen mothers are at a high risk for unplanned pregnancy. The College Bound Sisters Program is designed to help these girls achieve three main goals: 1) to avoid pregnancy; 2) graduate from high school; 3) enroll in college.	Life Skills Development, Health Education, Team Building Skill Development, Individualized Case Management, etc.	12-16	Varies	None	No (Member receives $5.00 for transportation expenses)	Yes	Yes
Communities in Schools of Greater Greensboro http://www.cisnc.org 919-832-2700		Communities in Schools work directly with the community's students to decrease the dropout rate and increase on-time graduation rates.	Dropout Prevention	Varies per school	None	Non-Profit	No	No	Yes
Educational Consultants http://www.educoninc.com 336.275.0878	Educational Therapy and Tutoring	Kindergarten Readiness • Orton-Gillingham Method • Phonemic Synthesis and Auditory Training • Academic Skills Development • Social Skills Development • Math Strategy • Attention Management Strategy • Verbal Skill Development • High School Course	Tutoring, Consultation	Students of all ages	Varies	Varies	No	No	Yes

		Assistance • College Course Assistance • Study Skills and Time Management • Test-Taking Techniques • Standardized Test Preparation • Home School Assistance							
	Consultation	Individualized Education Programs (I.E.P) design and implantation • Environmental modification to aid ADD and LD students • Teaching strategies and behavior management for ADD and LD students • Teacher Training • Home School Design • Evaluation and Testing							
Elon Homes for Children http://www.elonhomes.org (336) 264-2999	Kids Central of the Carolinas, LLC	Offers behavioral health services to children, adolescents and their families: Individual, group and family psychotherapy as well as psychological testing to a desperately under served, at-risk population.	Social Support Services	Children and Teenagers	Varies		No	No	Yes
	Family Foster Care	Individualized care for children, youth and their families and is designed for children and teenagers who are able to adjust to a home environment and relate appropriately to care givers. The foster care team train, supervise and support professional foster care parents							

						None	No	No	No
Exceptional Children's Assistance Center (ECAC) http://www.ecac-parentcenter.org 1-800-962-6817		Offers a variety of projects and services designed to meet the needs of NC parents, families, students, educators, and other professionals.	Education and Parent Support						
Family Life Council of Greater Greensboro www.flcgso.com 336-333-6890	Good Beginnings	Good Beginnings for Teen Parents is an education program for pregnant and parenting teens. These young parents gain valuable parenting skills that can help them provide a safe and nurturing environment for their babies. Good Beginnings for Teen Parents participants are more likely to deliver healthy, full-term babies, use positive discipline strategies, and stay in school.	Education and awareness and direct referral support	12-17	Approx. 2 months	None	No	Yes	No
	Project Alert	Provides screening for at-risk substance abuse for potential referrals.	Substance abuse screening and referral	12-17	Ongoing	None	No	Yes	No
	Mentors	Mentors from colleges who work additionally with male youth.	Mentoring	12-17	Ongoing	None	No	Yes	No
	Jóvenes Sabios	Jóvenes Sabios is an interactive male responsibility program for Spanish speaking young men ages 11-17. It is a comprehensive 10-12 week workshop designed for the prevention of adolescent pregnancy. *Jóvenes Sabios* is the Spanish version of the Wise Guys program that has been taught in the Guilford County School System and to a number	Education and awareness	11-17	10-12 weeks	None	No	No – English and Spanish	No

		of community groups since 1990. The Spanish program is based on a translation and adaptation of the English manual.						
	Jóvenes Sabias	Female version of Jóvenes Sabios curriculum.	Education and awareness	11-17	10-12 weeks	None	No	No-English and Spanish	No
	Wise Guys Level 1	Wise Guys® is a unique program emphasizing male responsibility in teen pregnancy prevention. As a multi-session curriculum it covers such topics as self-esteem, decision making, dating violence, sexuality, STDs, and abstinence. Some of the specific goals for the program include: preventing teen pregnancy, STDs and date rape/sexual assault. On a broader scale however, Wise Guys® helps teen males develop a healthier, more responsible picture of what it means to be a man.	Education and awareness	11-17	10-12 weeks	None	No	Yes	No
	Wise guys-The Next Level	The Next Level Curriculum also has the goals of preventing unwanted pregnancy and STDs, but is designed to address the issues of adult men (particularly those ages 18 – 29). It is intended as a tool to help adult men to develop a healthier, more socially responsible concept of manhood. It offers an understanding of	Education and awareness	18-29	10-12 weeks	None	No	Yes	No

		strength as taking responsibility, and of fulfillment as the balanced development of the whole person. Perhaps more importantly, it offers young men the idea that they have a choice in how they define and live out their masculinity—and that the consequences of that choice have implications of vital importance for every area of their lives.								
Family Service of the Piedmont http://www.familyservice-piedmont.org/ 336- 387-6161	Domestic Violence program	*Family Service offers many services to everyone involved in the experience of domestic violence.*	Victim advocate services including: Crisis intervention; Victim support through legal and medical proceedings; A 24-hour crisis line; Shelters for battered women and their children (Clara House & Carpenter House); A women's domestic violence support group; and A children's treatment group; groups for male and female batters.	Any	Participant-Specific	None	No		Yes
	Crossroads for Women and Children	Crossroads is a support group program for women who have experienced domestic violence. The program is offered in both High Point and Greensboro. Crossroads is available for women who have left their abusive partner or for women who are not yet	Support group						

		ready to leave. There are no fees associated with the group.							
	Domestic Violence Intervention Program (DVIP)	Domestic Violence Intervention Program (DVIP) is a group psycho-educational treatment for men who have abused their partners.	Psychological Treatment						
	Childrens Advocacy Centers	Provides children who may have been abused or witnessed violence, a child-friendly environment in which to tell their story, as well as resources to heal. A multidiscipline team approach to the investigation, treatment, prosecution, and prevention of child abuse. Two centers: Greensboro Children's Advocacy Center and the Hope House Children's Advocacy Center located in High Point, NC.	Licensed Therapist specializing in child related trauma; On site Child Medical Evaluations; Non-Offending Caregiver Support Groups; Children of Domestic Violence Support Groups; Specialized Children of Sexual Assault Support Groups; Court accompaniment; Community Presentations				No		Yes
	Consumer Credit Counseling Services	Assist families and individuals resolve financial problems by avoiding bankruptcy through budget counseling, credit counseling, housing counseling, and debt solver programs	Professional Advice; Budget Counseling; Credit Counseling; Housing Counseling and Education; Debt Management Program; Free workshops each month to help build a financially healthy community.						
	Sexual Assault Response Team (SART)	SART is a comprehensive approach to responding to sexual assault. The project combines forensically trained							

		nurses, with law enforcement officers, and victim advocates to meet all the needs of a sexual assault victim.							
	EPIC Parenting Education	EPIC is a 10-week parenting psycho-educational class that teaching basic parenting skills to parents with children of all ages.			10-weeks				
	Substance Abuse	Family Service of the Piedmont offers Diagnostic, Assessment & Referral Services as well as Co-Dependency and Addiction/Chemical Dependency Counseling to individuals and families from Guilford and surrounding counties to identify the needs and problems facing the persons and families being served.	Diagnostic, Assessment & Referral services; Co-dependency. Addiction/Chemical Dependency Counseling						
	Counseling services	Family Service of the Piedmont, Inc. is staffed with experienced, licensed counselors with specialty certifications in marriage and family therapy, play therapy, clinical social work, and substance abuse. In addition to providing assessment and referrals, the agency offers individual and group therapy for children or adults on a variety of issues.	Counseling, assessments, referrals						
	Fairview Family Resource Center	Fairview Family Resource Center (FFRC) is designed to provide community-based programs and services for families, children	Parenting groups; Afterschool and Summer activities for school-aged children; Character building classes for teens; Case						

		and individuals living in the Fairview Elementary School district. The FFRC conducts a full range of educational programs and activities for parents and children.	Management/Connections with community resources; Collaboration with High Point Public Library Technology Access Program					
	Healthy Start	Home-based program that works with pregnant women and new parents (children ages 0-2 years old) with stress factors that make parenting an even tougher job.	Developmental expectations for infants Parenting information; Selection of childcare provider Child nutrition, health and safety issues; Referrals to other community resources; Opportunities to be a part of a group of other moms with similar life situations; Literacy activities to encourage attachment, bonding, and school readiness	0-2 years	Individual Sessions, weekly, and services are provided for three to six months			
	Intensive Family Preservation Program	Therapy is focused on helping to resolve the crisis that could result in the child's imminent removal from the home.	Family therapy	0-17yrs	10 to 20 hours per week for four weeks.	*Referrals are accepted from DSS. May be Medicaid accessible; limited slots available at no charge through grant funding.*	No	Yes
	Less-Intensive Family Preservation Program	Home-based program targets children at risk for current or future role dysfunction that could lead to out-of-home placement.	Family therapy	0-17yrs	3 to 5 hours per week; services are offered for three to six months	*Referrals are accepted from DSS. May be Medicaid accessible; limited slots available at no charge through grant funding.*	No	Yes

							No		Yes
	Reunification Services (Together Again)	Community-based program that is designed to help reunite families after a child has been placed out of the home. The purpose of the program is to address the issues that necessitated the out-of-home placement and then assist in providing a smooth and healthy transition for children as they return to their families.	Family therapy	0-17yrs	2 to 4 hours per week in the home with families and can continue up to 15 months (services must end when the child(ren) have been in custody for more than 15 months)	*Referrals are accepted only from DSS. May be Medicaid accessible; limited slots available at no charge through grant funding.*	No		Yes
Family Support Network of Central Carolina http://fsncc.org/index.html (336) 832-6507	Parent-to-Parent Matching	A matching program, you can talk with a trained volunteer Support Parent who is raising a child with similar needs and challenges	Access to state- and nationwide networks enables us to locate family matches even for rare conditions or situations	Parents of children with special needs			No	No	Yes
	Sibshops	For brothers and sisters of children with special needs	Play, sing, eat, create, laugh, talk, and share our stories with other kids who know what it's like to have a sibling with special needs.	Grades 2-6	Once a month for 6 months		No		Yes
	Mom's Support Group	Informal support group for mothers with children of any age, with any type of special needs	Support Group	Mothers	Meet on first Thursday of each month during the school year	No Charge	No		No
	Dad's Support Group	Informal support group for fathers with children of any age, with any type of special needs	Support Group	Fathers	Meets during the school year on the third Monday of each month	No Charge	No		No
	GALS (Girls Appreciating Loved Siblings)	For sisters of children with special needs	Support Group	Sisters of children with special needs grades 5 and up.	Once a month for 6 months	No Charge	No		No

Fathers with Voices http://www.fatherswithvoices.info		Designed to provide a series of workshops to address issues related to the challenges separated/divorced fathers face in regards to maintaining a healthy and consistent relationship with their children	Adult Support Group	Any	3 days per week/ 12 workshops teleconferenced	$75.00	No		No
Foster Friends of North Carolina www.ffnc.org 336-834-9919	General Awards	The "WALKING ON SUNSHINE" General Awards Program provides foster children with access to activities and opportunities that enrich their childhood experience. Applications must be completed and signed by the Child's Case Worker. FFNC General Awards are for children in the custody of Guilford County Department of Social Services.	Access to activities						
	Journeys© Mentoring Program	A mentoring program designed for youth ages 13-17 who are in long-term foster care and need unconditional support and meaningful relationships with adult mentors, and participation in programs that can help them succeed after foster care.	Mentoring	Ages 13-17					
Gay Straight Advocates for Education http://www.gsafe.org/YouthSafe.aspx (336) 327-7499	YouthSafe	Welcoming, confidential, regular social networking program for Lesbian, Gay, Bisexual, Transgender and Questioning youth in Guilford County to		14-18yrs	Third Thursday of each month 7 – 8 pm	Free	No	No	No

Organization	Program	Description	Offerings	Ages		Cost			
		informally discuss topics of interest to LGBT youth							
Girls Scouting: Tarheel Triad Council https://www.girlscoutsp2p.org/ 336-274-8491		The mission of Girl Scouts is to build girls of courage, confidence and character, who make the world a better place.		2nd-12th graders					
Glenwood Recreation Center – Greensboro Department of Parks and Recreation www.greensboro-nc.gov 336-373-2929		Provides youth sports (Basketball, Football, Cheerleading, Fencing, Open Gym) and space for local neighborhood meetings.							
Greensboro Public Library http://www.greensboro-nc.gov/departments/library 336-373-2471		Provides educational and entertaining programs for people of all ages.	Storytimes, After school activities, Movies, Book clubs, Computer classes, Career workshops, Art studio classes for all ages at Hemphill Branch Library, Environmental workshops at Kathleen Clay Edwards Family Library, Nonprofit management and resources at Glenwood Library, English for speakers of other languages at Glenwood Library, Business planning and development at Central Library, Genealogy at Central Library	All ages		Free	No	No	No
Greensboro Urban Ministry http://www.greensborourbanministry.org/	Emergency Assistance Program	Provides food, clothing, household goods, and financial aid to people in need in Greater Greensboro.					No	No	Yes
	Clothing	Presenting a Picture I.D.	Household items				No	No	Yes

									No	No	Yes
	Bank/Thrift Store	and Social Security cards for all members of the household, clients may register for the Clothing Bank twice a month	are available to clients once a year.								
	Housing: The Pathways Center	Houses 16 families. Each family has a private living area. Childcare is provided by Guilford Child Development for 160 Partnership Village and neighborhood children.	A variety of programs and some meals are provided by volunteers for the residents. There is no fee to stay at the Pathways Center. Families must agree to save money, pay off past bills, search for other housing, abide by the rules, and participate in case management.						No	No	Yes
	Housing: Partnership Village	A transitional housing community for formerly homeless individuals and families. To assist the homeless in becoming self-sufficient with permanent housing within two years through the provision of case management and supportive services.							No	No	Yes
	Housing: Weaver House	Offers year round shelter to adult men and women. These are dorm type rooms with beds that offer additional space during the cold winter months.	Winter Emergency (WE!)- shelters have been established at several congregations to help shelter an additional 100 homeless people during the winter months.						No	No	Yes
Greensboro Youth Council http://www.greensboro-nc.gov/Departments/Parks/programs/gyc/	Greensboro Youth Council Events and Workshops	Volunteer organization for high school students in Guilford County that teaches leadership, parliamentary	GYC Full Council Meetings and Orientations, Sexual Attitudes workshops,	Youth of Greensboro							

		procedure, responsibility and the importance of being involved in the community.	Ghoulash! Event, Adopted Stream Clean up, GYC Black and White, High IQ Bowl, and Santa's Workshop					
	Camille's Magic Closet	Camille's Magic Closet is dedicated to collecting new and almost new formal dresses, shoes and accessories in order to provide them free of charge to Guilford County's high school students who would otherwise be unable to afford them.						
	Artistry Awards	Artistry Awards is a performing and fine arts competition for students ages 13-18 attending public schools, private schools, or home schools within Guilford County.		Ages 13-18				
	Youth **Citizen's** Police Academy	The Youth Citizen's Police Academy (YCPA) is a program of the Greensboro Youth Council (GYC) and the Greensboro Police Department. The program is a week-long summer event designed to give participants a chance to gain insight into solving issues facing teenagers and learn about police operations.		High school Sophomore, Junior, or Senior	1 week: 5 sessions	$35 to cover program costs		
	Youth **Citizen's** Fire Academy	The Youth Citizen's Fire Academy (YCFA) is a program of the Greensboro Youth Council (GYC) and the Greensboro Fire		High school Sophomore, Junior, or Senior	8 sessions	$35 to cover program costs		

		Department designed to give young adults insight into the challenges facing firefighters while learning about fire department operations.							
Guilford Coalition on Adolescent Pregnancy Prevention (GCAPP) www.gcapponline.org 336-274-2217		Building alliances to help reduce adolescent pregnancy in Guilford county							
Guilford Center http://www.guilfordcenter.com/ 24-hour a day call center: 1 (800) 853-5163 Bellemeade Center 201 N. Eugene St. Greensboro, NC 27401 (336) 641-3630 Crisis/Emergency Services Open 24 Hours/ 7 Days a Week 201 N Eugene St Greensboro, NC 27401 (336) 641-4993 Edgeworth Building Administrative Offices 232 N Edgeworth St Greensboro, NC 27401 (336) 641-4981 High Point Center 211 S Centennial St High Point, NC 27260 (336) 845-7946 Weekend and Night Emergency Services High Point Regional Health System 601 N Elm St High Point, NC 27262	Crisis/Emergency Services	Crisis/Emergency Services are available to our community for anyone in a crisis situation. Examples of crisis situations could be suicidal feelings or wanting to harm oneself, medication interactions/reactions or other instability requiring immediate intervention. Services can be accessed by individuals, family members, schools or law enforcement authorities.	Psychiatric evaluation and referrals	Citizens of Greensboro			No	No	Yes
	Psychiatric Services – Child & Adult	After an initial evaluation to determine the type of care needed, you and your child may be referred to an appropriate service. There, you and the clinician can work together as partners to develop the treatment plan which best meets the needs of the client.				One of the first steps you and your family will take at our agency is fee-setting. This process helps us determine the fairest fee based on your family's ability to pay. No one is denied service based on an inability to pay. Your/Your child's fee is set on a sliding scale according to his/her family's			

						income and ability to pay. Your/Your child's fee may also be covered by third-party payers such as Medicaid or Medicare.			
	Deaf & Hard of Hearing Services	Finding one's way through mental health services can be an intimidating experience for anyone; for those who are deaf or hard of hearing, the experience can be particularly frustrating. Guilford Center has professionally trained staff who can help. Depending upon the consumers' needs, we can provide services directly or refer them to other resources to better match their unique situations.	Consultation, referrals, advocacy, medication management, and training						
	Court Liaison Program	The Court Liaison serves as a link between the Department of Social Services, Department of Juvenile Justice, the Guardian ad Litem program, the Public Defenders' office, the District Attorney's office, the courts and the Guilford Center.	The liaisons regularly attend juvenile court to provide information about our agency's services and how to access them. All parenting assessments requested through the DSS are scheduled through Court Liaisons. In addition, Juvenile Justice requested psychological assessments and court-ordered forensic screenings are also scheduled						

			through Court Liaison Services.						
	Specialized Treatment of Perpetrators (S.T.O.P.)	Our Specialized Treatment of Perpetrators (S.T.O.P.) is a treatment program specifically designed for the assessment and treatment of court-involved youth who have committed sexual offenses. STOP also provides treatment for children under 11 who demonstrate sexually reactive behaviors, but have not been adjudicated.	Treatment	Adjudicated offenders 12-17 years of age					
	Geriatric Adult Specialty Team	Our Geriatric/Adult Specialty Team provides outreach to community centers, senior centers, adult day-cares, assisted living and skilled nursing centers.	The team offers support, including educational training and continuing education hours on topics such as dementia, depression, stress management, medications and behavior problems.			Trainings are offered free of charge			
Guilford Child Development www.guilfordchilddev.org 336-369-5090	Catering for Kids	The "Catering for Kids" program delivers over 1,300 nutritious breakfasts and lunches daily to children in 12 Guilford Child Development centers, plus another 10 nonaffiliated centers throughout Guilford and Randolph Counties.	Provides nutritious culturally-diverse meals to kids at Guilford Child Development centers and other childcare centers.						
	Head Start and Early Head Start	Provides high-quality preschool education to at-risk children (ages 0-5) at 12 four and five star HS/EHS preschool centers located in Greensboro and High Point.	• Education • Family and Community Partnerships • Nutrition • Disability Services	0-5 years	Ongoing	None for low-income families. Income limit is based on family size and household annual income in accordance			

			• Health Services (medical, dental, mental health) • Parent Involvement			with Federal Poverty Guidelines.			
	Learning Together	Provides a supportive, comprehensive literacy program for immigrant and minority moms and their children as they work to accomplish and sustain their educational and vocational goals. Early education teachers provide a safe and nurturing center-based environment where the child participates in a variety of activities based on his or her individual strengths and interests. Parent involvement is encouraged to promote a lifelong love of learning.	Playing in areas of dramatic play, art, music, gross motor skills, fine motor skills, science, and reading.	6 mo. – 4 years					
	Nurse-Family Partnership	Provides nurse-home visitation to low-income first-time moms. A nurse-home visitor educates the mom about the growth and development of her baby and helps her become more self sufficient.	What to expect during pregnancy, delivery, and the first few months of the baby's life. Helps participants establish personal goals and become more self-reliant.			Free for first time moms who are: • Less than 28 weeks pregnant, • Not enrolled in any other prenatal program • Classify as income eligible according to the NC Poverty Guidelines			
	Regional Child Care Resources and Referral	Provides online child care search tool, online referral request, parent counseling, child care scholarships, provider training, & employer child care services.	Child Care Resource & Referral (CCR&R) core services link families, child care providers, and community						

		partners. The role of CCR&R agencies is to coordinate, collaborate, create and implement services that enhance the quality of child care and early childhood programs in the community.								
Guilford County 4-H http://www.ces.ncsu.edu/guilford/guilford.4.H1.html 336.375.5876	North Carolina 4-H Ambassador Program	The mission of the North Carolina 4-H Ambassador program is to empower teen 4-H leaders with the knowledge, skills and aspirations necessary to be effective advocates for NC 4-H Youth Development. We strengthen and expand upon 4-H Ambassadors' current leadership abilities so that they may serve as positive role models for younger youth; build meaningful partnerships with other teens, adult volunteers, and 4-H professionals; and promote the 4-H mission in North Carolina.				Ongoing	None	No	No	No
	North Carolina 4-H Congress	The N.C. State 4-H Congress is an annual educational event sponsored by the 4-H Youth Development Department at N.C. State University and planned by the State 4-H Council. This council is composed of 32 young people who serve as officers from their respective districts and		Ages 9-19						

		4 state officers who are elected at Congress. The Congress will be attended by approximately 800 youths ranging in age from 9 to 19 and representing every county in North Carolina.								
Guilford County Court Alternatives http://www.co.guilford.nc.us/government/courtalt/ Regional Juvenile Detention Center 15 Lockheed Court Greensboro, N. C. 27409 Phone: 336-931-0415 Fax: 336-931-0882 Email: dlogan@co.guilford.nc.us Day Reporting and Restitution Center 623 Eugene Court Greensboro, N. C. 27401 Phone: 336-574-3167 Fax: 336-574-3189 Email: gballard@onestepfurther.com	Gang Recruitment Intervention & Prevention (G.R.I.P.)	G.R.I.P. is a program of the community/gang outreach which provides a positive dialogue and training to alert listeners about the negative effects of inappropriate peer relations, decision making and life choices.								
	Gang Resistance Education & Training (G.R.E.A.T.)	G.R.E.A.T. is a program of the community/gang outreach which is comprised of a twelve week training to assist participants with identifying techniques to successfully transition from enforcement to education in order to create positive interactions and relationship within the community.			12-weeks					
Guilford County Department of Public Health http://www.guilfordhealth.org/ (336) 641-7777	Health Surveillance and Analysis Unit	The Health Surveillance and Analysis Unit collects and maintains a wide variety of health data on the citizens of the county and makes these data available to keep community members, health providers, policy makers, and community organizations up to date on health trends.						No	No	No
	Healthy	Guilford County								

	Carolinians	Healthy Carolinians (GCHC) is a partnership of community organizations and individuals working together to create a healthier Guilford County through community health assessment and collaboration.					
	School Health Nursing	School Health Nursing is a specialized practice of professional nursing that advances the well-being, academic success, and lifelong achievement and health of students. School nurses facilitate positive student responses to normal development, promote health and safety, intervene with actual and potential health problems, provide case management services and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning.					
	Environmental Health	To provide a broad range of high quality services and programs directed to protect and promote the health and well-being of all citizens; develop and maintain a leadership role in assessing environmental and community health concerns; reduce sources of environmental stress					

		and promote a quality environment.						
	Immunization Unit	The primary function of the Immunization Unit is to administer immunizations to children and adults, the goal being to eliminate vaccine preventable, communicable disease in our community and nation. Additionally, the unit is responsible for monitoring the vaccine administering practices and up to date rates for all private and non-private vaccine providers county-wide.				The Department of Public Health accepts Blue Cross Blue Shield and United HealthCare insurances for childhood immunizations. Persons with these insurances will receive vaccinations at the Health Department at no out of pocket expense at the time of service delivery. The Department of Public Health will file claims for immunizations for clients who have other major insurance providers, but the client must pay the entire billed amount at the time of visit.			
	HIV-STI-TB Testing	Testing for the Human Immunodeficiency Virus (HIV), Sexually transmitted infections (STIs), and Tuberculosis is available at the Department of Public Health.							
	Child Health Services	The Guilford County Department of Public Health provides many Child Health Services.	Child care nursing; Child care/Preschool dental; Child Service						

			Coordinator; Community Transition Coordinator; Kid Konnection; Children's Dental Services; Children's Health Education; Health Check/Health Choice; Newborn Home visit; WIC					
	Public Health Preparednes s and Response	The mission of the Office of Public Health Preparedness and Response is to protect the health and safety of residents and visitors within its jurisdiction before, during and after public health emergencies. To accomplish this mission effectively, the Office of Public Health Preparedness and Response (OPHP&R) has developed and exercised an all hazards emergency response plan.						
	Health & Wellness	The Guilford County Department of Public Health is concerned about the health of all Guilford County residents. Our programs have been developed to address the diversity of health issues facing our community.	Health education and training; Guilford County Coalition on Infant Mortality; Reach for Health; Tobacco Prevention; Health Carolinians					
	Adult Health Services	The Guilford County Department of Public Health provides a wide range of adult health services. Some of these services are designed to	Family planning; Maternity Care; Breast & Cervical Cancer Control Program; Adult Immunizations;					

		address the healthcare needs of all Guilford County residents and all services are designed to meet the needs of uninsured/underinsured low income residents.	International Travel Clinic; Home visiting services; Medication Assistance Program						
	Community Services	Community Services of the Guilford County Department of Public Health encompasses programs that are community based, meaning services are rendered to residents at places other than the health department. Some of these services are referred to as Home Visiting Services.	Universal Newborn Home visits; Baby Love-Maternity Coordination; Triad Baby Love Plus; Community Alternatives Program (CAP); Care management; Community Health Response program; Child & Family Service Coordination						
	Health Education & Training	Health Education and Training One of the ways the Guilford County Department of Public Health works to create a healthy community is through health education.	Adolescent Pregnancy Prevention; CPR & First Aid Training; Child Health Education; Health & Wellness; Lay Health Advisory Groups; Hispanos Interesados en Una Vida Saludable (HIVS); Reach for Health; Serv Safe; Tobacco Prevention						
Guilford County Department of Social Services http://gcms0004.co.guilford.nc.us/government/socservices/index.html GREENSBORO 1203 MAPLE STREET GREENSBORO, N. C. 27405 TELEPHONE: (336) 641-3000 HIGH POINT 325 E RUSSELL AVENUE	Adoption Services	To help children whose parents are incapable of assuming or continuing parental responsibilities, become part of a new family by establishing the legal relationship of parent and child between persons who are not related by birth, with the same mutual rights and obligations that exist between	To respond court orders, determine appropriate adoptive placements for children, and supervise adoptive placements.	Varies	Varies				

HIGH POINT, N. C. 27260 TELEPHONE: (336) 845-7771		children and their birth parents.							
	Child Day Care	To enable parents or responsible adults to maintain employment, to participate in a job training or educational program that will lead to employment, to provide care to children in need of protection, to enhance the development of children, and to facilitate the reunification of families, aid families in a crisis and prevent placement of children in foster care.							
	Children's Foster Care	To ensure that safe temporary care is available and provided to children of Guilford County who are in need of protection, and are in the legal custody of the Department of Social Services.							
	Child Protective Services	To protect Guilford County's children, strengthen the ability of families to protect and care for their own children, minimize harm to children and youth, and to ensure permanence in children's lives. To support intact families, when appropriate, to stabilize the family situation and strengthen the family's ability to fulfill parental responsibility for children.							
	Emergency	To Provide short-term							

	Assistance	assistance to citizens in crisis when no other funds are available to prevent homelessness, placement of children out of the home, or further risk to health or crisis.						
	Family Recruitment for Foster and Adoptive Homes	To recruit, train, and license families who wish to adopt or become foster parents for children in the agency's care. To initiate and maintain a supportive relationship with foster parents.						
	Food and nutrition services	To raise the nutritional level among low income households, increasing the purchasing power of these households, and in turn promote and strengthen the agricultural economy.						
	Guardianship Services	To assist Persons who have been legally declared by the court to be incompetent and have been designated a ward of the Director of the Department of Social Services.						
	Guilford Adolescent Prevention Services (GAPS)	The GAPS Program exists to help meet the demands for comprehensive services for Guilford County's undisciplined and delinquent juvenile population whose behaviors have put them at risk for out of home placement. The goal is to maintain the family unit by providing youth and their guardians with intensive wraparound			None			

		services that will help meet the needs of these youth who are having trouble at home, school, and with the Juvenile Justice System. This is a voluntary program and there is no charge for participation in the GAPS Program.							
	Medicaid	To pay medical expenses for eligible aged, blind, and disabled individuals and families with dependent children.							
	Representative Payee	To provide a stable lifestyle through management of funds for persons who are unable to manage their own funds.							
	Services for the Blind	To enable visually impaired persons to regain or maintain a level of safety and independence and remain in their current living and work situations.							
	Services Intake	To provide a portal of entry for individuals seeking services through Guilford County who are 18 and over and not receiving SSI, SSA, or Veterans benefits, and families and children.							
	Work First Employment Services	To reduce dependence on public assistance through assisting persons to become gainfully employed and self-supporting.							
	Work First Family Assistance	To ensure that all parents can provide their children with basic							

		necessities and good health.							
Guilford County Juvenile Crime Prevention Council (JCPC) http://www.co.guilford.nc.us/jcpc/index.php 301 WEST MARKET STREET PO BOX 3427 GREENSBORO, NC 27402 PHONE: (336) 641-6829 FAX: (336) 641-6833		The Guilford County Juvenile Crime Prevention Council envisions a community where its youth are well educated, healthy, law abiding, contributing members of society who respect the rights of others and themselves.							
Guilford County Pretrial Services 336-801-5399		Monitor defendants awaiting trial in the community in lieu of continued pretrial incarceration.	Maintain contact with defendants on regular basis; refer to treatment programs and other community resources; monitor compliance with any other court ordered conditions.	12 and up	Varies	No	No	Yes	No
Guilford County Schools http://www.gcsnc.com/programs/aces.htm 336 370-8905	After School Care Enrichment Services (ACES) Program	ACES is an after-school program for elementary school children that provides academic, enrichment and recreational activities		5-12	School year	Yes – See website for more information			
Guilford County School Social Workers http://www.gcsnc.com/depts/social_services.htm		Guilford County Schools (GCS) employs school social workers to provide a link between homes, schools and communities. School social workers are uniquely qualified to provide a variety of direct and indirect ways to assist students and families. School social workers promote and support educational goals. School social workers are professionally trained	Assessing student needs, Assisting in the identification of students with special needs, Coordinating services for families and students, Helping students develop appropriate social skills and improved self-concept, Helping to identify a student's	Varies	Varies				

		and licensed by the North Carolina Department of Public Instruction. They serve in elementary, middle and high schools in GCS.	strengths, Identifying and resolving barriers to education Intervening in situations involving family dysfunction, Meeting with students individually and in groups, Networking with community agencies and identifying resources, Participating on intervention teams, Providing consultation and program coordination, Providing outreach to parents, Providing problem solving and conflict resolution, Providing staff development, Serving as an advocate for the child's educational needs							
Guilford Education Alliance http://www.guilfordeducationalliance.org/		The Guilford Education Alliance is connecting the three components of our society: home, school and community as the foundation for a quality education system for all of our citizens	Research, Advocacy, Support, and Awareness	Students enrolled in Guilford County Schools						
HealthServe- Moses Cone http://www.mosescone.com/body.cfm		HealthServe provides primary healthcare to	Primary Care; Specialty Care;					No	No	Yes

?id=1880 Eugene Street: 336-271-5999 Northeast: 336-375-6104		adults and families in the Greater Greensboro area at two locations. HealthServe also provides social work, HIV/AIDS specialty clinics and pharmacy services.	Referrals; Social Work; Mental Health Services; Pharmacy Services						
High Point Community Against Violence (HPCAV) www.hpcav.com 336-870-1114		Confront juveniles with violent behavior and tendencies and offer a variety of assistance to them and their families.	Counseling, encouragement, food, utilities, etc.	12-17	Varies	No	No	Yes	Yes
High Point Parks and Recreation Department http://www.high-point.net/pr/ 336-883-3504		The High Point Parks & Recreation Department strives to provide passive and active recreation services, parks and facilities that enrich the lives of all residents and promotes opportunities for healthy lifestyles.							
High Point Public Library http://www.highpointpubliclibrary.com/ 336-883-3666	Storytime Programs	All storytime programs are held in the Storycorner of the Children's Room. Please try to arrive on time.	Bookbabies storytime; Bookworms storytime; Time for twos storytime; Preschool storytime	Birth-5yrs	Varies	No	No	No	No
	Crafts	Call 336-883-3666 or register at the Children's reference desk.	Crafts for Children	3-12 years old.	Varies	No	No	No	No
	Special Programs	Occasionally they have musicians, animal shows, acrobats, jugglers, magicians, storytellers etc. come to the library for a special show. Or we might offer a holiday program, a carnival, bingo or some other fun event for kids.	Programs will be held in the Story Room	Varies	Varies	No	No	No	No
	Summer Reading								

Organization	Program	Description	Services	Age	Duration	Cost			
	Program								
	Books Clubs and Contests	Reading Patch Book Club begins October 18th and ends December 31st. Get a reading patch book club reading log and collect patches and prizes from the treasure box.							
HOPE Project www.hopeprojecthotline.com (336) 373-4673		The Hope Project provides at-risk teens with gang prevention and early gang intervention as well as referrals to appropriate agencies.	Rap Sessions; Hope Hangouts; Hope Community Outreach						Yes
Hype 4 Life http://hype4life.org/index.html		Provides positive expression, peer mentoring, and life skills		6 and up		$25 per month	Yes	Yes	No
JobLink Career Center www.guilfordjoblink.com 336-885-8826		Career exploration services, training placements, job search assistance		18 and up	Varies	No	Yes	Yes	Yes
Joseph's House, Inc. www.joseph'shouse.net 336-272-2679	Joseph's House Permanent Housing	Provides housing for up to two years for homeless youth and young adults who are working to stay on "the right track".	Housing, and general support for residents as needed which can include a wide range of supports- housing, clothing, education, transportation, mentoring, substance abuse counseling, and job readiness	18-22	Up to 2 years	30% of income, half of which is returned to them when they leave	Yes	Yes	No
	Transitional Drop-In Resource Center	Serving homeless young people- connecting them with resources and, where possible, meeting their immediate needs		18-22	9 months	30% of income	Yes	Yes	No
Junior Achievement of Central North Carolina, Inc. www.centralncja.org 336-544-0351	Junior Achievement Elementary School Program	The Junior Achievement Elementary School Program includes six grade-specific themes	Program themes are: -Ourselves -Our Families -Our Community	5-11			No	No	No

		for kindergarten through fifth-grade students. Junior Achievement programs teach elementary school students the basic concepts of business and economics and show children how education is relevant to their future and to the workplace. The sequential activities build on studies from each preceding grade and prepare students for secondary school and lifelong learning.	-Our City -Our Region -Our Nation					
	Junior Achievement Middle School Program	There are several programs for sixth-through eighth-graders. They promote three central themes: the economics of households, businesses, and the world marketplace. There is a particular emphasis on staying in school, including an examination of the personal and societal impact of not completing a high school education.	Program themes are: -Global marketplace -Economics for success -JA America Works	12-14			No	No	No
	Junior Achievement High School Program	These high school programs focus on economics of businesses and school-to-work community readiness. They help prepare young people for their future roles, whether on the job or in continuing their education. Activities are geared toward real-world training and help	Program themes are: -JA Titan -JA Success skills -JA Banks in action -JA Careers with a purpose -JA NEFE High School Financial Planning Program -JA Business ethics -JA Economics -JA Company	15-19			No	No	No

		students develop the knowledge, skills, and attitudes to become productive citizens and workers.	program						
Lindley Recreation Center – Greensboro Parks and Recreation Department www.greensboro-nc.gov 336-373-2930	Karate	Karate instruction		6 and up		$60 registration and $20 per month	No	Yes	No
	Judo	A club for Judo instruction		12 and up		$60 registration and $20 per month	No	Yes	No
	Basketball	Registration opens October 15, Season (games) begin in January. Each participant receives a t-shirt and a trophy. Lindley has a draft during the first week in December to put people on each team. Following the draft, practices are held twice a week until the season begins and then practice is once a week. Average of 6-8 teams.	Basketball practices and games	5-10	4 months	$50 enrollment fee	No	Yes	No
	Afterschool Program	Afterschool program offered M-F from 2:30pm - 6:00pm during the school year. The program is not open during holiday but is open during teacher workdays, early release days, and spring break. Groups are broken down into K-2, 3-7th grades.	Get the wiggles, jiggles, and giggles out (physical activities) for an hour, snack time, homework time, free time.	5-13	School Year	$35 per week	No	Yes	No
	Summer Day Camp	A summer day camp program offered M-F, 7:30am - 6:30 pm. Each week is a theme week and activities, field trips, and guest speakers are centered around that theme. Breakfast and lunch are	Activities offered throughout each day are gym time, game room time (board games), outdoor education (playground), Make it, Take it (arts and crafts), and Chill	5-13	9 weeks	$70 per week	No	Yes	No

		provided.	out time. Each group rotates across these activities throughout each day. Swimming is offered once a week and field trips occur once a week.						
Mental Health Association – Greensboro http://www.mhag.org/ 336.373.1402	Peer Support Specialists	Peer support specialists provide one-on-one peer support for individuals with a mental health condition. Call the Mental Health Association in Greensboro at (336) 373.1402 ext. 208, or email Sarah Bobo, director of supportive services, at sbobo@mhag.org	Skill building, goal setting, and problem solving	Any		Free	No		Yes
	Hands of Hope (Operation Santa Claus)	This gift-giving program has operated since 1962 and has received numerous state awards for superior performance.							
	Triad Warm Line 336.272.2121	The Triad Warm Line is a free service offering confidential support when one is experiencing non-crisis feelings of loneliness, boredom and stress. Our trained peer operators listen, empower, inform and refer.							
	Support Groups	Free weekly self-help and peer-led support group meetings are held for people dealing with: -Depression and Bipolar Disorder (2) -Schizophrenia -Family and friends support -Aftermath of suicide -Mental Wellness for				Free		No	

		Latinos (2) – in Spanish						
	Latino Mental Health Campaign	Provides Latino Educational Workshops			Twice a week – Tuesdays and Thursdays, 10am – 12pm	Free		
	Compeer Friends	Compeer Friends is a peer-mentoring program of friendship and independence for adults receiving mental health treatment (consumers).	This program helps consumers become healthier, more independent members of our community. We are most interested in recruiting volunteers who are over the age of 21, and in recovery from psychiatric illness and want to share their experiences. Volunteers can help someone today just by being their friend.	Any		Free	No	No
	Compeer Connection	Volunteers help consumers become more independent and teach them how to relax and have fun with classes like cooking, money management, job skills, yoga and other fun activities. These skills help participants have greater independence. Classes can be once or several times or ongoing. What can YOU teach?		Any		Free	No	No
	safeTALK	Association presents safeTALK, a three-hour suicide prevention program. safeTALK is an acronym combination of safe,	By having numerous people in the community trained in safeTALK, our community will	Any		Free	No	No

		which stands for Suicide Alertness For Everyone, and TALK, which stands for the practice actions that one does to help those with thoughts of suicide: Tell, Ask, Listen, and KeepSafe.	have a greater awareness of the possibilities of suicide, and will be equipped to take action when the situation presents itself.						
Mental Health Association- High Point http://www.mhahp.org/ 336-883-7480	Crossroads Depression Support Group	This group is designed for individuals suffering from a mood disorder.	Peer support services for depression, bipolar disorder, and anxiety disorders,	Any	Tuesday's 6:30-8:30pm	No	No		Yes
	Zenith Club	For individuals with schizophrenia. Provides participants with the opportunity to discuss their issues in an open, non-judgmental atmosphere	Offers support Teaches coping skills	Any	Every 2nd & 4th Wednesday at 1:00 p.m				
	Destiny House	The program provides an excellent resource for mentally ill adults as they transition into increasingly less restrictive levels of care toward maintenance.	Offers psychological, vocational, educational and other rehabilitation services to mentally ill adults 18 years of age or older. Provide adaptive training in the areas of personal care, social skills, communication, leisure activities, problem-solving, health care and more. Through individual and group support, consumers are evaluated as necessary.	18 and older	Weekly (5 days), for 5hrs per day.	No charge, however Medicaid eligible and other insurance accepted	Yes		Yes
Moses Cone Behavioral Health http://www.mosescone.com/body.cfm?id=43 (336) 832-9700 or 1-800-711-2635	Child and Adolescent Inpatient Services	Inpatient care addresses acute problems of a critical nature with highly structured programming in a safe, caring environment to	Psychiatric, nursing, family, social work, group therapy, psychoeducational, nutritional, and	5-17	Varies	Daily Hospital rate – Insurance is accepted	No	Yes	No

		provide necessary stabilization. The program provides services for children and adolescents. The program offers uniquely tailored treatment under the experience of expert child psychiatrists, with the goal to bring the child back to the family unit as quickly as possible.	recreational care.					
	Adult Inpatient Services	We offer an intense, short-stay inpatient program for adults experiencing severe mental health or substance abuse problems requiring medical attention and structured intensive care. Our environment is one of safety, comfort and support - with our first priority to stabilize the patient's condition. When the urgency of the condition subsides, the patient is referred to immediate follow-up care in an outpatient setting.	Psychiatric treatment					
	Child and Adolescent Outpatient Psychiatry	Participants in the outpatient program receive an intense level of care with minimal disruption to home, work or school activities.	The program employs a range of treatment techniques, including individual therapy, group therapy, life skills education, medication management and depression management.			Yes – Insurance is accepted		
	Crisis Stabilization	Provides crisis stabilization for children and adolescents with	Crisis stabilization, individual, group, family counseling,	5-17	Varies	Approx. $1200 per day – Insurance is	Yes	No – translation services	No

		mental health issues. Participants must be at risk of hurting themselves or others.	and medication management			accepted		available
	Adult Outpatient Psychiatry	Participants in our outpatient program receive an intense level of care with minimal disruption to home, work or school activities. Our program employs a range of treatment techniques, including individual therapy, group therapy, life skills education, medication management and depression management.						
	Adult Chemical Dependency Intensive Outpatient Program	The Chemical Dependency Program provides an outpatient alternative to inpatient treatment. Education and support are the essence of the substance abuse program, and patients and their families are introduced to ongoing recovery programs such as Alcoholics Anonymous and Narcotics Anonymous.						
National Conference for Community and Justice of the Piedmont Triad, Inc. (NCCJ) http://www.nccjtriad.org (336) 272-0359	ANYTOWN ProCESS (Providing a Continuum of Engagement to Students and Schools)	NCCJ's nationally acclaimed, week-long human-relations camp brings together high school juniors and seniors to: -Create bonds of friendship and respect across different races, religions, and socio-economic groups; -Raise awareness and understanding of social justice issues facing our						

		society today; - Prepare these youth leaders to return to their schools and communities as champion for inclusion and respect						
	ANYDAY	ANYDAY programs are experiential, student-centered activities that guide participants in developing a new awareness of themselves and their role in inter-group relations. ProCESS activities include diverse groups of students and staff in Guilford County elementary, middle, and high schools. NCCJ also offers overnight retreats (ANYNIGHT) for specific schools.						
	After ANYTOWN Ambassador Program	Building on their powerful ANYTOWN experiences, students keep the ANYTOWN spirit alive year-round while they learn skills and strategies needed to effect change in their schools. Participants in the Ambassador Program also help to facilitate ANYDAY programs.						
	Youth Leadership Conference	This annual gathering convenes hundreds of high school students from Guilford County public and independent schools. The students focus on building relationships as they create a common vision of the power of unity						

		and inclusion.						
	Leaders for Tomorrow	ANYTOWN youth leaders work with middle school students to develop their leadership skills in community-based summer workshops.						
	Brotherhood /Sisterhood Citation Award Dinner	NCCJ's annual dinner celebrates brotherhood and sisterhood in our community and recognizes outstanding Piedmont Triad citizens –like Jim Melvin and Jim Morgan in 2010 - who live NCCJ's vision and strive to improve the quality of life for everyone in our community.						
	Interfaith Tours	Each year, hundreds of people in Guilford County visit diverse houses of worship to experience a variety of faith traditions. Participants develop a stronger appreciation and respect for different belief systems.						
	Interfaith Study Mission to Israel	Co-sponsored with Greensboro Jewish Federation and the Community and Foundation of Greater Greensboro, the biannual mission builds of understanding by bringing together an interfaith group of Triad residents who travel through the land where three major faiths (Judaism, Christianity, and Islam) originated.						
	The Imperatives	As technology shrinks our work, interpersonal						

	of Diversity	relations across global boundaries expand rapidly. Participants explore emerging challenges and opportunities that face organizations in modern society.							
	What do you see from where you stand?	Participants gain the opportunity to look at themselves and others through a new lens with the focus of improving human relations							
National Hype 4 Life Character Education Program WWW.HYPE4LIFE.ORG 336-508-0220		Character education training and discipline – Currently looking for funding	Mentoring; Tutoring; Trips & Events (Local & Out-of-State)	5-19	Ongoing		No	No	No
Natural Science Center of Greensboro www.natsci.org (336) 288-3769 ext. 330	Docent program	Docent mean "educator." Docents work in the zoological park and in the touch labs. Docents bring animals out, describe the animals to the visitors, protect the animals from any harm. They also bring animals out of the touch labs to be petted while describing them and taking care of them.	Docents are provided workshops and trainings on the animals and different species in the zoological park and touch labs. They are taught animal care skills.	15 and up	Ongoing – Required to work 8 hours each month	No	No	Yes	No
	Teen Corp Program	Teens volunteer at the Natural Science Center and help with classes, work as exhibit guides, act as greeters to the Centers, help with special events and outreach, and help with Kids Alley area of the Center.	The volunteers provide services to the Center. They are provided with an orientation and training to help familiarize them with the Center and its operations.	13-18	Ongoing	No	No	Yes	No
North Carolina Division of Vocational Rehab http://www.ncdhhs.gov/dvrs/		Serve people with physical, psychiatric or intellectual disabilities to assist them with living independently	Employment Services; Services for Business; Independent Living Services; Assistive	Birth to Adult	Varies	No Charge	No	No	Yes

Program	Program Name	Goal	Services	Age/Schedule	Duration	Cost	Transportation		
		and with finding a job and staying on the job.	Technology; Client Assistance Program; Disability Determination Services						
Nurturing Youth & Developing Important Alternatives (NYDIA) – St. James Presbyterian Church http://www.stjamespresby.org 336-273-6658		Through ongoing involvement we seek to assist our youth in developing important alternatives to life's various choices and to provide opportunities for continued growth academically, socially, emotionally and spiritually.	Provides adolescent girls with opportunities for building self-esteem through mentoring relationships, educational and cultural activities and programs that nurture the total person.	Tuesday of each month from 4:15 to 6:30 PM	Ongoing	None	Yes, to those students attending Hairston Middle School, students attending other schools must provide own transportation.	No	No
One Step Further, Inc. www.onestepfurther.com 336-275-3699	Keep it Real	The program is a curriculum-based program designed to serve high-risk youth by reinforcing small successes while addressing a chronic offender's fears of the real world. The program consists of 10 consecutive weekly 3 hour meetings.	Life Skills components, substance abuse counseling, intensive case management services	12-17	10 weeks	None	No	Yes	Yes
	Mediation Services of Guilford County	Provides mediation sessions for persons at least 11 years old who have disputes with others and are willing to participate in the mediation process. It allows people to talk without interruption, clarify sides of an issue without violence, hear how an incident has impacted their lives, and reach an agreement about resolving their		Ages 11 and up					

		conflict.						
	Sentencing Services	Sentencing Services prepares written plans that assist the Court in making informed sentencing decisions for clients at least 16 years old who are charged with felonies and misdemeanors. Eligible clients have the possibility of being sentenced to an intermediate punishment or an active prison term.						
	Community Service/Restitution	Community Service/Restitution is for juveniles 10 to 16 years old referred by and through the juvenile court system. It provides youth with scheduled opportunities to work at human service and non-profit agencies to fulfill court-ordered community service and victim restitution sanctions.		Ages 10-16				
	Life Skills/Conflcit Resolution	Provides 20 hours of classroom instruction for juveniles who are 9 to 16 years old and undisciplined or at risk of delinquency.	Units of instruction include self-awareness, developing effective communication skills, anger management, causes of conflict, and ways to resolve conflict.	Ages 9-16	20 hours			
	Guilford County Teen Court	Guilford County Teen Court provides trials for first-time offenders ages 8 to 15, pleading guilty to misdemeanors, who are referred by the criminal justice system,		Ages 8-15				

		law enforcement, school resource officers (SRO's), etc; and ages 16 and 17 who are referred by School Resource Officers for offenses committed at schools. A peer jury develops sentencing contracts that include community service, victim restitution, curfews, and self-enrichment programs. Offenders who do not fulfill their contracts are sent to juvenile court for stricter sanctions and adult probationary supervision.						
	Guilford County Day Reporting Center	Offers a structured program of services for male offenders 16 to 25 years old. It is designed to educate, treat, monitor, and supervise them to decreased the possibility of their re-offending.	Services include on-site substance abuse evaluation and treatment recommendations, adult basic education and GED preparation, career development and job placement assistance, anger management, and referrals to human resource agencies that can assist clients to become self-sufficient.	Ages 16-25				
	Guilford Justice Club	Guilford Justice Club is a new leadership development program designed for youth aged 12 to 16 who are enrolled in Guilford County middle or high schools and interested in careers in the justice system. Once selected, youth are matched with	Mentoring/Leadership development	Ages 12-16				

		professional adult mentors at the mentor's workplace, where they are able to gain justice system knowledge about careers and opportunities. Guilford Justice Club Members may be eligible for a savings bond awards.							
	ParentTalk	ParentTalk is a pilot program for parents of juveniles who have behavior problems at home or school, are in or have just been released from the juvenile justice system and/or Guilford County Juvenile Detention Center or juvenile development center ("training school"). At no cost, parents can come together to discuss issues and experiences, how to improve communication with their children and identify how to help them stay out of the juvenile justice system.				None			
Peeler Recreation Center – Greensboro Parks and Recreation Department www.greensboro-nc.gov (336) 373-5877		Provides a space where many community groups meet to discuss problems and solutions for those problems in the area. Peeler offers many programs geared toward building the educational, physical, and emotional aspects of children in a low income area while providing a positive environment to interact and develop.							
Piedmont Health Services and Sickle	Community	To provide outreach,	Newborn						

Cell Agency http://www.piedmonthealthservices.org/ 336-274-1507	Outreach	education, screening and case management for people with high-risk health problems.	Screening; Genetic Counseling; Case Management; Summer Enrichment Camp; HIV/Aids						
	The SCOPE Program	To reduce the transmission of HIV/AIDS in high-risk populations.	Combination of skill-building, counseling and risk-reduction techniques in order to promote safer and healthier behavior in our clients. SCOPE utilizes the following different programs to accomplish its goals	Birth-Adult	Ongoing	None	No	No	Yes
	SISTA Project	Increase knowledge of the dangers of HIV/AIDS and teach effective methods of preventing HIV transmission. The goal of the program is to reduce HIV/AIDS infection	Improving communication and negotiation skills between women and their partners, and by increasing overall self esteem.	African American women	Ongiong	None	No	No	Yes
	Safety Counts	This program teaches risk-reduction behaviors and offers counseling and referrals for Active cocaine and injecting drug users	Education Sessions; Counseling and Referrals; Prevention Case Management	Birth-Adult	Ongoing	None	No	No	Yes
	Community PROMISE	Recruits individuals in recovery from drug use and other high-risk behaviors to become role models called "Peer Advocates	Education sessions	Youth-Adult	Ongoing	None	No	No	No
	Sickle Cell Camp	To foster the social, emotional, and physical growth of children with sickle cell disease by providing a variety of fun and exciting activities; To encourage self confidence and	Swimming, Horseback Riding, Arts & Crafts, Fishing, Talent Show, Game Room, Field Trips, Motivational	6-15yrs	August 1-August 6th, 2010 (varies per year)	None	No	No	Yes

		independence; To develop and improve social skills; To improve peer relationships and foster personal growth through supervised group living	Speakers, Sports, Movie Night						
Planned Parenthood www.pphsinc.org 336-373-0678 x 6843	Community Health Education and Outreach Programs	The community outreach program spreads education and awareness via health fairs and events. Health Education programs provide free medically accurate, age appropriate, sexuality education presentations and workshops to communities.				None			
	Teens Taking Action	Teens Taking Action is PPHS innovative and award winning peer education program. The TTA program empowers participants to make informed, responsible, lifelong decisions regarding sexuality and relationships.			Ongoing	None			
Positive Direction for Youth & Families, Inc. http://www.pdyfinc.com PO Box 14667 Greensboro, NC 27415 Main Phone: 336-273-8895 Email: mtallen@pdyfinc.com	Customer Choice Food Pantry and Outreach Center	Provides emergency food for families facing food shortages.							
	Marriage and Parenting Education								
	Workforce Development	Uses Jobs for Life, a work readiness curriculum de signed to help people secure employment and build healthy lives. The 16-week training course is designed to be a							

		combination of classroom instruction and individual and group application activities.							
	Youth AllStars	Youth Mentoring Program	Mentoring						
	N'His Image Hair Salon and Barbershop	All appointments are by referral only and available only to children on free and reduced lunch, in foster care or group homes.	Hair care services	Ages 5-22					
Reading Connections http://www.readingconnections.org/contact-reading-connections.asp 336-230-2223	Adult Education program	Aims to improve the literacy skills of native English speakers to enable them to live more independently.	Study reading, writing, speaking, listening and life skills	18yrs-Older	Participant Specific	None	No	No	No
	English for Speakers of Other Languages (ESOL)	To improve the English language and life skills of non-native speakers	Reading, writing, speaking and listening in English	18yrs-Older	Participant Specific	None	No	No	No
	GED	Prepare to take the five-subject exam that is administered at Guilford Technical Community College	Improve reading, writing, math and visual literacy skills (for maps, charts and graphs) while also studying subject-matter content.	18yrs-Older	Participant Specific	None	No	No	No
	Family Literacy	Help parents and children learn to use the power of language to discover more about themselves, their families, and their communities. Parents learn how to prepare their children for school and improve their own reading, writing, and speaking skills at the same time.	A free book each week; Free food before each class; Childcare and transportation; Craft supplies for home activities		1-2hrs per week/14weeks	None	Yes	No	No
	Health Literacy								
Reclaiming Futures		Reclaiming Futures is a							

http://www.reclaimingfutures.org/sites_northcarolina_guilford 330 S. Greene St. Greensboro, NC 27401 Phone: 336-217-9748 Email: c_wither@uncg.edu		nationwide initiative focused on achieving better outcomes for youth with mental health or substance abuse problems who are involved in the juvenile justice system by removing barriers and by providing better access to evidence-based treatment. Reclaiming Futures Guilford County is partnering with juvenile justice, courts, local treatment facilities, a university, family organizations and the community to address the urgent needs of youth in our juvenile system.							
Salvation Army Boys and Girls Clubs of Greensboro http://www.greensborobgc.org/ 336- 235-0345	Spiritual Development	Consists of bible study, step team and choir							
	Character and Leadership Development	Programs in this Core Program Area help youth become responsible caring citizens and acquire skills for participating in the democratic process.	Torch Club, Keystone Club, and Youth of the year.						
	Education and Career Development	Programs in this Core Program Area enable youth to become proficient in basic educational disciplines, apply learning to everyday situations, and embrace technology to achieve success in a career.	Project Learn, Power Hour, Junior Staff, and Club Service						
	Health and Life Skills	Programs in this Core Program Area develop young people's capacity to engage in positive behaviors that nurture their own well-being,	Smart Moves, Smart Girls, and Street Smart						

		set personal goals, and live successfully as self-sufficient adults.							
	The Arts	Programs in this Core Program Area enable youth to develop their creativity and cultural awareness through knowledge and appreciation of the visual arts, crafts, performing arts, and creative writing	Fine Arts Exhibit Program, National Photography Context						
	Sports Fitness & Recreation	Programs in this Core Program Area develop athletic appreciation, fitness, positive use of leisure time, skills for stress management, appreciation for the environment and social skills.	Nike SWOOSH, Nike Games, Nike Daily Challenges						
SHIELD Mentor Program www.shieldyouth.com (336) 337-2771		SHIELD works with area middle and high school students providing them with leadership development training through the use of group mentoring sessions, online mentoring and community service.	Mentoring	Ages 12-18		None			
Smart Girls Life Skills Training™ Program Guilford County Department of Public Health http://www.co.guilford.nc.us/publichealth/divisions/?page_id=86 Jean Workman jworkma@co.guilford.nc.us or (336) 884-7720 Wanda Mackey \wmackey@co.guilford.nc.us or (336) 641-4690		Smart Girls Life Skills Training™ Parts I and II are eight to 10 week teen pregnancy prevention programs implemented for girls ages 11 through 16 years of age. The mission of the Smart Girls Life Skills Training™ is to provide young girls with the information and skills necessary for them to become "smart girls" making "smart	Life Skills, Pregnancy Prevention skills	Ages 11-16	8-10 weeks	None	No	Yes	No

		decisions" who grow up to be "smart women" who are ultimately happy, healthy and successful in life!							
Successfully Overcoming the Odds (SOTO) Contact: info@sotoprogram.org		The SOTO program will work in tandem with the Guilford County Juvenile Detention, Department of Juvenile Justice and Delinquency Prevention, local universities and the faith based community to assist at-risk youth that are in need of leadership development, culture diversity and positive social skills. Working within this network allows us to provide youth with the necessary skills to affect not only their lives but the lives of others thru one-on-one mentor support, weekly events and activities. Through establishing, enlarging and maintaining this collaboration we will be able to implement positive change in youth throughout Guilford County.	Mentoring and Leadership Development	Ages 9-17	6-12 months	None			Yes
Summit House http://www.summithouse.org/ High Point: 336-691-9888 Greensboro: 336-375-9344		Summit House is a residential alternative-to-prison program for mothers convicted of a non-violent crime and their minor children. Instead of mom going to prison and her children going into foster care or being shuffled between family or friends (sometimes many different people),	Drug/alcohol Treatment, Parenting Skills Educational, Coaching, Mental Health Treatment, Life Skills, Employment Skills, Supportive Housing, Aftercare		Ongoing		Yes		

		mom and her kids are able to remain together as a family at Summit House while mom works towards putting their lives back together.						
Tea Talk Women's Fellowship, Inc. http://www.teatalkwomensfellowship.org/home Brittany Willis brittany@teatalkwomensfellowship.org		Tea Talk Women's Fellowship, Inc. understands how vital it is to establish community amongst believers. Tea Talk is a structured fellowship for young women of God. Opposed to a superficial gathering, Tea Talk is a place where women can truly seek God's face, have accountability, and be transparent with one another concerning the issues we as women face day to day.						
Triad Health Project http://www.triadhealthproject.com/index.php Greensboro phone: 336-275-1654 High Point phone: 336-884-4116	Client Services	Triad Health Project provides intensive, individualized case management services, which are provided by professionals specifically trained and experienced in the field of HIV. THP also provides support, counseling and therapeutic groups to individuals and families who are learning to cope with HIV. THP takes a proactive role in providing the clients with the information, support, and resources necessary to help them maintain the highest possible	Intensive case management, support services, counseling, Higher ground day center, education, art, and exercise programs, coordination between local providers and clients, food pantry and nutritional education, and transportation assistance to medical appointments.		Ongoing		Yes	

		quality of life, whether they are newly diagnosed, new to care, or have simply relocated to our area.			
	Higher Ground	Higher Ground, an adopted communal retreat and resource center for persons infected or in any way affected by HIV/AIDS. Located in a picturesque neighborhood near downtown Greensboro, Higher Ground offers hot, nutritious, family-style lunches three days a week.	Services offered include support groups, educational programs, a counseling site, traditional and alternative therapies, artistic, spiritual, and therapeutic workshops, and recreational activities.	All ages	Ongoing
Tristan's Quest, Inc. http://www.tristansquest.com/ (336) 547-7460	Tutoring and Study Skills Classes	Tristan's Quest provides individual tutoring and study skills classes for students in grades K-12.	Tutoring and study skills	Grades k-12	Participant specific
	Mental Health Services	We provide psycho-social and psycho-educational services in a child and family-friendly environment. We provide innovative, strengths-based services to children, adolescents (ages 3–21), and adults through individual, small group, and family sessions.	Services include academic support; study skills and organization classes; anger management/social skills classes taught individually or in small groups; support groups for adolescents; parent education, advocacy, and support; and consultation.	Ages 3-21	
	Caring Kids	Caring Kids is a socio-emotional development class for 3- and 4-year-olds girls and boys.		Ages 3 & 4	
	Good Citizenship 101	Good Citizenship 101 is a weekly program where children learn how to express anger, frustration, and other difficult emotions in	Social skills and anger management are taught in small group settings using children's literature, puppets, games,		

		positive ways.	music, and art.							
	Growing up with Style, Grace, and Confidence	Growing up in today's society is a challenging experience! In Growing Up with Style, Grace, and Confidence, middle and high school girls' groups meet every week to participate in a variety of activities to build self confidence and self esteem.	Activities to build self confidence and self esteem	Middle and High School aged girls						
	Leadership PLUS	Leadership PLUS is a weekly program where young boys learn how to express anger, frustration, and other difficult emotions in positive ways.								
	Support for Kids of Incarcerated Parents (SKIP)	During a SKIP group, children are given a safe place to share their emotions about having a parent in prison. Children have an opportunity each week to write or draw something that Tristan's Quest will then send to the incarcerated parent, when appropriate. They also encourage the incarcerated parent to respond back to their child, in the hopes that communication between the child and absent parent will be strengthened.	Throughout the school year, they cover a variety of topics, including making good choices, setting goals, self-esteem, and how it feels to miss the incarcerated parent.							
United Way of Greater Greensboro http://www.unitedwaygso.org/ 336-378-6600	Thriving at 3 http://thrivingat3.org/	Thriving at 3 aims to conduct outreach to homes with vulnerable children ages birth to three and refer families to supportive services and resources in the Greensboro community; to engage parents and	Direct service projects of Thriving at 3 works to identify children with individual or family risk factors likely to effect emotional, social, and educational							

		caregivers by providing clear, useful information on the importance of early learning, child health and development and inform the community about available services that promote children's well-being; and promote a high-quality system of care that includes community and family partnerships supported by public and private agencies working with children.	development. Once a child/family is identified, direct service providers are assigned to help families thrive and cope with crises. All Thriving at Three direct service clients receive a comprehensive in home family assessment and a customized individual and family development plan. All children are assessed at ages one, two, and three to determine if they are reaching appropriate developmental outcomes							
United Way of Greater High Point http://www.unitedwayhp.org/ (336) 883-4127	Success by 6	Success By 6 ®, is a community-wide collaboration focused on ensuring that all High Point children enter school mentally, physically, socially, and emotionally ready to learn. United Way's key role is to serve as the neutral convener of the collaboration, bringing diverse groups to the table and keeping them focused on the mission.								
	Bridges to Success	The mission of Bridges to Success is to ensure that economically disadvantaged children have the opportunity to achieve their full individual, educational, and career potential. Through								

		partnerships with education, human and community service delivering systems the emphasis is placed on positive youth development during non-school hours that reinforces the academic learning, parental involvement in children's lives and helping schools become lifelong learning centers and community hubs.							
University Instructors & Achieve Success Tutoring http://www.universityinstructors.com/Home/tabid/38/Default.aspx		University Instructors (UI) and Achieve Success Tutoring (AST) comprise a network of locally-based, highly motivated and caring professionals committed to providing schools with the personnel resources necessary for staff development, intervention initiatives, program implementation, and supplemental instruction. Working with a significant number of rural, urban and suburban school districts throughout the southeast, University Instructors and Achieve Success Tutoring have helped improve academic achievement for thousands of students, including disadvantaged, at-risk, homeless, and elementary-aged students through	Tutoring						Yes

		standards based instruction.							
The Volunteer Center of Greensboro http://www.volunteergso.org/ 336-373-1633	Harvest for Teachers	A program that matches local businesses with local schools. The goal of the program is to provide classroom supplies and support to teachers in Guilford County.							
	Service Learning Impacting Citizenship Camp (SLICC)	A volunteer day camp for high school students. The camp occurs in the first week of August. Campers spend about four hours each day volunteering at a nonprofit agency.		High school ages					
	Youth Volunteer Corps (YVC)	The mission of the YVC is to create and increase volunteer opportunities to enrich America's youth, address community needs and develop a lifetime commitment to service.							
	Just for Teens Volunteering	The Volunteer Center of Greensboro continually has a list of volunteer opportunities just for teens. Their listing is updated week on the website: http://www.volunteergso.org/?page_id=5		Ages 12 and up					
	Workshops & Consultations	Workshops are offered 10 or more times per year; consultations are on an as-needed basis. Workshops are open to nonprofits and the general public. Topics range from volunteer issues to other needs as they are requested.							
	Corporate Volunteer Council	A coalition of local businesses that have an active employee							

		volunteer program or are interested in starting one. The CVC meets every month for professional development and networking opportunites for the members and to effectively address community needs through collaborative volunteer efforts with the business community.							
Warnersville Recreation Center - Greensboro Department of Parks and Recreation www.greensboro-nc.gov/leisure 336-373-5871	Basketball	Program teaches fundamental basketball skills and allows participants to play on a team and compete against other rec. league teams. 1-2 practices/week and 1-2 games/week.	Basketball practices and games	5-16	Approx. 4 months	$50 per child	No	Yes	No
	Football	Teaches fundamental football skills and allows participants to play on a team and compete against other league teams.1-2 practices/week and 1 game/week.	Football practices and games	7-12	Approx. 4 months	$50 per child	No	Yes	No
	Afterschool program	Structured program offering free time, snack time, homework time, and speakers/presentations from such groups as the Hope Project. Operates from 2-6 pm and follow GCS schedule. Open on early release days and teacher workdays.	Free time, Homework time, Snack, time, educational presentations	5-12	School year	$35 per week per child	No	Yes	No
	Summer Camp	Nine week structured day program offering a variety of activities such as swimming, board games, sporting activities, field trips,	Speakers/presentations, field trips, educational activities, games, sports, etc.	5-12	9 weeks	$70 per week per child	No	Yes	No

		speakers/presentations, and educational activities. 7:30-6:00pm, M-F							
Win-Win Resolutions, Inc. http://www.winwinresolutions.org/ 336-230-1232	Pre-K Conflict Resolution Enrichment Workshops (C.R.E.W.)	A program for four-year-olds conducted in two Smart Start Head Start Centers in Greensboro (Ray Warren) and High Point (Hickory Chapel Woods)	Conflict resolution skills	3-5	28 weeks	None	No	Yes	Yes
	Elementary C.R.E.W.	A program for ages Kindergarten through fifth grade conducted in two Guilford County Elementary Schools with the highest student infractions from previous school year.	Conflict resolution skills	5-11	6 weeks	None	No	Yes	Yes
	Middle/High School C.R.E.W	The Middle/High School C.R.E.W. program is led by a professional counselor who serves as the facilitator and a theater instructor who guides students as they role-play characters in conflict situations relevant to the problems of middle and high school students.	Through an interactive script process, the students develop creative problem-solving, self-awareness, teamwork, self-esteem, and communication skills.	12-18	12 weeks	None	No	Yes	Yes
	Family C.R.E.W	The Family C.R.E.W. focuses on decreasing negative behavior at home and in school improving communication skills to foster more positive interactions in both settings.	Conflict resolution skills		6 weeks	None	No	Yes	Yes
	Peer Mediation	Win-Win offers the elements of C.R.E.W. in a peer mediation program for grades 6-12. This program engages students to	Peer-to-peer conflict resolution skills		10 weeks	None	No	Yes	Yes

		combine their critical thinking skills with newly learned skills in communication and the principles of mediation. Students in the program become effective in conflict resolution and may serve in their schools as mediators as conflicts arise.							
	Brothers Organized to Serve Others (B.O.T.S.O.)	BOTSO is dedicated to empowering male youth by exposing them to intensive programs of mentoring, academic advising, character–building education, arts, culture and discipline. At the core of BOTSO's mission is directing young males lives to positive outcomes so their future resembles not sheets of statistics but rather portfolios of success.	Mentoring, tutoring, and gang prevention	6-18	Ongoing	None	Yes	Yes	Yes
	Ladies Organized to Serve Others (L.O.T.S.O.)	Free mentoring and tutoring provided for females with dinner provided. Program begins in September 2010.	Mentoring, tutoring	6-18	Ongoing	None	Yes	Yes	Yes
Windsor Recreation Center – Greensboro Parks and Recreation Department www.greensboro-nc.gov 336-373-5845	Summer Camp	A day camp program providing various activities throughout the day including field trips, speakers/presentations, outdoor education, gym time, and games.	Recreational activities, safety and awareness programs, educational programs with previous presenters being Win-Win Resolutions, Smart Girls, One Step Further, A Hero's Journey, Wise Guys, etc. Some of the presentations focus on bullying	5-12	9 week	$60 per week per child	No	Yes	No

			and gang awareness.						
	Afterschool Program	The program coincides with the Guilford County Schools schedule and provides recreation time, homework time, and opportunities to meet new friends. M-F, 2pm - 6pm	Speakers come to give presentations from places such as Win-Win Resolutions and A Hero's Journey	5-12	School year	$35 per week per child	No	Yes	No
	Youth Basketball	The basketball program teaches young people the fundamentals of basketball and allows them to work as a team and compete against other recreation league teams.	Practices and games	6-12	3 months	$50 per child	No	Yes	No
	Youth Football	The football program teaches fundamental football skills and allows young people to participant as part of a team and competes against other teams.	Practices and games	6-12	3 months	$50 per child	No	Yes	No
	Summer Day Camp	The summer day camp program provides a mix of physical, education, and social enrichment activities suited to the children's ages and interests. Our camps are divided into convenient one-week sessions, with each week's activities and primary field trip centered on a theme.							
YMCA of Greensboro http://www.ymcagreensboro.org Hayes-Taylor: http://www.hayestaylorymca.org/ (336) 272-2131 Bryan Family: http://www.bryanymca.org/ (336) 478-YMCA (9622)	Black and Hispanic Achievers	The Black Achievers Program is a teen mentoring program for 8th through 12th graders. It meets twice a month at Hayes Taylor Memorial YMCA for career counseling and development of leadership skills. The	Career counseling, leadership skills, self-esteem building, goal setting, future planning	8th-12th grades	Ongoing				

Spears Family: http://www.spearsymca.org/ (336) 387-YMCA (9622) Stoney Creek Express: http://www.stoneycreekymca.org/ (336) 449-3222 Ragsdale Family: http://www.ragsdaleymca.org/ (336) 882-YMCA (9622) Reidsville Family: http://www.reidsvilleymca.org/ (336) 342-3307 Camp Weaver: http://www.campweaver.org (336) 697- 0525		group works to help build self-esteem and to promote goal building for the future of our youth. For more information, please call Myrna Wigley (336) 272-2131.							
	Y-Teens	A middle and high school service learning program, the Y-Teens allows students to explore ways they can improve the community. Each month the students take their strategies and tactics, implement them, and turn them into reality as they perform various projects throughout Greensboro and the surrounding area. Schools & YMCAs include: Allen Middle, Southeast Middle, Jackson Middle, and Jamestown Middle Schools and Hayes-Taylor YMCA.	Service learning	Middle-High school ages	Ongoing				
	NC Model United Nations Assembly	A model United Nations Programs is an exciting educational opportunity for middle school students to learn about global issues. Held at Mendenhall Middle School, participants take on roles of diplomatic representatives to the UN as they consider international concerns.		Middle school ages	Ongoing				
	Youth & Government	The goal of this program is for the young people to prepare for leadership roles in their academics, community, as well as			Ongoing				

		in politics through training in the theory and practice of public policy. Coordinated by the YMCA of the Triangle in Raleigh, through local schools and YMCAs, students have the opportunity to participate in the North Carolina Youth In Government Conference scheduled for February each year in Raleigh. Participating YMCAs and Schools: Dudley High School, Spears and Ragsdale YMCAs. Contact Lesley Watts at (336) 387-9622 for additional questions.						
	Basketball	Youth basketball is offered in summer and winter for ages 3-18. High School summer league is offered for all area high schools. This is a good chance for high school teams to engage in inter-league play outside of the regular school setting and will afford an opportunity for players to brush up on their skills before the school season starts.	Basketball skills	Ages 3-18	Generally runs June-August			
	Cheerleading	Cheerleading is offered during football and basketball seasons for girls ages 5-13. The cheerleaders will cheer at all home games for the tackle football team and a number of the basketball games. Please see the Wellness Director for more	Our cheer instructors will focus on teaching basic cheerleading fundamentals and some great cheers!	Ages 5-13				

		details or Guest Services for registration information.						
	Flag Football	We offer a flag football program for 5-14 years, featuring inter-YMCA play with other YMCA of Greensboro branches. Flag Football is offered in spring and fall. Please see Guest Services to register or our Sports Director for more information.	Football skills	Ages 5-14				
	Soccer	Kiddie Kickers soccer is offered in spring and fall for youth ages 3-8. Participants learn basic soccer skills while meeting new friends and having lots of fun! Please see Guest Services to register or our Sports Director for more information.	Soccer skills	Ages 3-8				
	Tackle Football	We offer a tackle football program, in conjunction with the 7 county Central Piedmont Football league, for youth ages 7-12. This program is more competitive than the Flag Football league. During the pre-season, teams practice 4 times per week until schools starts and 3 times per week from the start of school until the first game. During the regular season, teams practice 2 nights per week and play games on Saturdays. Games typically begin the first Saturday after Labor Day. Home games are	Football skills	Ages 7-12	The season runs from on or about August 1st to on or about November 15th.			

		played at Ragsdale High School. Away games are played at other teams locations and can require travel from 15 to 70 miles. Registration begins around May 1st. Registration is limited, as the Ragsdale YMCA fields only 2 teams in each of the leagues. 3 age groups. Please see Guest Services to register, or our Sports Director for more information.								
	Girls Volleyball	We run 2 Divisions of 4th-5th grade and 6th-8th grade. Teams will practice up to twice a week Monday-Sunday with games on week nights.	Volleyball skills	4th-8th grades						
	Youth Baseball	We have 5 Divisions. 5-6 year olds play T-Bball, 7-8 year olds play Modified T-Ball, 9-10 year olds play Coach Pitch, and both 10-12 & 13-15 age groups play Kid Pitch. All age groups practice one night a week and have games usually on Saturdays.	Baseball skills	Ages 5-15						
YWCA of Greensboro www.ywcagsonc.org (336) 273-3461 ext. 111	Teen Parent Mentor Program	This relationship-based, long-term comprehensive program aims to support teen moms in their roles as parents, students, and young women. This program meets twice a month and typically one meeting of the month is devoted to discussing topics such as nutrition, child development, and			Ongoing	None				

		healthy relationships. The other meeting of the month is usually a more relaxed activity. Examples of past activities include roller skating, crafts, and field trips.							
	YWORLD Afterschool program	YWORLD on-site after school programming is offered at various middle schools, providing a safe environment that inspires middle school youth 6th -8th grades to look toward their future, provide them opportunities to experience new and different activities, and build positive relationships to equip youth and their families to live an empowered life.		6th-8th grade					
	Healthy Moms Healthy Babies	Healthy Moms Healthy Babies is an exciting program for moms ages 20 - 30 and their children. The program seeks to help young women have healthy pregnancies, healthy children, and maintain a healthy lifestyle between pregnancies. Programs include childbirth preparation classes, fitness classes, discussion groups and doula services. All programs are free for women who meet eligibility requirements.		Moms ages 20-30					
YWCA of High Point www.ywcahp.com	Pottery and Art Studio	The Pottery and Art studio give youth the	Pottery classes, drawing classes, oil	7 and up	Ongoing	$125 for 6 weeks – Scholarships	No	Yes	Yes

336-882-4123		positive opportunity to participate in art and pottery outside of school.	painting classes			are available			
	YWCA of HP Summer Camp	The YWCA summer camp program runs from the day school is dismissed to the day school returns. Activities are planned that focus on character development, leadership and building self esteem. Homework and tutorial assistance are provided to the participants. A nutritional snack is served daily to the participants at no charge.	During the summer camp, the youth are able to participate in open swims, swimming lessons, arts and crafts, pottery, dance and other activities and field trips which will expose them to opportunities they may not have the chance to experience.	5-15	10 weeks	$100 per week per child – Includes breakfast and lunch – Scholarships are available	No	No – Spanish	No
	Afterschool Care	The YWCA After School Care program provides activities that focus on character development, leadership and building self esteem. Homework and tutorial assistance are provided to the participants. A nutritional snack is served daily to the participants at no charge.	During the after school program the youth are able to participate in open swims, swimming lessons, arts and crafts, pottery, dance and other activities and field trips which will expose them to opportunities they may not have the chance to experience.	5-15	School year	$40 per week per child – Scholarships are available	Yes	No - Spanish	No
	Foundations for Success Afterschool Care	Foundations for Success is a TANF Afterschool care program where students are referred by elementary and middle schools. Throughout the year activities are planned that focus on character development, leadership and building self esteem. Homework and tutorial assistance	During the after school program and summer camp, the youth are able to participate in open swims, swimming lessons, arts and crafts, pottery, dance and other activities and field trips which will expose them to	5-15	School year	None	Yes	No – Spanish	No

		are provided to the participants. A nutritional snack is served daily to the participants at no charge.	opportunities they may not have the chance to experience.						
	Adolescent Parenting Program	The YWCA Adolescent Parenting Program is a multi-faceted program that includes group sessions, home visits, mentors, school support sessions, college tours, field trips, mother daughter retreat and support services such as the Baby Basics Closet, Ready To Ride and the Women's Resource Center.	Parenting classes, goal setting, parent education, job and interview skills, home and school visits, and special events for the participants and their children	19 and under	Ongoing	None	Yes	No – Spanish	No
Young Life High Point: http://sites.younglife.org/sites/HighPoint/default.aspx Phone: (336) 889-9453 Greensboro: http://sites.younglife.org/sites/greensboro/MakingAnImpact.aspx Phone: (336) 834-0381	WyldLife (Middle school) Young Life (High school) Young Life College (College/University)	Young Life doesn't start with a program. It starts with adults concerned enough about kids to go to them, on their turf and in their culture, building bridges of authentic friendship. These relationships don't happen overnight — they take time, patience, trust and consistency. Young Life Leaders listen to their stories and learn what's important to them because we genuinely care about their joys, triumphs, heartaches and setbacks. We believe in the power of presence. Kids' lives are dramatically impacted when caring adults come alongside them, sharing God's love with them. Because	Volunteering and faith-based support	Middle school, High school, and College age young people	Ongoing				

		their leader believes in them, they begin to see that their lives have great worth, meaning and purpose.							
Youth First – Division of **Greensboro's Department of Parks** and Recreation www.greensboro-nc.gov 336-373-7710	Youth First	The mission of our program is to provide year-round outreach to at-risk teens city wide. Youth First believes prevention is the building blocks in providing quality recreational, educational and cultural programming.	Programming for at-risk youth city wide	12-17	Varies depending on event/activity	Yes (varies based on event)	No	Yes	Yes
Youth Focus, Inc. www.youthfocus.org 336-274-5909	Act Together Crisis Care	Act Together is a 12 bed facility for youth who have run away, are experiencing a family crisis, are the victims of abuse or neglect, or become homeless for other reasons.	Basic shelter services, crisis intervention and counseling, recreational services, academics	12-17	21 days	None	No	No – Spanish	No
	My Sister **Susan's** House	A Transitional living program for women 18 - 21 who are pregnant or parenting and are homeless due to domestic violence/dating violence.	Program offers case management, counseling, parenting classes, life skills development, and healthy relationships classes.	18-21	Approx. 3 months	None	Yes	Yes	No
	Residential Treatment Center	The Youth Focus Residential Center is a 12 bed psychiatric residential treatment facility (PRTF) for adolescents ages 13 to 17. This program serves young people who suffer from severe emotional and/or behavioral problems who cannot be successfully treated through outpatient counseling, group home	With an on-site classroom, intensive individual, group and family therapy, and medication management, this program can serve young people with serious problems including depression, anxiety, severe stress, self-defeating behaviors, disorganized	Ages 13-17					

		placement, or other non-secure community interventions.	thinking and oppositional defiant behavior.						
	Adolescent Substance Abuse Program	Youth Focus offers a wide range of adolescent substance abuse services including assessments, outpatient therapy (individual, group and family therapy), intensive in-home treatment, day treatment and residential services.							
	Therapeutic Foster Care	Youth Focus Therapeutic Foster Care provides individualized services for children and families. This approach is delivered through a multi-dimensional constellation of services. All of our full time staff are licensed mental health professionals with masters' level degrees.							
	Transitional Living Program	The Youth Focus Transitional Living Program serves young women ages 16 to 21 who are homeless and who, because of their special needs, require additional assistance to allow them to achieve independence. This project provides services exclusively to young women who are pregnant or parenting a young child or other females in need of transitional living services. Priority is given to Guilford County residents meeting these	Services to these young women include professional counseling for any emotional problems they may possess, drug and alcohol counseling if necessary, vocational/educational training, parent education services and independent living skills training.	Young women 16-21					

		requirements who are able to function with a low level of supervision.							
	Day Treatment Programs	There are two day treatment programs. The Mell-Burton School is A day treatment program for middle and high school students with serious emotional and behavioral problems. Referrals are accepted from the Guilford County Schools and from the community as a whole. The Mell-Burton Structured Day Program is a day treatment program for middle school students referred by juvenile court.			Middle-High School ages				
	Intensive In-Home Services	Youth Focus offers a unique intensive in-home counseling program known as Family Preservation. This program is an intensive home based model of help and education to keep troubled families from being separated. Counselors provide up to 15 hours of help each week.	Services provided are extremely broad and include psychological services, skills training, knowledge and social support building and the provision of concrete services such as transportation. All services are provided by qualified staff.						
	Case Management	Young people with significant/multiple mental health problems often need help locating resources and navigating the complex system of mental health services. Our case managers can provide the assistance needed to	We can assist in securing a Comprehensive Assessment, arranging for recommended services, and monitoring the effectiveness of any service						

		locate services and offer support to young people and their families.	intervention.							
Youth Unlimited http://www.youthunlimited.cc/1/history.html 336.883.1361	Male Residential	The Millis Home is a Level II residential treatment home for boys ages 11-18. The Slane Home is a Level III residential treatment home for boys ages 11-18. Both homes are on our beautiful 152-acre site in Randolph County and are licensed by the North Carolina Dept of Health and Human Services.		Males 11-18	Participant specific					
	Female Residential	The Hayworth Home is on our beautiful 152-acre site in Randolph County and is Licensed by the North Carolina Dept of Health and Human Services. This Level III home serves girls ages 11-18.		Females 11-18	Participant specific					
	Maternity Home	The Louise M. Smith Home is a maternity home for girls under the age of 20. Along with our other residential homes, the Smith Home is located on our 152-acre site in Randolph County. Girls may be admitted to the home while they are pregnant and continue to live there after their child is born. The focus is on helping mothers grow personally and learn maternal skills while making certain all of the baby's developmental needs are met. The home has room for six	The staff provides hands-on learning in all areas of infant care, maternal skills and personal growth.	Females under 20	Participant specific					

		girls and their infants.							
	Therapeutic & Family Foster Care	Youth Unlimited's Foster Care Program provides foster care services for both therapeutic and traditional foster care kids ages birth to 18. Because a foster family serves as a temporary home for a child who is unable to live within his or her own family, we diligently prepare foster parents for placements, painstakingly match foster parents and children and then carefully monitor each foster family setting. Our Foster Care Program's goal is to give children a safe, nurturing home and a family to care for them until they can return home (reunification) or be adopted. We strive to find the best placement for each child and avoid the upheaval of disruptive placements.	Prepare foster parents for placements, match foster parents and children and then carefully monitor each foster family setting.	Birth - 18	Participant specific				
	Diagnostic Assessment	The Diagnostic Assessment is an intensive face-to-face evaluation between Youth Unlimited's staff and our clients – families. This evaluation enables our staff to recommend specific services for each kid's needs. The Diagnostic Assessment provides the foundation for developing a Person-Centered Plan which guides the initial phase	Diagnostic assessments		Participant specific				

		of treatment for each child. The Diagnostic Assessment is provided by two licensed clinicians.						
	Community Support	Community Support Services assist children, adolescents and their caregivers reach the recovery goals for each kid. These services focus on the needs of children and adolescents with significant functional deficits or who are at risk for developing problems and help give the children the skills they need to live successfully in their community.	Community Support		Participant specific			
	Day Treatment	Day Treatment provides therapeutic interventions for our non-residential treatment clients and focuses on reducing their problem behaviors and symptoms while improving their functional skills. Day Treatment means that these children continue to live at home while they attend the program for three to four hours a day, four or five days a week. The Day Treatment program also incorporates individual and family therapy into each kid's treatment, as needed.	Therapeutic services		Participant specific			
	Intensive In-Home Services	Intensive In-Home Services are clinically oriented, short-term therapy services provided to the child	Therapeutic services		Participant specific			

		and family in their home. The Intensive In-Home Services team works to stabilize the home environment, promote reunification of the family or prevent out-of-home placement. We use a team approach to meet the identified needs of each child and his or her family. The team has three members who are available to kids and their families 24 hours a day, 7 days a week. Most of the contact with clients occurs in familiar surroundings such as the family's home or within the community or school.							
	Counseling Services	Youth Unlimited provides outpatient Individual and Family Counseling as needed.	Counseling services		Participant specific				

Additional Youth-Serving Agencies and Organizations Which Are Known to Provide Services

AGAPE of NC, Inc. 302 College Road Greensboro, NC 27410 336.855.7107 800.330.9449	Website: Unknown
American Red Cross – Greensboro Chapter	Website: http://gso.redcross.org/about-us/contact-us
Applied Youth Development	Website: Unknown
Autism Society of NC – Guilford Chapter	Website: http://www.asncgc.org/
Children's Home Society of NC	Website: http://www.chsnc.org/
College Admission Coaching Services	Website:
Crossroads Treatment Center	Website: http://www.path2recovery.com/Greensboro.asp
Dismas Charities **307 North Church Street** **Greensboro, NC 27401-3002** **(336) 370-4357**	Website: Unknown
FaithWorks Ministries	Website: http://www.faithworksministries.com/home.cfm

Goodwill Industries of Central North Carolina, Inc.	Website: http://www.triadgoodwill.org/
Greensboro TEACCH (Treatment and education of autistic and related communication-handicapped children)	Website: http://teacch.com/programs-and-services/regional-centers/greensboro-teacch-center
Guardian Ad Litem	Website: http://www.nccourts.org/Citizens/GAL/Default.asp
Guilford Child Health	Website: http://www.gchinc.com/
Guilford County Partnership for Children	Website: http://www.downtowngreensboro.org/citylight/go/guilford-county-partnership-for-children
Guilford County Substance Abuse Coalition	Website: http://www.gcsac.org/
Guilford Native American Association	Website: http://www.guilfordnative.org/
Guilford Youth Mentoring	Website: http://www.guilford.k12.ct.us/~mentoring/
High Point Regional Health System – HOPE	Website: http://www.highpointregional.com/
Hospice of the Piedmont	Website: http://www.hospice-careconnection.org/
Huntington Learning Center	Website: http://greensboro.huntingtonlearning.com/contact
I Am Now, Inc.	Website: http://www.iamnowinc.com/
Institute for Family Centered Services	Website: http://www.ifcsinc.com/contact/locations.php?stateid=nc
Jewish Family Services	Website: http://www.shalomgreensboro.org/page.aspx?id=114711
Job Corps	Website: http://www.jobcorps.gov/Home.aspx
Kumon	Website: http://www.kumon.com/
Latino Family Center of High Point **501 W Westwood Ave High Point, NC 27262-4327 (336) 884-5858**	Website: Unknown
Leadership Connections	Website: www.leadershipconnectionsnc.org
Leadership Greensboro	Website: http://greensborochamber.org/THE-CHAMBER/Leadership/Programs/Leadership-Greensboro/
Learning Disabilities Association	Website: www.ldanc.org
Lutheran Family Services	Website: http://www.lfscarolinas.org/
Malachi House	Website: http://malachihouse.net/
Methodist Counseling – Chrysalis Counseling Center	Website: http://www.chrysaliscenterspiedmont.com/staff.html
Multicultural Center at Christ the King Catholic Church	Website: http://www.christthekinghp.com/
NAACP Youth Mentors	Website: http://www.greensboronaacp.com/
New Light At-Risk Intergenerational Outreach Program (NARIOP) – New Light Baptist Church	Website: http://www.nlmbc.com/ministries.htm#nariop
North Carolina Cooperative Extension – Guilford County	Website: http://guilford.ces.ncsu.edu/index.php?page=staff
Nurturing Youth & Developing Important Alternatives (NYDIA) – St. James Presbyterian Church	Website: http://www.stjamespresby.org/nydia.htm
PACE, Inc.	Website: Unknown

Piedmont Baptist Association Ministry Center	Website: http://www.piedmontbaptist.org/contactus.html
Presbyterian Counseling	Website: http://www.presbyteriancounseling.org/Default.aspx
Project Linus	Website: http://www.projectlinus.org/chapter.php?StateKey=NC#tgt
Pupils Ask, Teachers Help	Website: http://www.pathwhelp.org/index.php
Regional Child Care Resources & Referral	Website: http://www.guilfordchilddev.org/index.php?option=com_content&view=article&id=400&Itemid=30
Room at the Inn of the Triad	Website: http://www.roominn.org/
Saturday Academy GAMSEC	Website: http://cas.ncat.edu/~gamsec/index.php?Key=display_page&node=182&mr75sbkpm5evessk6hd9ct5ld4
Smart Kids TLC	Website: http://smartkidstlc.net/index.php?option=com_frontpage&Itemid=1
Specialized Children's Care	Website: http://specialized-children-s-care.net/
Summer Scholars Program GAMSEC	Website: http://cas.ncat.edu/~gamsec/index.php
Sylvan Learning Center	Website: http://tutoring.sylvanlearning.com/index.cfm
The Music Academy	Website: http://www.musicacademync.org/
The Piedmont School	Website: http://www.thepiedmontschool.com/programs.htm
UNA Pyschological Associates	Website: http://alcoholism.about.com/od/tx_nc/qt/nc201.htm
Washington Drive Resource and Enrichment Center 607 E Washington Drive High Point, NC 27260-5145	Website: Unknown

Guilford County Gang Assessment:
The OJJDP Comprehensive Gang Model

Section: Summary and Recommendations
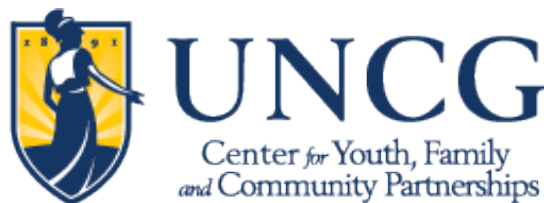
Summary and Recommendations

The OJJDP Comprehensive Gang Model requires that these strategies be delivered in a focused manner, based on a thorough assessment of the current gang problem in a community, its potential causes, and its contributing factors. A comprehensive assessment of the gang problem incorporates the data, the experience of service providers, and the views of parents, youth, and community residents. The problem of youth gang violence must, in fact exist, be perceived, and be communicated as a problem or a threat to the community. An assessment is the most important step in the design and implementation of the community's plan to address the youth gang problem. Guided by data, the assessment reliably measures the scope and depth of the gang problem to provide the basic information needed to develop strategic plans.

UNCG/CYFCP, in partnership with the Guilford County Steering Committee (Youth Focus, Inc., One Step Further, and Guilford County Court Alternatives) took a participatory action research approach to conducting the OJJDP Gang Assessment for Guilford County. Local partners were involved in each step of the evaluation process and both provided feedback and assisted with local data collection efforts.

Guilford has made significant steps to addressing youth gangs across the county. As every county can continually improve, potential steps and recommendations are offered below as Guilford County moves to the next stage of the OJJDP Comprehensive Gang Model.
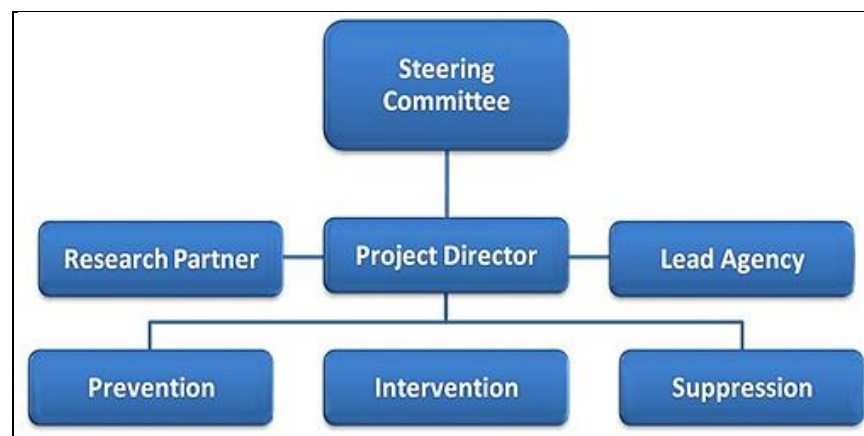
Community Recommendations

Recommendation: Implement the OJJDP Comprehensive Gang Model driven by a diverse, multi-disciplinary Steering Committee formalized through use of a memoranda of agreement that focuses on coordinating strategies and policy decisions to reduce youth gang activity.

One agency cannot stop youth gang activity alone. A coordinated approach is essential. As recommended by the OJJDP Comprehensive Gang Model, Greensboro should consider developing a steering committee that can move this goal forward that includes representatives from:

- Law enforcement
- Education/schools
- Probation and/or parole officers
- Court staff (juvenile and adult)
- Social service agencies
- Youth-serving agencies
- Grassroots community agencies

- Outreach staff
- Local government body representatives
- Local universities

Typically, individuals who serve on the steering committee should have experience in working with high-risk and gang-involved youth, be willing, interested, and able to work within a team setting, are well-respected within their own agencies, are open to new ways of collaborating and interacting with different disciplines to achieve a common mission, and are committed to providing intervention options to youth and to holding youth accountable for negative and/or dangerous behaviors. This body could become a subcommittee of ongoing groups such as the local Juvenile Crime Prevention Council.

The function of the steering committee would be to coordinate the full spectrum of services, including prevention, intervention, and suppression. It is best to identify and fund a project director (an anti-gang coordinator for Guilford County), identify a lead agency, and collaborate with a research partner to track outcomes and impact.

Recommendation: Incorporate all five community-wide elements of the OJJDP Comprehensive Gang Model.

In addition to comprehensive, anti-gang, evidence-based practices and programs that are part of the OJJDP Comprehensive Gang Model, there are several additional essential elements of the model that also must be combined in coordination with the delivery of those programs. This is paramount as each strategy plays a role towards a comprehensive effort. These elements include:

1. Community Mobilization: Involvement of local citizens, including former gang-involved youth, community groups, agencies, and coordination of programs and staff functions within and across agencies.
2. Opportunities Provision: Development of a variety of specific education, training, and employment programs targeting gang-involved youth.
3. Social Intervention: Involving youth-serving agencies, schools, grassroots groups, faith-based organizations, police, and other juvenile/criminal justice organizations in "reaching out" to gang-involved youth and their families, and linking them with the conventional world and needed services.

4. Suppression: Formal and informal social control procedures, including close supervision and monitoring of gang-involved youth by agencies of the juvenile/criminal justice system and also by community-based agencies, schools, and grassroots groups.
5. Organizational Change and Development: Development and implementation of policies and procedures that result in the most effective use of available and potential resources, within and across agencies, to better address the gang problem.


Recommendation: Continue to fund evidence-based programs/practices consistent with OJJDP Comprehensive Gang Model components.

The North Carolina Governor's Crime Commission (GCC) is the state recipient of $5 million Federal Byrne/JAG funds supplied through the American Recovery and Reinvestment Act. These funds have been awarded to the Department of Juvenile Justice and Delinquency Prevention to fund gang violence prevention programming statewide through local JCPCs. Guilford County is encouraged to continue to support those evidence-based programs/practices that were identified in the comprehensive gang assessment as a needed service in communities for gang prevention and intervention. The current cycle of funding makes funding available for selected programs beginning November 15, 2010, and ending June 30, 2012.

Recommendation: *Address the full spectrum of evidence-based practices and programs across the OJJDP Comprehensive Gang Model.*

The evidence-based practices and programs referred to within the OJJDP Comprehensive Gang Model are inclusive of a full continuum of care for youth gang members. Gang activity is a complex social phenomenon that varies by age, degree of gang involvement, and severity of offending. Risk factors associated with the probability of joining a gang run across family, school, peer, and community lines. Accordingly, no single program or strategy operating independently is likely to have a lasting effect in reducing gang activity.

Therefore, it is important that communities offer programming that covers the spectrum of services needed to prevent and stop youth gang violence. These include:
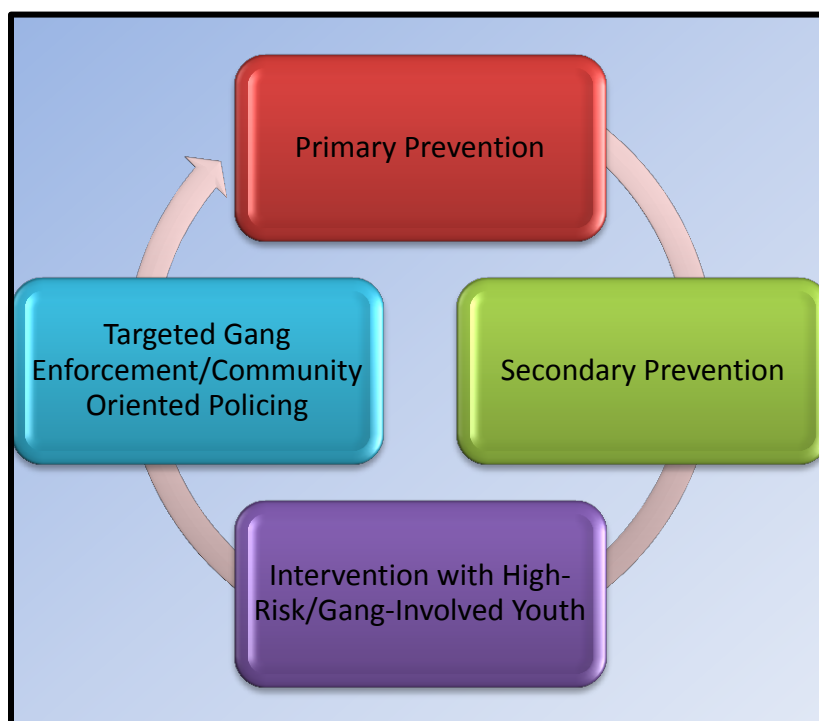
- Primary prevention: reducing risk factors or increasing protective factors among the entire population to reduce gang activity
- Secondary prevention: decreasing the likelihood of joining a gang among youth who have already displayed early signs of problem behavior or who are exposed to multiple known risk factors for gang activity
- Intervention with high-risk or gang-involved youth: providing coordinated service delivery, including educational and employment opportunities, with supervision and accountability
- Targeted gang enforcement: community-oriented and problem-oriented policing strategies with an emphasis on gangs, and collaborative enforcement strategies involving

probation and prosecution to target high rate gang offenders, gang leaders, and serious violent offenders[112]

Consistent with that approach, there are several resources available to agencies who want to implement an evidence-based approach to gang prevention, intervention, and suppression. These resources include the National Youth Gang Center (www.iir.com/nygc/tool), the Community Guide to Helping America's Youth (http://helpingamericasyouth.gov), SAMHSA's National Registry on Effective Programs and Practices (http://www.nrepp.samhsa.gov/about-evidence.htm), and the Office of Juvenile Justice and Delinquency Prevention's (OJJDP) Model Programs Guide (http://www.dsgonline.com/mpg2.5/mpg_index.htm). These databases contain a comprehensive set of criteria that together present a consensus on how to best determine whether or not a program is evidence-based and applicable in a community setting.

Each database uses a slightly different set of criteria to determine whether a program is "evidenced-based," although there are some commonalities: (1) Positive outcomes - must demonstrate a reduction in problem behaviors or risk factors; (2) Evaluation design - must be experimental and published in peer-reviewed journals; (3) Fidelity - must demonstrate consistency between with the experimental design and the actual intervention; and (4) Conceptual framework and standardization – must include a manual or materials are available to the public. Three of the databases have their own rating system to provide an additional level of information. SAMHSA rates the quality of the research and the readiness for dissemination of each intervention on a scale from zero to four, zero being the lowest. OJJDP and HAY have the same rating system, but the names for the levels are different. The type of experimental design and the strength of the positive results determine each level. The levels are: (1) Exemplary/Level 1 – experimental design and random assignment of subjects, evidence demonstrates prevention and/or reduction; (2) Effective/Level 2 – experimental or quasi-experimental with a comparison group, evidence suggests effectiveness; and (3) Promising/Level 3 – limited research methods, strong theoretical base, evidence is promising but more research is needed.

Recommendation: Provide services and resources to victims of gang violence.

Because of the strong link between victimization and later perpetration of violence, it is important that swift attention and intensive resources be provided to victims of gang violence. These resources need to include both services and resources in a variety of settings. School-based services should include conflict resolution within the school, gang resistance prevention and intervention programming, tutoring, mentoring, training for youth and teachers regarding what to do if either are a victim of gang violence or witness an act of gang violence, and training for school personnel on appropriate referrals to additional services when needed (what resources are available, how to refer, etc.). Community-based services should include, at the very least, medical and psychosocial assessments, mental health trauma treatments, individual and family counseling, and legal services. Given that response times are important in terms of providing services to victims quickly after being victimized, Guilford County should consider the

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[112]The "Prevention Strategies" information listed above is referenced from the OJJDP FY 2008 Gang Prevention Coordination Assistance Program announcement: http://www.ojjdp.ncjrs.gov/grants/solicitations/FY2008/Gang.pdf

expansion of the Greensboro Child Response Initiative, which ensures rapid responses to calls for service in which a child is involved in or exposed to violence by a mental health advocate being on the scene with law enforcement officers to reduce the traumatic impact of violence and provide immediate referrals as needed.

Recommendation: Invest resources and support local systems-wide initiatives such as Reclaiming Futures to improve system coordination and collaboration.

Systems initiatives have been identified as essential to changing crime dynamics and providing evidence-based, coordinated services across communities. Guilford County is one of six sites in North Carolina and 26 across the country to be a Reclaiming Futures site. Reclaiming Futures has been identified as an evidence-based model to guide system reform for at-risk youth. Reclaiming Futures works to address the barriers that prevent communities from meeting the needs of juvenile offenders including the fragmentation of systems, lack of incorporation of evidence-based practices, and lack of community investment in addressing these challenges. Given that these elements are essential to addressing the youth gang dynamics in Guilford County, it is recommended that county-wide strategies leverage existing collaborations such as Reclaiming Futures that are working to address youth offending behaviors and systems coordination.

Recommendation: Invest resources in gang prevention programs targeted at decreasing risk factors and increasing protective factors related to gang involvement.

During ethnographic interviews completed in North Carolina, one mother confided that she committed her child to the juvenile justice system so that she could get the appropriate trauma, mental health and substance abuse services for him. [113] Others have noted this "back door" approach to receiving necessary treatment: "In states where mental health services are scarce, youth who need treatment may enter the juvenile justice system because that is the only place they can receive treatment" (Federal Advisory Committee on Juvenile Justice, 2007, p. 10).[114] Data from the Pathways to Desistance study conducted through the MacArthur Network on Adolescent Development and Juvenile Justice have supported this claim, with those who were institutionalized in state-run facilities being more likely to receive services than youth who were based in the community and receiving services from contracted residential providers.[115] Clearly, there is a need for greater identification and provision of prevention services, as well as greater system-wide collaboration. Such efforts are in line with recent legislation advocating for cross-system service planning in which juvenile justice personnel can participate in child and family

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[113] Frabutt, J. M., MacKinnon-Lewis, C., & Moorefield, B. (2002, April). *The social context of delinquency: An ethnographic perspective of court adjudicated youth.* Poster presented at the 9th Biennial Meeting of the Society for Research on Adolescence, New Orleans, LA.
[114] Federal Advisory Committee on Juvenile Justice. (2007). *Annual Report 2007.* Washington, DC: Author.
[115] Mulvey, E., Steinberg, L., Fagan, J., Cauffman, E., Piquero, A., Chassin, L., Knight, G., Brame, R., Schubert, C., Hecker, T., & Losoya, S. (2004). Theory and research on desistance from antisocial activity among adolescent serious offenders. *Journal of Youth Violence and Juvenile Justice, 2,* 213-236.

team planning, and prevention programming can be housed within juvenile justice and school facilities (President's Freedom Commission).

Recommendation: Develop common tracking mechanisms across programs funded to implement elements of the OJJDP Comprehensive Gang Model in Guilford County so that unified outcome data can be collected and monitored.

For funding decisions made at a local level, it is recommended that a common set of performance measures are developed across providers as a condition of funding so that commonalities across programs can be tracked. Local funding should prioritize those programs that include regularly tracked performance measures for achieving project goals.

Recommendation: Consider a reexamination of Disproportionate Minority Contact (DMC) across systems.

The disproportionate minority representation of African Americans in the juvenile justice system as well as in the school suspension and expulsion data deserves specific attention. From 2003-2008, Guilford County had a local steering committee looking specifically at this issue and raising awareness across the county. Given the continuing numbers indicating continued disproportionality, Guilford County should consider revamping that committee to continue its work on understanding and reducing DMC in Guilford County.

Law Enforcement/Juvenile Justice Recommendations

Recommendation: Expand the number of juvenile court counselors.

Guilford is not unique in that there is a significant need for more juvenile court counselors to handle caseloads. However, as identification of youth gang activity increases, so is the workload of juvenile court counselors, at least in the short-run. Therefore, additional funding for hiring court counselors, and retaining well-qualified court counselors, is recommended, coupled with more intensive supervision of court counselors with high need clients.

Recommendation: Consider adopting a uniform gang definition across jurisdictions in Guilford County.

Because Guilford County is a rather large county, and because of the number of jurisdictions across Guilford County, without a common metric of how "gangs" are identified and coded across the county, it will be difficult to measure the impact of the programming that is put into place as part of the next steps of the OJJDP Comprehensive Gang Model. Thus, it is recommended that Guilford County consider a multi-jurisdiction definition of "gang" and

common coding of "gang incident" across Greensboro Police Department, High Point Police Department, and the Guilford County Sherriff's Office.

Recommendation: Think about groups, not just gangs.

Consider thinking about "groups" of people that commit crimes together as the focus rather than gangs so as to not limit the focus to only those that are validated, associated, or suspected gang members. The goal is to reduce youth violence; thus, if there are groups of young people who are running together and committing crimes, those groups deserve attention. The term "gang" is used to describe a variety of groups, including youth gangs, drug gangs, prison gangs, crews or posses, and adult criminal organizations. The terms youth gang and street gang are used interchangeably. More generally, however, it is agreed that youth ages 12-24 that are involved in an elevated level of criminal activity with a shared sense of identity are important groups with which to intervene.

School Recommendations

Recommendation: Understand and prioritize specific schools for gang violence and deliver services accordingly.

Because school safety is of paramount importance, and because of the clear link between school and juvenile crime as outlined in the nationally recognized school-to-prison pipeline, it is important that Guilford County Schools and partnering agencies understand and assess which schools in Guilford contain gangs and potential inter-gang conflict. Student surveys should be completed to assess their perspectives on school safety and gangs in their schools. School Resource Officers should work closely with local agencies to develop gang prevention and intervention programming that can be delivered within the school setting. This will lead to each school completing a critical self-evaluation that will allow for the examination of their policies and the effects of those policies within their schools.

Recommendation: Implement programs and strategies that aim to reduce suspensions, drop-outs, and truancy.

Crime statistics show that the highest level of criminal activity occurs when youth are not in school. Thus, with this trend, it is imperative that students are in school as much as possible. By examining potential programs and strategies that can reduce suspensions, drop-outs, and truancy, Guilford County will not only enhance learning (as students are in school), but also decrease the likelihood of youth criminal activity.

North Carolina has one of the highest suspension rates across the county.[116] Given this finding, several recommendations have been made to address this, including a reexamination of zero tolerance policies and outcomes. Specifically, national experts have recommended that zero tolerance policies are reserved for the most serious and severe behaviors, such as weapons offenses, and that schools define these behaviors specifically. Recent national reports have documented that while zero tolerance policies were well-intended, they actually increase the strength of the school-to-prison pipeline and reduce the success of youth overall.[117] Specific negative effects include a 15% increase in expulsions nationwide from 2002 to 2006, with disparate rates of disciplinary recourse for minority students. Removal from school is associated with higher rates of future misbehavior, negative academic performance, higher dropout rates, and higher likelihood of entering the justice system. Since the implementation of the No Child Left Behind (NCLB) Act, the nationwide graduation rate was 69% in 2006—the lowest since before NCLB. Graduation rates for Black and Latino students were 51% and 55% respectively. The graduation rates in the 100 largest US school districts were climbing prior to NCLB, but have began dropping significantly in most since NCLB. The 100 largest districts also serve a large proportion of the minority student population in the US.

When looking at NC specifically, there were 16,499 referrals to the juvenile justice system directly from schools in 2008-2009. Following the introduction of high-stakes testing, there was a 53% increase in students retained from moving onto the next grade level. After NCLB, short-term suspensions increased 41%, long-term suspensions increased 153%, and the number of SROs present in schools has increased, thereby reinforcing the punitive image of the schools they serve. Black students are three and a half times more likely to receive a suspension than White students and ½ of teachers are leaving the profession before they make it to their fifth year. The graduation rate in 2006 was 63%, the ninth worst in the country. Graduation rates for Black students and Latino students were 45% and 50% respectively.

Based on the negative impact of zero tolerance disciplinary policies and high-stakes testing, several recommendations were made to alleviate these practices along with their resulting consequences. Four action items were stated:

> "(1) Create more caring and supportive learning environments for students by eliminating policies and practices that unnecessarily push students out of school through the use of suspensions, expulsions, referrals to alternative schools, referrals to law enforcement, and school-based arrests;
>
> (2) Limit the involvement of law enforcement and security personnel in schools to conduct that poses a serious, ongoing threat to the safety of students or staff;
>
> (3) Replace high-stakes testing with policies that will encourage schools to keep students in the learning environment and develop enriched curricula that are engaging and intellectually challenging, ensure deep understanding of content, and are focused on authentic achievement; and

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[116] Action for Children, 2007
[117] Advancement Project (2010, March). Test, punish, and push out: How zero-tolerance and high-stakes testing funnel youth into the school-to-prison pipeline. Washington, DC.

(4) Ensure that every student is provided a high-quality pre-K-12 education that includes a full and equal opportunity to fulfill their potential, achieve their goals, improve the quality of their lives, become thoughtful and engaged democratic citizens, and become life-long learners."

Other more specific recommendations were to:
- create working groups in school districts to address the issues of zero tolerance policies and high-stakes testing
- limit the use of suspensions and use a graduated disciplinary approach instead
- provide academics during suspensions
- hold schools officials accountable for reducing the use of zero tolerance disciplinary policies and high-stakes testing
- provide more funding for school counselors and psychologists to get at the root of problematic student behavior
- expand teacher training to include conflict management and resolution

Recommendation: Expand gang awareness training through multiple outlets (community, youth, parents, SROs, schools).

Activities and workshops that raise awareness and educate children, parents, and teachers about gang prevention are needed. Guilford County has been conducting such workshops through its recent Gang Resistance Education and Training (GREAT) component coordinated through Guilford County Court Alternatives. Continued trainings such as these are recommended, particularly in light of SRO survey respondents indicated that 55% of parents and 35% of school personnel are not aware of these trainings. In fact, awareness and intervention programs were the most commonly indicated resources that are lacking in Guilford County for gang prevention according to Guilford County Schools SROs.

Appendices