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of

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FALL 1996
Volume 8

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President's Message

Ken P. Taylor
KERN COUNTY



The 1996-97 JCCSAC presidency is much different than those of recent years. The challenges associated with legislation, statewide unity and organizational restructuring that were so admirably handled by Claudette Inge, Larry Springer, other recent presidents and the executive boards with which they served have been absent or minimal this year. This has provided us with an excellent opportunity to refocus our energies on our students, improving court and community schools in general, and help our organization improve.

It has become obvious over recent years that even though we know that we provide a valuable educational service to the state's most challenging student population, it is difficult to document or defend. The variety of county characteristics and approaches makes accountability and documentation a challenge. A great deal of effort has been directed to the task of documenting, from both programmatic and fiscal perspectives, to the outstanding work done by court and community schools. This information will be valuable in the efforts to communicate the importance of the work done by court and community schools. The goal of these efforts is to provide credible and accurate information associated with court and community schools that can be the foundation for responsible decisions in Sacramento that are consistent with the good of the students served in these schools and the communities in general.

The attacks on community schools over the past several years had the potential to divide counties and undermine the organization, but has

'...it is important...to be reminded of just how important their contribution is to society.'

resulted in a stronger organization. There have been new commitments to inclusion (north and south, large and small, urban and rural, and varied philosophies). There have been new commitments to communication (phone/fax trees, legislative advisories and more recently the commitment to the power of technology). As different structures, approaches and needs are shared among counties, two things happen: 1) Programs learn from each other; and, 2) They develop a new respect for varied approaches that all remain focused on one thing -- the student.

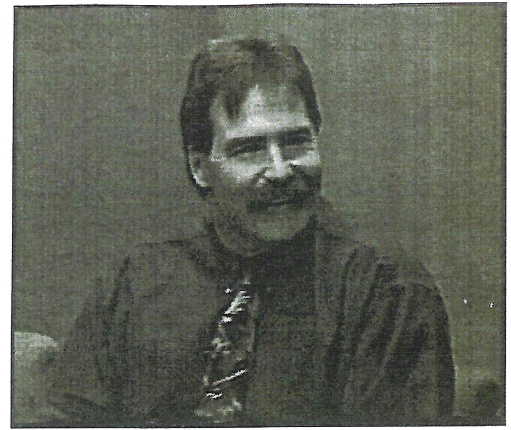
After several years of criticism from sources very far from our students, it is important for court and community school administrators and instructional staff to be reminded of just how important their contribution is to society. At the end of every day, the court and community school students served and the community they live in are better because of the difference these programs make. We should take pride in what we do and make sure that our instructional staff, the best in the state, get the recognition they deserve.

Have a great year and continue to do the magic with the kids that we have come to expect and often take for granted in court and community schools.



Reflections From The President-Elect

Mick Founts
SAN JOAQUIN COUNTY



Every man teaches as he acts.
-- Ptah Hotep, 2340 B.C.

Hotep's ancient words have a profound meaning to me as I think back over my past teachers. I cannot help but remember my fourth grade teacher, Mr. Ryan, who took us "doubters" to a mountain where we unearthed shark's teeth, discovering his point that the ocean did indeed cover much of our Earth. Of course there was Mr. Denno, my ninth grade English teacher impassioned by his love of words, who made the power of poetry a part of my soul. Coach Imbrogno, my community college strength coach, used athletics as a way to teach introspection and perseverance. Dr. McNelise, who was my English professor and college advisor, modeled the motto "find another path." These teachers all had a great impact on my life; yet, some of the great teachers I have come to know, have been outside of the classroom setting.

One such "teacher" who has always led by example, offered encouragement, and literally forced personal reflection, has been an inspiration to not only myself, but to many others who have come before me. This person has been a Director of Juvenile Court and Community Schools since 1968, has been a JCCSAC President in 1970 and 1988, has mentored a National Teacher of the Year, has...is one who "teaches as he acts." The one gigantic flaw is that he has decided to retire, leaving us "rookies" with much left to learn.

What I have learned from this man, during my brief years of knowing him, parallels my earlier learning experiences. I have learned that

'I have learned that what appears to be the forever past, may actually be only the beginning of discovery.'

what appears to be the forever past, may actually be only the beginning of discovery. I have learned that passion breeds passion, and that if I care enough, others may care, too. I have learned that perseverance coupled with reflection can result in overcoming obstacles, and ultimately finding another path to an ultimate goal.

I have learned that there is much more to learn.

There are single events or, for that matter, people in life that are so significant that they change not only the path of those individuals immediately surrounding, but also change the lives of others far away. Sometimes the effects of such events are only as lasting as the proverbial flash of light, crash of thunder, or bolt of lightning, while other times they are as lasting as the sun. Those lasting experiences and lessons come from teachers, and those who have taught us from their actions.

I would like to dedicate this article to a man who I believe has done just that -- teaches as he acts:

Chuck Lee
Director, Juvenile Court and Community Schools
San Diego County Office of Education
1968 - the future

Correctional education: A window of opportunity

Correctional education is at a crossroad. Correctional education was traditionally viewed as an isolated phenomenon for schooling incarcerated adults. Today these programs are experiencing tremendous growth due to an increase in the imprisoned population. Now in broad spectrum of settings, schooling for incarcerated youth and adults has brought correctional education programs and programming special recognition. A window of opportunity has been created. Correctional education can either remain as it has in the past—an educational program for incarcerated students, or, it can move to the forefront of educators' thinking about how alternative education should be conceived.

Once focused primarily on programming for adults incarcerated in major institutions, correctional educators are now being asked to assist alternative educators serving youth and adults in diversified settings. This opportunity affords correctional educators the chance to not only share what we know, but also re-examine ourselves to ensure that what we do sells well to our future colleagues. To do that, changes are required. This essay is about how correctional education must redefine itself to be viewed as an effective instructional option for youth and adults in alternative education placements and services.

Recent trends indicate that the students whom correctional and alternative educators serve are becoming younger in age, exhibit more disruptive behaviors (violent and aggressive), come from severely dysfunctional families, have lower skill levels than their conventional peers, include more minority representation, and have females as the fastest growing segment of the correctional education population (Chandler 1996). Correctional education has become more inclusive of others and more meaningful, but needs the infusion of new affiliates and interested others to make programs and methodologies viable for a broader spectrum of participants.

Michael Schmoker's, *Results*, published by the Association of Supervision and Curriculum Development, shares many good ideas on improving schools that possibly can help guide correctional education toward an appropriate re-design. Below are paraphrased many of Schmoker's concepts about what needs to change to make correctional education programs viable for a larger population of disenfranchised students.

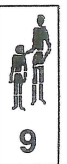
Because correctional education has frequently gained much recognition from doing things differently than regular education, comparing the two is a novel idea in the minds of some. But now the truth is that regular education and correctional education must change to effectively serve all students. In my opinion, the key components to doing both are surprisingly similar. The components are: Teamwork, Goals, Curriculum and Instruction, Research, Performance Data, and Leadership.

Teamwork

Collegiality among teachers, as measured by the frequency of communication, mutual support and help, is a strong indicator of school effectiveness. Virtually every research study on the topic has found this to be the case (Fullan 1991). Unfortunately, teacher isolation—the opposite of teamwork—is one of the most obvious realities of a correctional educator's life. Correctional educators need to share ideas and resources. All teachers want to feel valued for their contributions. This is true for teachers in regular schools, and it is true for correctional education. There are too many isolated groups and too many isolated and uninvolved teachers. Teamwork is an important component necessary in the redesigning of correctional education programming.

Goals

Goals are the substance of motivation, persistence, and well-being. Generally, what teachers enjoy most is pursuing a clear, doable goal that they value. This connection accounts for why many teachers are happier at work than at leisure. Perhaps the most striking, contradictory, self-defeating characteristic of correctional education and efforts to improve it, is the gap between the need—and intent—to improve on the one hand, and the conspicuous and virtual absence of clear, concrete pursued goals on the other. Goals themselves lead not only to success, but also to the effectiveness and cohesion of a team. A clear common purpose and a set of related performance goals, not personality or predisposition, promotes building an effective team. Correctional educators often are unclear about goals, even objectives. In the redesign of correctional education, clear goal setting must be part of the process.



Curriculum and instruction

Peter F. Drucker in his book, *The Age of Discontinuity: Guidelines to Our Changing Society*, points out that the global economic core has shifted from industry and manufacturing to technology and service. He says knowledge and information are the new economy's strategic resources and that this change means that employers will expect their workers to be better thinkers and problem solvers in the future. Drucker suggests that the most routine and simple jobs will require higher order thinking skills. Workers will be expected to think abstractly, critically, and creatively; to organize information; and to work cooperatively with others.

The correctional education curriculum must be adjusted to reflect the demands of the knowledge-work economy. A meaning-centered curriculum incorporates the needed adjustments and has the goal of enabling students to become independent thinkers, discoverers, and inventors. It is a curriculum for all students but particularly pertinent for correctional education students. Five major themes pervade the meaning-centered curriculum:

- construction of meaning
- elaboration beyond content
- self-regulation of learning
- connection to existing

knowledge

- interaction within a personally meaningful learning environment

The meaning-centered curriculum evolved from many years of systematic study about how learners accumulate knowledge (Resnick, 1989). Correctional educators have also discovered that successful learning requires more than the passive receipt of processed information. Learning requires the active involvement of the learner.

In the meaning-centered curriculum, the teacher's role also shifts, from conveying information to facilitating conditions that leads students to constructing knowledge for themselves. The meaning-centered curriculum equips students with tools for knowledge gathering and knowledge creating. These tools help students to research,

inquire, discover, and invent knowledge on their own. Resnick argues that through such methods, students not only acquire content more quickly and retain it longer, but also develop processes for knowledge acquisition that will endure for the rest of their lives. Correctional education needs to embrace this curriculum philosophy.

Research

Educators have learned much about learning in the last 15 years. Correctional educators can begin to systematically close the gap between what they know and what they do (action research). Many practitioners do not read what colleagues in the field write. However, only the smallest fraction of the best that correctional educators know is routinely used. There is an oxymoron used to describe correctional education teachers: "non-reading professionals." Is it as Martinson said, "Nothing works?" Of course not, correctional educators know what works. Nevertheless, in such a research-poor context, however isolated, experience replaces professional knowledge as the dominant influence on how teachers teach (Little 1990). With the right in-class interventions, traditionally low achievers can significantly out-achieve disadvantaged and disenfranchised counterparts. Action research has demonstrated just this fact. The most important laboratories for change are our own local correctional education programs, where cultural and contextual factors can make or break the success of the most promising and proven procedures. Correctional educators need to make action research part of their daily "routine."

Performance data

Data help monitor and assess performance. Just as goals are an essential element of success, so data are an essential piece of working toward goals. As with goals, data must be used judiciously and with discretion. Nevertheless, most correctional schools rarely use data and results to inform practice (Rosenholtz 1991). Data should be an essential feature of how correctional education schools do business. And if we look at the broader

field, at the work of Deming and his "Plan, Do, Study, Act" cycle (1986) (or any of its educational equivalents in the James Comer or Henry Levin schools), correctional educators can see that they too do, do, do, but seldom study. Correctional educators fail to examine data that can guide action. No wonder implementation is so often haphazard and why so many innovations do not have the expected impact. Educators know the character of a correctional school's output depends largely on the school's input, namely the characteristics of the entering students. But evidence now abounds that ordinary teachers can do extraordinary things—or at least realize incremental improvements with all kinds of "raw materials." Data can be effective tools for promoting promising practices and improvement. Correctional educator's successes in the form of testimonials frequently speak for themselves. Correctional educators, with good data, need to become a strong voice in this arena. Performance data can help program improvements.

Redefining results

Test scores and letter grades alone do not give us the kind of information we need to define student success. The current revolution in assessment makes a new definition possible—one that includes, but is not limited to standardized tests and other traditional assessments. "Results" should take us beyond the exclusive use of such annual indicators as test scores and dropout rates. Peters (1987) is almost right when he says that "what gets measured gets done." Correctional educators need to define more meaningful indicators of results. Things will be done only if the data we gather can inform and inspire those in a position to make a difference to change. Correctional educators need to commit to establishing new standards of success by which all programs are measured. An annual report card on progress would be helpful.

Leadership

Leadership that recognizes its most vital function, to keep everyone's eyes on the prize of improved correctional education programming, and

specifically, student learning is essential. Blase and Kirby (1992) found that praise from administration was the most frequently cited source of good feelings and that most teachers have unfulfilled needs for recognition and approval. The correctional education administrator's role should be one in which help and encouragement is frequently offered to others:

- to help them nurture the process.
- to believe we have a resource, not a problem.
- to celebrate and promote successes.

Conclusion

It may seem like a stretch to some, comparing correctional education's changes being based on an alignment of those factors that can influence school improvement. But if we take to heart what Michael Schmoker says improves schools, and apply these same concepts, correctional educators can also make significant changes for the better in the way they respond to and serve students in correctional and alternative education programs. In the future, correctional educators will then impact the field of correctional education more positively.

We need to focus on becoming a team by sharing and affiliating with colleagues and others, to set realistic and viable goals, and to re-define our curriculum and instruction philosophy. We must focus on research that proves successes and to gather data that support our claims. Finally, correctional educators must continue to play a vital leadership role in guiding the field of education, and in particular, correctional education.

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He is currently serving as Past-President of the Correctional Education Association.



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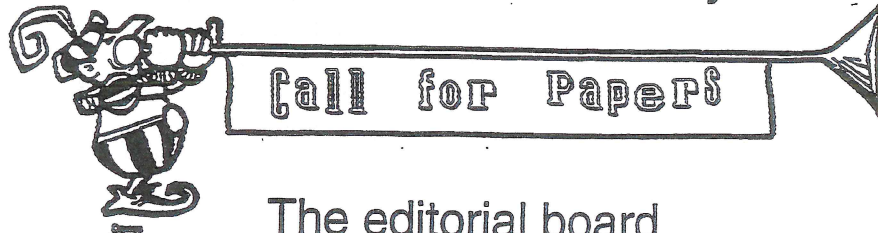
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Clairemont Summit project: 'Brightening up some lives'

In September of 1995, I was contacted by an acquaintance who knew several things about my program. Clairemont is one of 30 satellite schools in the Juvenile Court & Community Schools (JCCS) in San Diego. My friend knew that in addition to having a large gang population, we also had several "taggers" in the room. The reason for the contact was that he had met a woman artist who was very interested in doing a mural in San Diego with some high school kids. "Would you be interested...." I didn't even let him finish .

Immediately I dialed the number he had given me. Tama Dumlao answered the phone and I attempted to explain who I was and how interesting it would be to undertake a mural. This was the beginning of our first endeavor. And from this rather innocuous phone call a year's work was begun, and a symbol of potential and effort were created.

At our first meeting Tama nor I had any specific outcomes in mind in regard to the painting itself. I did know that I wanted to create a "cross-curricular" approach and we could study Social Studies and Language Arts with our daily Art class. Eight students began in earnest in October. We took several field trips to museums and to different locales in San Diego. This helped to expose the students to different architectural styles (the Downtown Skyline vs. Coronado) and different "life-styles" (Southeast San Diego vs. La Jolla) We also visited Chicano Park to observe the styles of various muralists whose work was on display. We visited several college campuses for additional insights.

The next step was to find a place to "practice" the art. With cooperation from our building landlord, they started working inside a storage area adjacent to our class. This was when I started to notice a few ancillary benefits. The students involved seemed to be more interested overall in school and two asked for additional information about schools that were out of state. Quite honestly I had hoped for this as a prospective outcome, but when it started to show up in our room, I was elated!

However, there was also a flip side to this elation. When the artists started working at the Municipal Court Building on Clairemont Mesa Boulevard, the work schedule



included after school on Wednesdays and most of the day on Saturdays. This had an immediate effect on two boys. They decided they had enough to do. Another boy graduated in December, so that after the holidays their number was down to three.

Well, "quality over quantity" was their motto and the remaining three young men finished what they had started. From December through the end of April they were regular occupants of the offices in the back of the Court House. They developed the project around much of the conversations with the court personnel; from their own insights; and from guidance from Tama.

A perk for me happened each time I would go to inspect what had been done. The office itself is several thousand square feet of desks, cubicles and cabinets. As I would meander through this in-door maze, I could hear the whispers "He is Their teacher!!!" This happened on several trips, and to be honest, I didn't always know my real reason for visiting!!

Well after last touches were applied, a ceremony was held to "unveil" their work. I received my invitation and accompanied by my wife and four children showed up on May 22 to see the results. Results would be an understatement as this experience was electric. There were about 300-400 people; all of the Juvenile Court Judges in San Diego and assorted other dignitaries were on hand to applaud the efforts of three outstanding court school kids; a wonderful artist and a lucky teacher who got to "hear the whispers."

Epilogue: From when we started to the closing day we learned a whole lot; some planned, some not, almost all positive. Byron, one of the artists is currently enrolled in Grossmont College, studying Art; Chris is concurrently enrolled in Summit and City College and has been asked to participate in other murals and Alan is scheduled to start his senior year next fall and is currently writing a journal retelling his account of the project. This project, about 80' long and 18' high can

be viewed by everyone in San Diego at the Municipal Court Building, 9050 Clairemont Mesa Blvd.

Soon, we hope to include it as part of our developing web site on the Internet so that all can have a virtual visit. Thanks to the visionary role of Chuck LEE, Director of JCCS, Tama has joined forces with the court schools again and this time will include five Summit programs on three new murals! This time we will infuse technology into the project with video and graphic software.

We are going to "brighten up" a lot of lives in San Diego!

About the author

Bill McGrath is beginning his 12th year with the Juvenile Court and Community Schools. Currently, he is at Clairemont Summit, (619) 467-9659, 6830 Convoy Ct., San Diego, CA 92111 or TNJAM@AOL.COM. He is also pursuing an Ed.D. in Educational Tech and has been on the faculty at National University for 10 years. He keeps busy coaching his daughters in soccer.



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Sending community school students to college

What types of life skills would you teach these students? When a court and community school teacher answers this question, the response seldom includes instructing the student on how to get into college.

Why do we avoid focusing on such lofty goals for our students? There are other, more pressing matters to worry about: reading, social skills, dealing with day-to-day behavior or personal problems. Besides, our students aren't usually seeking a college degree, so why push them in that direction?

During the 1994-95 school year, a pilot project was initiated by the San Joaquin County Office of Education's Alternative Programs project in collaboration with San Joaquin Delta College, a local community college. The project was intended to transition students from the community school to the community college.

The pilot program

Delta College agreed to enroll the participating students through their "advanced placement" program, which allows any student to be concurrently enrolled in its community college classes. The only qualification students were required to meet was successful mastery of the reading placement test at a minimum level of 2 (out of 3).

Students were recruited by SJCOE's Alternative Program's teachers on the basis of interest, then given the placement tests. The tests eliminated some candidates whose reading scores fell below level 2. Next, the students (by now a total of 18) completed the necessary admissions and financial aid documents, and began a single guidance class as a group, with their own college instructor. An SJCOE Alternative Programs teacher was present, as well. Students attended Delta College two days per week, while maintaining regular attendance at community school the remaining school days. Three short guidance classes in succession were arranged for the students: Guidance 11a, Guidance 30, and Guidance 31.

What began with a great amount of excitement and effort early in the semester, ended with just three students

'Students will not accept the notion that they can be successful at college unless their court and community school teachers truly believe it and encourage and support the student.'

successfully completing all classes. Of the 18 who began, 11 finished Guidance 11a, 6 finished Guidance 30, and 3 completed Guidance 31, the final class.

The SJCOE staff members involved were forced to ask themselves if the project was successful. An affirmative response resulted, as three students whom some thought would never finish high school actually completed a semester of college, while eight more earned at least one college semester unit. (Add to this the superb opportunity to learn from court and community school students what to consider when setting up a program, and this became a valuable experience for many.)

What was learned

Through several candid conversations with students and adults involved in the project, some valuable lessons were learned:

1. If we give students freedom and responsibility, it must be genuine. The pilot program promised students college educational experience, but delivered something that resembled a closely supervised high school class on a college campus. The result? Students often behaved like high school adolescents who needed to be closely supervised.
2. Work with the higher education institution to get as much acceptance and cooperation as possible. The students need to know that they have a right to a college education. If students are treated by college staff as if they should not be



there, they may stop attending.

3. The court and community school staff must believe in the project. Students will not accept the notion that they can be successful at college unless their court and community school teachers truly believe it and encourage and support the student.

4. Make the students do the work. The more work the staff does (filling out forms, scheduling appointments with counselors) the more it becomes the teacher's college experience and not the student's.

The next year

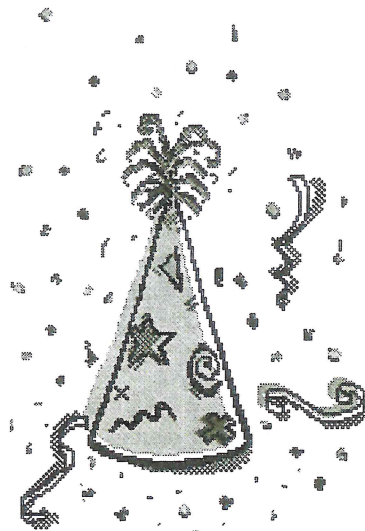
During the 1995-96 school year, SJCOE's Alternative Programs attempted the program again with many changes and a slightly greater success rate. The students were allowed to take any class that they could petition into; it was insisted that they take care of all of the forms, transportation, and other problems themselves; and the SJCOE's Alternative Programs staff gave them as much support and encouragement as they could. SJCOE staff did not go to class with them, nor was there a college instructor assigned to them.

The result? Out of 23 students who completed the enrollment process, 10 successfully completed the semester of college. And of the remaining, at least two went on to register for classes during the following summer or fall semester. Of the 10 who completed college classes, at least five are currently enrolled in college, and several more indicated that they plan to enroll next semester.

About the author

Jeannie Griffith is currently a counselor and Mentor Teacher at the San Joaquin County Office of Education's Alternative Programs. She has been on the one. team since 1993 and has been influential in that program program's recent growth. She is currently completing a Master's degree at California State University, Stanislaus. She can be reached at jgriffith@sjcoe.k12.ca.us.

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A high student interest program with high expectations

Constant conflict seems to exist between the goal of providing alternative education students with skills and knowledge necessary for their future success and the goal of keeping them engaged and excited about classwork. The Santa Clara County Office of Education is presently in the process of piloting a program that attempts to address this conflict.

Called the Enterprise Academy, this program uses the contract learning format as a framework for a new educational opportunity for Alternative School students. The Academy is designed to nurture and educate the whole person for a balanced life and enable students to learn outside of school walls in an effort to create interested, excited lifelong learners.

Enterprise Academy serves a total of 24 students per year, working in teams of eight. Students enrolled in the Academy can participate for 48 weeks in a program geared to address academic, career, and personal development.

To be eligible for consideration for the Academy, students need a referral from their current Alternative Schools Department teacher. They must have earned a minimum of 40 high school credits, be at least 16 years of age, have a willingness to commit to self improvement and community enrichment, and have a parent or responsible adult willing to assist them. Students begin in a learning team of eight, organized by Career Assessment Interests. They also take a personality test. These two activities allow students to get a clearer picture of themselves, which leads to a pursuit of academic, career, and personal development spread across subject areas.

Academic coursework in English, social studies, mathematics, and science is being done primarily through contract learning and technology. In terms of career development, students take courses with hands-on activity in job skills, office computer skills, business writing, career exploration, business communication, and a course in starting your own business. The latter course uses advisors from the business community and concludes with students preparing a business plan. Personal Development includes fitness training, community volunteer work, and self-



confidence activities.

An evaluation design has been prepared which will expect students to:

1. Achieve and maintain a GPA of 2.5 or better and pass competency tests at 80%.
2. Practice problem solving in an organized manner.
3. Compile a portfolio that will contain a resume, letter of introduction, two letters of recommendation, an analysis of the students work readiness skills, and a copy of his/her group report that demonstrates problem solving and team work abilities.
4. Demonstrate a healthy lifestyle by improving physical strength and endurance by 10%.
5. Demonstrate social competence, including restaurant and other public protocol, telephone etiquette and reception formalities.

Thus far the program has one outstanding teacher directing it and eight engaged, excited students attending class regularly. Eight new students will be enrolled shortly,

ENTERPRISE ACADEMY DAILY SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-10:30 a.m.	GROUP A <ul style="list-style-type: none"> • Career material • Submit academic homework • Meet with all students 	GROUP C <ul style="list-style-type: none"> • Career materials • Submit academic homework • Meet with all students 	GROUP A <ul style="list-style-type: none"> • Academic review • Meet with each student one-on-one (30 minutes) 	GROUP C <ul style="list-style-type: none"> • Academic review • Meet with each student one-on-one (30 minutes) 	FIELD TRIP DAY Make-up session for missing or incomplete homework
10:30-12:30 p.m.	GROUPS A & B <ul style="list-style-type: none"> • Fitness • Mentor meetings 	GROUP C <ul style="list-style-type: none"> • Fitness • Mentor meetings 	GROUPS A & B <ul style="list-style-type: none"> • Fitness • Mentor meetings 	GROUP C <ul style="list-style-type: none"> • Fitness • Mentor meetings 	GROUPS A, B & C <ul style="list-style-type: none"> • Group Activity • Sports • Theater • Cultural Activity
1:00-3:00 p.m.	GROUP B <ul style="list-style-type: none"> • Academic review • Meet with each student one-on-one (30 minutes) 	TECHNOLOGY LAB <ul style="list-style-type: none"> • Work Experience instruction 	GROUP B <ul style="list-style-type: none"> • Career materials • Submit academic homework • Meet with all students 	TECHNOLOGY LAB <ul style="list-style-type: none"> • Work Experience instruction 	FIELD TRIP DAY Make-up session for missing or incomplete homework
3:00-5:00 p.m.	WORK EXPERIENCE	WORK EXPERIENCE	WORK EXPERIENCE	WORK EXPERIENCE	WORK EXPERIENCE



and by the end of the first quarter of school, the full compliment of 24 students will be in place.

The business community has embraced the concept and is providing mentors and advisors who are meeting with students frequently.

Will this program turn highly at-risk students into successful, educated citizens? The belief is that in the process of addressing the whole student and in the attempt to help students develop a balanced life, the program will be able to motivate these young adults to maintain their interest in

school society and in self.

About the author

Robert J. Ferrera, Ed.D., is Assistant Superintendent for Student Services at the Santa Clara County Office of Education.

Call for Papers

The Journal

Call for Papers

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Hedy Kirsh, Editor, JCCSAC Journal

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UPCOMING ISSUE:

Spring 1997
Submit papers by March 14, 1997

Alec R. Esparza
ORANGE COUNTY

Resolving conflict: Before it turns into violence

Too often, unresolved student conflicts result in escalated tensions, hostility, and in some cases, violence of the school campus. Many of these incidences may have been defused if the students in conflict had only been taught the skills to find peaceful solutions or other options to help them understand and resolve their differences.

The Peer Assistance Leadership (PAL) program of the Orange County Department of Education (OCDE) has trained more than 400 teachers in the conflict management program. Teachers are trained in the Community Board Inc., Conflict Management model of San Francisco by OCDE staff. Teachers in turn train students at their respective school sites at the elementary, middle/junior high, and high school levels.

Increasing positive verbal and nonverbal communication skills, learning to view both sides of the conflict, understanding and processing personal feelings and the feelings of others, problem solving, and helping create a safe school climate are what students learn in training to become conflict managers.

Conflict managers facilitate their peers to reach their own resolutions by listening without taking sides, directing students to express and hear each other's feelings and needs, remaining neutral, and by helping their peers come to a good resolution that is workable and balanced. Trained students increase their critical thinking skills, raise self-confidence, learn how to make healthy choices, build leadership qualities, and develop trust.

In 1995, 32 school administrators implementing the PAL conflict management program reported that 2,795 conflicts were resolved collectively at their respective sites. An average of 72 conflicts were solved per school. Administrators also report that physical fights, gang-related activities, and poor grades have also been reduced. Students report that they are better able to deal with problems, express feelings, make new friends and significant positive and attitude changes (1995 PAL Program Evaluation Executive Summary, May 1995).

'Administrators also report that physical fights, gang-related activities, and poor grades have also been reduced.'

Benefits to the school climate are positive relationship built between students and adults, students recognize themselves as a resource, a stronger sense of community is developed, and teachers have more time to "teach" than play the role of referee and/or solve student problems.

It is important to continue providing the tools and meaningful opportunities for students that promote developing self-respect and respect for others, looking for peaceful solutions, building positive relationships, and selecting appropriate coping strategies.

A video training program for parents, *Keeping The Peace: A Conflict Management Guide for Parents*, will be available in late 1996. This program will include a 30-minute training video and facilitator's guide to help parents better communicate with their children, and solve conflicts through a mediation process. For more information on the PAL program and the parent video, call (714) 966-4172.

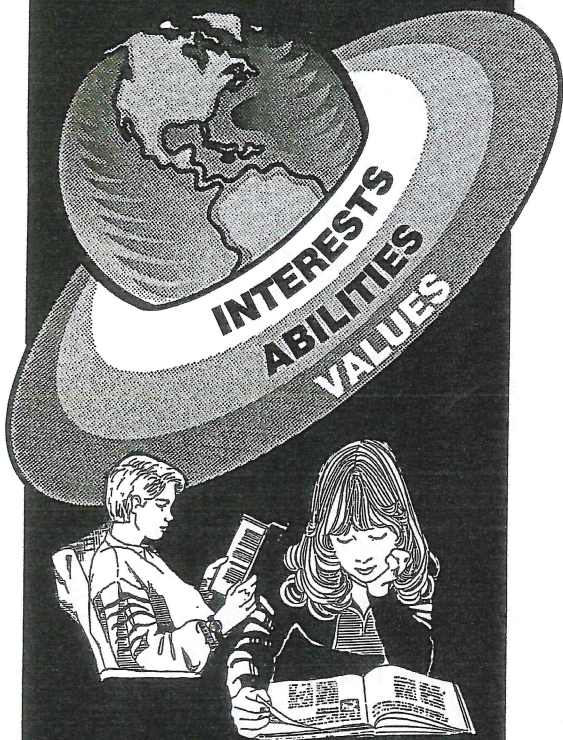
About the author

Alec R. Esparza has been working with youth in prevention programs for the past 18 years. The last six years he has been employed with the Orange County Department of Education (OCDE). At OCDE, Alec coordinated SAFE Schools and Gang Prevention Intervention Program. For the past three years his assistance at OCDE has been Program and Technical Specialist with the Peer Assistance Leadership Program (PAL). Alec may be reached at OCDE's PAL program, (714) 966-4404.



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A profile: The at-risk female student

This article was written based on a survey conducted by members of the Women's Celebration Committee at the Los Angeles County Office of Education (LACOE), Division of Juvenile Court and Community Schools (JCCS). It provides an impetus to evaluate present day perceptions of a growing, but overlooked phenomenon, the at-risk incarcerated girls. This special survey administered during Women's History Month in March 1996 was developed so a basic profile of the girls receiving services and education in JCCS could be improved. These findings have major implications not just in court schools but for everyone in government, law enforcement, community based organizations, businesses, communities and families.

The purpose of this article is multifaceted. It provides current data on types, conditions, trends and factors effecting female incarcerated youth. It can assist in the development prevention, intervention and rehabilitation strategies for girls to build self esteem, social skills, reduce gang participation, affect parental and family dynamics and gender awareness. The profile will help supply information and understanding for this population group.

Introduction

The first Congressional Resolution acknowledging the importance of remembering and honoring the contributions of women with an official Women's History Week was passed in 1981. To mark the 15th anniversary of the first national celebration of women, the Los Angeles County Office of Education (LACOE), Division of Juvenile Court and Community Schools (JCCS) and the Los Angeles County Probation Department sponsored activities for girls incarcerated in the juvenile camps, halls, community education centers (CEC) and residential community education centers (RCEC). The purpose of the Women's History Month for the adjudicated girls and boys was to provide an opportunity to celebrate contributions of women that have gone unrecognized, but also who sought out positive role models from the Los Angeles area to come and speak at the camps and halls. These role models included State Senator Hilda Solis, 24th District; Joyce Ride mother of Sally Ride, the astronaut, who spoke at Camp Challenger; Wendy Tokuda, NBC-TV news broadcaster; local poets, attorneys, family counselors, teachers and many others. While it was successful, a problem emerged as we discovered during

committee meetings that characteristics of incarcerated girls hadn't been clearly defined or studied. Thus, it was crucial to establish a profile of the girls in JCCS in order to address their unique needs. This became our purpose.

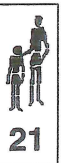
Trends and research

Little notice is taken of the special needs of girls that professionals and experts are just beginning to recognize this problem. According to Elizabeth Mehren's, Los Angeles Times article "Mixed Messages" it says until very recently, little notice was paid to girls at risk. The twenty-three percent (23%) increase in women arrested between 1990-94 has caused some alarm. Brian Wilcox, Director of Children Families and Law at the University of Nebraska, says "The phenomena is so new that we really don't know about the careers of adolescent females who take part in crime...we know a lot about criminal males, we don't know a thing about the girls. We are ignorant about the causal sequence of adolescent criminal behavior in girls and policymakers have no clue whatsoever."

Nearly everyone agrees at the national level that juvenile crime is one of our major problems. The public has lost patience with juveniles who run astray of the law, yet policymakers and legislators appear to have no local or state agenda which defines a profile or demographic data on criminal females. There appears to be little or no national networking or agenda that explores the social causes or pathology of girls who commit crimes. David Steinheart, Director of Common Wealth, Juvenile Justice Program in Bolinas, California, says "when it comes to young women the justice system is the biggest mismatch of all. It's a system designed to impose control on criminals who are mostly males and can't do it right when it comes to the problems of young women."

Barry Nidorf, Chief Probation Officer for Los Angeles County, says that "in the next five years, the crimes that the system not just the numbers". For example, armed robberies, assault and battery; crimes that involve physical violence have all increased. Today, instead of selling drugs for the profit of their boyfriends, girls are going into the business for themselves.

According to Dr. Deborah Prothrow-Stith, specialist in youth violence at the Harvard School of Public Health, "if present trends continue, girls may one day catch up to the boys in homicide rates". To illustrate, the National Center



for Juvenile Justice released their 1993 statistics for girls between the ages of 10 to 18...a four year study showed a 23% increase in the number of females arrested as contrasted to an 11% increase for the boys.

The Los Angeles Times (5) states that the adult female prison population increased at a faster rate than the male prison population. Mehren's explains the number of female prison convicts grew by 11.4% compared with an 8.7% increase in the number of male prisoners. In California juvenile arrest rate is higher than the national average and will likely increase.

Ilene Bergsmann, Assistant Superintendent, Cook County Juvenile Detention Center in Illinois, says "girls in the juvenile justice system, "have always been an afterthought, if they have been a thought at all...Institutions have never been prepared to deal with incarcerated girls because everything has been designed for boys and girls have been expected to fit into the mold". In terms of public awareness or concern, they are not even in the scope. They are really throwaway girls and are usually overlooked in studies of youth crime that focuses on boys.

The Legislative Analyst Office, State of California, ask the question, "How much juvenile crime is there committed in California?" The answer is, there is limited data available about juvenile crime. Often crime is unreported. Crime statistics and surveys show there's lots of victimization crime committed each year, but it's not included in official statistics because it's never reported to law enforcement. In 1993, about two-thirds (67%) of all crimes went unreported to the police. Specifically 50% of all violent victimization of juvenile was not reported.

It is noteworthy that a large proportion of girls entering the system are victims of sexual abuse. Once in the system these girls respond differently than boys. With the concern over juvenile crime the ideal policy seems to be "not to be seen, heard or spoken about at all." Mehren states, "that California is one of many states that have considered new laws to waive young criminals into adult, penal and court systems...still the girls are ignored."

Retired Florida Juvenile Judge

Frank Orlando head of the Center of the Study of Youth Policy in Fort Lauderdale recently attended a Bar Association Meeting on Violent Youth marveled, "There was never any reference to girls whatsoever". In San Francisco at a California session on juvenile justice Managing Director of the Youth Law Center said, "I have not heard one word about the girls".

Survey design

The At-Risk Female Student Profile survey was designed so that students would answer the questions with a minimal amount of help. All questions were read aloud and administered by either the classroom teacher or school administrator in a classroom setting. Students weren't permitted to write their names on the surveys (as a condition of probation), so all responses were anonymous. Students were given unlimited time to complete eleven categories: personal data, children, school, length of stay in court schools, gang activity, use of drugs, home status, the family (parent), family employment and crimes committed and for what reason(s). Maintaining the confidentiality of the survey participants was imperative. The survey was intended to present a cursory look at adjudicated students, not to be an empirical study with specific statistical and narrative data.

Survey sample

All the girls surveyed were identified as at-risk because they experienced a number of failures at either/or school, home, work and in relationships; most were incarcerated in juvenile probation camps or hall facilities. All participants were attending a school in the LACOE, Division of JCCS and were wards of the Los Angeles County Juvenile Courts and Probation Department. The student participants selected were either attending a CEC which provides school linked services to students and their families in the community or a RCEC which are group homes where young people are placed when the court determines that serious instability and difficulties in the child's home caused or contributed to their delinquent behavior. A total of twelve (12) school

sites participated in the survey. A total of sixty (60) girls from eleven (11) CEC Schools in Southeast Los Angeles County and San Gabriel Valley and sixteen (16) girls from one (1) RCEC in San Fernando Valley.

Survey results

Personal Data. A total of seventy-six (76) girls were surveyed at JCCS sites. Their ages ranged from 12-18 years with an average age of 15 years and 4 months. The students grade levels are from 6-12. The predominate ethnic population was Latina/Hispanic (see Table 1).

Children. Seventeen (17%) of the girls had children of their own. In terms of assisting in infant care, family members or friends (80%) helped the teen mother while in custody.

School. On average, girls at-risk dropped out of school by the ninth grade (or 14 years of age). Many received special service in basic skills education.

Length of Stay. The average expected stay in incarceration was approximately six (6) months. This is time spent at either juvenile hall, camp, community or residential education centers.

Gang Activity. Over one-half of the girls at-risk (55%) surveyed were gang members. When questioned on, "Have any other family members ever been in a gang? A majority (57%) responded "yes". The family members most involved in gangs are fathers (29%), older brothers (26%) and older sisters (22%), while mothers (14%) younger brothers and sisters accounted for less (see Table 2). Males (father, older/younger brother) were more involved in gangs (64%) than females (36%). Also, older brothers/sisters (48%) were more involved in gangs than younger brothers/sisters (9%).

Drugs. When questioned about drug use most girls responded they used alcohol (78%) followed by cigarettes and illegal drugs (both at 72%). Their drug of choice was marijuana (44%) followed by cocaine/crack (30%), PCP or acid (8% each).

Home. A large percentage (51%) resided in a single parent home, followed by relatives/grandparents (21%), then staying with both parents

or with friends or others (rated 14% each).

Employment. While many incarcerated girls have at least one parent working (71%) of that total 79% of were working full-time

Family. Ninety-four (94%) of these girls had brothers/sisters. The average family is five (5) members including one parent. A majority of the girls (54%) lived in homes where other family members, parents (55%) and brothers/sisters (45%) have committed and been convicted of crimes too.

Crimes. Each student was asked to indicate crimes they committed and/or been convicted, the numbers don't indicate how many times committed. The percentage of convictions was based on comparing the crimes committed by the number of convictions. All respondent answers were anonymous to avoid legalities, self incrimination and confidentiality. The major offenses committed (based on number of girl responses were) marijuana use (36), engaging in fights/assault (27), assault and battery (22), theft (19), robbery (18) and car theft (15) (see Table 3).

The highest conviction rates were those listed as in the category of "Expelled by the School" (52%) followed by Crimes Against Others (40%), Crimes Against Property (30%) and Drug Related Crimes (14%). Overall the percent of convictions was one-third (33%).

Girls were then asked to select the reasons they committed a crime from a list of thirteen (13) choices (see Table 4). Those who answered either "somewhat a reason or "the reason" for committing the crime, these totals were added together to arrive at total. The results indicate that the need for money (14%), drugs or alcohol needs (14%) and escape from family problems (10%) were the factors contributing most to their criminal activity. The answer identified as having the least effect on their criminal activity were needing to gain the respect from friends or peers.

Results

Please note the interpretations made below are based on the quantitative data and therefore are

generalized, a more comprehensive control and scientific study would be more beneficial.

- Girls at-risk quit school by the 9th grade.
- Most girls live with a single parent.
- The parent is generally working full-time (suggesting little/no adult supervision when they arrive home).
- Parent(s) convicted of crimes influence their daughters committing crimes.
- Fathers are most often in gangs.
- Males (fathers, older/younger brothers) are more involved in gangs than females (mothers, older/younger sisters).
- Age is a factor with other children, older brothers/sisters are more involved in gangs than younger brothers/sisters.
- Girls were convicted in only 1 in 3 crimes (they allegedly) committed.
- A high percentage (70%) of girls have used alcohol, drugs and cigarettes.
- There's a 50-50 chance that if parent or other siblings commit a crime, the girl will too.
- Girls are more involved in drug related crimes.
- Girls are most often involved in assaultive behavior (fighting or battery) and theft.
- Girls commit crimes for money (and it may be related to drugs and alcohol-usage/selling).
- Drug and alcohol (usage) may be a mechanism girls use to avoid/escape family problems.
- Girls generally don't commit crimes because of their friends (peers):

Discussion

Family Influences. Elizabeth Mehrens article entitled "Drop By Drop" reported that female detention indicates high reports of victimization for incoming arrested girls. Female delinquent felonies and homicides will match or surpass the males by the year 2004." At the National Institute of Justice, Marilyn C. Moses, Program Manager began scouring the country for intervention programs aimed at children of incarcerated parents. She found them to be few and far between.

Ann Laszlo, a criminal researcher

analyst, says "children of incarcerated parents are six times as likely to end up in the juvenile system as children whose parents have never been in jail. The Bureau of Justice Statistics Studies indicate that 70-80% of women in jail are mothers, most often of young children. A Baltimore city judge had seen one set of one mother-daughter crimes too many when in frustration contacted the U.S. Department of Justice and urged that something be done for these forgotten females. That particular day, she had sentenced a mother in the morning and her daughter in the afternoon.

Abuse. Ed Auhalt, Superintendent of San Fernando Valley Juvenile Hall in Sylmar, California says "girls coming to our facility are almost always victims of abuse, 90% of them have been victimized!" In Washington D.C., Pam Allen, Special Projects Director with the Coalition of Juvenile Justice says, "Girls are not even on the radar screen...not enough people are paying attention, clearly there are an increasing number of young women in the system. Some of the reasons they're in the system, while they are there, it's different enough from the boys we feel particular attention needs to be paid to them." Elizabeth Mehrens's says, "one of the biggest concerns the juvenile justice staff feel is that girls have distinct issues from boys and these must be incorporated into policy for delinquent girls. The Special Projects staff points out that at least 70% of the girls entering the juvenile justice system have been sexually abused, as opposed to only 20% of the boys".

Surveys done at detention intake show that between 50-75% of girls have experienced some form of physical or sexual abuse. Some say, these figures are higher. Mehrens says, "We're seeing a small but growing new wave of criminal girls and no one is really sure what to do with them or for them".

Gangs. Data available from a 1992 survey of law enforcement agencies did not substantiate major involvement of females in gangs. Some jurisdictions reported no female gang members, while others as a matter of policy never classified females as gang members or relegated females to



the status of associate gang members, in fact law enforcement policies had exclude female gang members even though it was estimated that six (6%) were active. In a 1992 survey found that the criminal behavior of male and female gang members differed. A higher proportion of male crimes were violent offenses (51% compared with 32% for females) while a higher proportion of female crimes were property offenses (43% compared with 15% for males). About 10% of male and female crimes were drug-related.

Crime Victim. Boys and girls tend to kill different types of victims. The typical male juvenile homicide offender kills a friend or acquaintance during an argument. Fifty-three (53%) percent killed friends, or acquaintance, while 35% killed strangers. In sixty-seven (67%) of all the homicides the boy used a gun, another 18% used a knife. The typical female juvenile homicide offender is nearly as likely to kill a family member (41%) or a friend or acquaintance (46%). Firearms are not used as often in female homicides as in homicides by males. While 43% of female juvenile homicide offenders used a firearm, 32% were killed with a knife. Both male and female juvenile homicide offenders tend to kill males. Eighty-five (85%) percent of boys and 70% of girls killed males (generally friends, fathers or brothers).

Drugs, Alcohol and Cigarettes. The at-risk youth who exhibit risk factors for future delinquency; drug and alcohol abuse youth are generally non-offenders (neglected, abused, dependent) and status offenders (runaways, truant, alcohol offenders, incorrigibles or minor delinquents.) Youth who have committed criminal acts as juvenile offenders have a strong propensity of becoming serious, violent or chronic offender.

In high school, 7 of 8 seniors (88%) reported in 1993 they had tried alcohol at least once: half said they had used it in the previous month. Even among 8th graders, two-thirds (67%) had tried alcohol and one-quarter (25%) had used it in the month prior to the survey. Perhaps of greater concern are the juveniles who indicated heavy drinking (defined as five or more drinks in a row) in the preceding two weeks: 28% of seniors, 23% of 10th graders,

and 14% of 8th graders reported this behavior.

Tobacco use was less prevalent than alcohol use. In 1993, 62% of seniors and 30% of 8th graders had tried cigarettes. Thirty (30%) percent of the seniors and 17% of the 8th graders had smoked in the preceding month. Importantly, 15% of high school seniors, 11% of 10th graders, and 6% of 8th graders reported they were currently smoking cigarettes on a regular basis.

Gender. All too often law enforcement probation officers relate a story where girls were given second chances and sent home where in a similar situation, but boys would be arrested immediately. Some believe that girls are only play acting at being tough while some see the criminal behavior of girls as attempt to be with their boyfriends, a display of excessive peer orientation or even at attempt to compete with the boys, i.e. the reverse gender equity approach.

Solutions

In meeting the increased number of crimes and incarcerations by juvenile girls, several programs and services have been developed to help meet this challenge. In May 1994, the Los Angeles County Probation Department modified Joseph Scott Camp School in Saugus, California from a juniors program for 100 boys, ages 10-15 to an all girls military style boot camp (among the first in the nation) for 12-18 year olds. "This specialized camp stresses discipline and regimentation while providing an education in basic skills" states Dr. Sam Lager, teacher at Camp Scott. At Rosewood CEC School in Bellflower, California, teachers Sandy Osborn and Cedric Anderson, coordinate a nationally recognized peer tutoring educational and recreational program between adjudicated teens and disabled students at the Lynn Pace School with remarkable success. Other programs proposed or developed include: victimization awareness, gang awareness curriculum and intervention, family and peer mediation and resolution, family preservation, substance abuse education, work and career programs.

"To some people these girls are

labeled as failures, but regardless of their behavior, they will become women and mothers of our future generations, experts seem to agree," says Elizabeth Seraphin, assistant principal of JCCS, "if I don't help them, we may be no better than those who've hurt them." These solutions help recognize the urgency of the problems; however, more resources both human and financial; research and study is needed before we can be confident about the direction we are headed.

Recommendations

We are in need of a wake-up call when it comes to handling delinquent girls, a fast rising population group. A few programs are making a slight headway. "Our premise is pretty much that all girls are at-risk in society", states Paula Schaefer, State Planner for Juvenile Females for the Department of Correction in the State of Minnesota. There must be an intensive effort to gather statistically, comprehensive research on the adjudicated girls. We need to understand the causes and effect of such criminal activity and provide strategies for early prevention, intervention and rehabilitation. A public awareness program and services in the schools, community based organization and agencies, businesses and the local community must be mobilized to address the problem and provide the solutions and concrete results.

A comprehensive strategy is needed because most juvenile justice system interventions occur too late. In general, serious and violent youth behavior peaks at ages 16 to 17, while peak ages for arrest are 18 and 19 (Elliott, 1994). Early detection is essential.

A risk and needs assessment should be conducted to assess objectively and extensively. Studies should cover the wide range of problems and behaviors girls at-risk exhibit. We must resolve to know the young females who increasingly commit crimes as well we know the crimes committed by young males. The better we know girls at-risk, the better we can develop programs and services to meet their needs.

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About the authors

Elizabeth Seraphin is an Assistant Principal and Project Manager for the Job Training Partnership Act (JTPA) program and the Chairperson of the inaugural Women's History Month Celebration. **Dr. Sam Lager** is an interm Assistant Principal and a teacher at probation Camp Scott. **Cedric Anderson** is a 1996 California Teacher of the Year from the Rosewood Community Education Center. All three staff are employed by the Los Angeles County Office of Education, Division of Juvenile Court and Community Schools, headquartered in Downey California.



TABLES

TABLE 1: *Ethnicity*

Ethnicity	%	N
Latina/Hispanic	53	40
Caucasian/White	28	21
Afro-American/Black	18	14
Asian	01	01

TABLE 2: *Family members in gangs*

Relationship	%	N
Father	29	21
Older brother(s)	26	19
Older sister(s)	22	15
Mother	14	10
Younger brother(s)	08	06
Younger sister(s)	01	01

TABLE 3: *Crimes*

A. Crimes against others	Committed	Convicted	%
Assault/Battery	22	05	23
Robbery	18	06	33
Assault w/a deadly weapon	09	06	66
Shooting/attempted murder	07	04	57
Other (murder/rape/etc.)	04	03	75
TOTALS	60	24	40

B. Crimes against property	Committed	Convicted	%
Theft	19	07	37
Car theft	15	05	33
Burglary	13	03	23
Forge check/credit cards	06	02	33
Fire	06	01	16
Other	01	00	00
TOTALS	60	18	30

C. Drug-related	Committed	Convicted	%
Marijuana	36	07	19
Cocaine	12	02	17
Crack cocaine	10	02	20
Other (heroin/acid/LSD/etc.)	20	00	00
TOTALS	78	11	14

D. Expelled by school	Committed	Convicted	%
Fighting/assault	27	09	33
Using drugs or alcohol	11	09	82
Gang activity	08	06	75
Other (truancy)	04	05	125
Other (destroy property/etc.)	08	02	25
Bringing weapon to school	06	02	33
TOTALS	64	33	52
GRAND TOTALS	262	86	33

TABLE 4: *Why I committed a crime*

Reason	1= Not a reason	2= Somewhat reason	3= The reason	Add 2+3	%
I need money	04	01	05	06	14
Because of drugs	02	02	04	06	14
Escape from family problems	02	01	03	04	10
Because I wanted to	03	00	03	03	08
No parent or adult around	02	01	02	03	08
It's fun and easy	03	00	03	03	08
Other (friends do it/etc.)	26	02	01	03	08
To get even with others	03	00	02	02	05
Some of my family is in jail	03	01	01	02	05
I'm bored with life	04	01	01	02	05
I want to see what it's like	04	01	01	02	05
My gang tells me to	03	00	02	02	05
To get even or revenge	06	00	02	02	05

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AN INVITATION FOR MEMBERSHIP

Juvenile Court and Community School Administrators of California (JCCSAC) is an organization that provides leadership, inservice, direction and information to administrative personnel involved in juvenile court and community school education programs. JCCSAC functions as a support system to these professionals by providing activities, projects, and services in the following areas: Instructional Program, Staff Development, Evaluation, Legislation, Special Funding, Personnel Procedures, Communications, Networking, Inter-Agency Coordination, Pupil Personnel Services Research and Management Development.

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