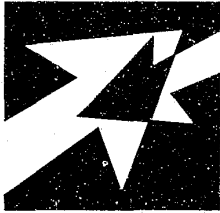


146471



**TRANSFER OF
KNOWLEDGE
WORKSHOP**



**Crime and Violence Among
Asian/Pacific Islander Youth:
Delinquency Prevention
Strategies**

**DEPARTMENT OF THE YOUTH AUTHORITY
OFFICE OF CRIMINAL JUSTICE PLANNING**

146471

**U.S. Department of Justice
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PREFACE

The Department of the Youth Authority, in cooperation with the Office of Criminal Justice Planning, is conducting a series of Transfer of Knowledge Workshops on a variety of subjects that are of importance to the prevention of delinquency, crime and violence.

A Transfer of Knowledge Workshop is not a typical workshop or training event. Based on the belief that there currently exists in California sufficient knowledge and expertise to solve the major problems of crime and delinquency facing our communities, acknowledged experts are brought together to share information and experiences. They present and/or develop program models or action strategies that are then made available to interested individuals, programs and/or communities.

The Transfer of Knowledge Workshop on Crime and Violence Among Asian/Pacific Islander Youth: Delinquency Prevention Strategies and the resulting publication are dedicated to understanding the unique problems of Asians and Pacific Islander Youth. A primary objective of this workshop was to broaden the knowledge base of the subject for those already informed about select aspects of it as well as to learn collaboratively from one another.

ACKNOWLEDGEMENTS

Many agencies and individuals contributed to the Transfer of Knowledge Workshop on "Crime and Violence Among Asian/Pacific Islander Youth: Delinquency Prevention Strategies." Without the hard work and dedication of the planning committee, this Workshop would not have materialized. Therefore, sincere appreciation goes to the following members of the planning Committee:

J. Donald Cohon, Jr., *Chair*
Vivian Hall
John Laurie
Dan Lyons
Pat Luce
John McKenna

Masaye Nakamura
Beverley Yip
Joseph Warchol
Leland Wong
Phil York
Mike Cardiff, *Facilitator*

Many thanks go to Dr. Kenji Ima for delivering the keynote speech as well as to act as a moderator, and to Justice Harry Low for his excellent presentation at dinner, and to Secretary of State March Fong Eu for her presence and introduction of Justice Low.

Appreciation and thanks also go to the following individuals for their panel presentations: Nguyen Huu, Beverley Yip, Pat Luce, Steve Matsumoto, Dan Lyons, John McKenna, Christopher Darden, Mari Ono, Vivian Hall, Randy Shiroi, Joe Warchol, Richard Woo, Don Saviers, and Leland Wong.

Many others contributed to the success of this Workshop: Catherine Campbell, Phil York, Richard Gacer, Pam Patterson, and Rito Rosa for facilitating the workshops; Becky Tietz and Toy Toppata for receptionist duties; Jack Robberson for taping the entire proceedings; Al Owyong, moderator; Don Cohon — for his guidance during the Workshop planning process, and expertise, time, and enthusiasm.

And, finally, thanks to all the participants for their input and sharing their special expertise.

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INTRODUCTION

Recent demographic projections characterize the Asian/Pacific Islander population as "America's fastest growing minority." CYA statistics are beginning to reflect this change in the make-up of the state's youth population. It is known that the cost to society and to local communities of delinquency is great in both human and economic terms. Both perpetrators and victims require services. This publication is the product of a Transfer of Knowledge Workshop on the subject of 'Crime and Violence Among Asian/Pacific Islander Youth: Delinquency Prevention Strategies' sponsored by the Department of the Youth Authority and the Office of Criminal Justice Planning in March, 1985. The publication summarizes the discussions and deliberations of the Workshop.

The Workshop was conducted over a three-day period in Sacramento, California, in March, 1985. Participants came from diverse professional disciplines with a wide range of experience in law enforcement, courts, social agencies, education, community-based service groups, and private businesses. It was recognized by the conference planners that not all of the more than 20 Asian/Pacific Islander cultural groups residing in California would be able to attend the Workshop, but efforts were made to elicit broad input from these groups and Asian/Pacific Islanders who did attend were encouraged to provide their views of the issues.

BACKGROUND

During the mid-19th and early 20th centuries, United States industrial expansion fueled a need for unskilled labor and coincided with economic hardship and political unrest in other parts of the globe to set in motion large-scale immigration that brought more than 52 million persons here between 1840 and 1930. These newcomers were predominantly Europeans, but in the period before 1880, several hundred thousand Chinese, mostly males, were welcomed to help lay railroad lines and work in California's gold mines. After completion of the trans-continental railroad, the Economic Panic of 1873 contributed to intense anti-Chinese sentiments, especially in the West, and led eventually to the passage of the Chinese Exclusion Act of 1882. This was the first federally-legislated restrictionist immigration law based solely on race. Subsequent legislation in 1917 established an "Asiatic Barred Zone" forbidding natives from that geographic area to legally enter the United States and in 1924 set additional quotas restricting Asian immigration. Although minor alterations in these policies occurred, they remained substantially unchanged until 1965.

Following the passage of the 1965 Immigration and Nationality Act amendments, Asian/Pacific Islanders began entering the U.S. in significant numbers. Currently, of America's 3.5 million Asian/Pacific Islanders, the Chinese represent 23%; the Filipinos, 22%; and the Japanese, 20%, with no other group more than 10%. However, this ethnic mix is rapidly changing. The magazine "American Demographics" in May, 1985, describes the Asian/Pacific Islanders as America's "fastest growing minority" and projects that their population will double during the next 20 years. California is home to 35% of the country's Asian/Pacific Islanders, and the state's current figure of 1.3 million, comprised of more than 20 different cultural groups, will climb to 2.7 million by the year 2000. Filipino's will become the largest ethnic group followed by Chinese, and then Koreans. Refugees from Southeast Asia have already added significant numbers of Vietnamese as well as other distinct ethnic and linguistic groups to this already heterogeneous population.

Unfortunately, CYA statistics have begun to reflect the shift in the ethnic make-up of the state with official reports showing a growing number of Asian/Pacific Islander offenders. Independently, several Workshop participants representing law enforcement and juvenile probation agencies cited statistics showing arrests of Asian/Pacific Islander youth in the town of Westminster, California, rising from 10 in 1977 to 181 in 1984. Although these figures need to be examined in the context of local demographics, they nevertheless point to a disturbing trend. The fact that many of these youth are recent arrivals to this country is cause for concern, but the situation also

offers a unique opportunity to apply delinquency prevention strategies with these newcomers and to learn from these efforts in order to benefit all potential youthful offenders.

Mounting evidence is also appearing of anti-Asian/Pacific Islander sentiment as violence occurs in schools, neighborhoods, and within families. As has happened before in our country's history, we are again witnessing a time when economic, social, and political sources contribute to a rise of nativism and isolationism. Since Asian/Pacific Islanders make up a significant proportion of new immigrants, their efforts to establish themselves often put them in competition with other minorities for housing, jobs, and other basic resources. At the local level, frustration and anxiety stemming in part from diminishing opportunities for advancement and reduced social services combine with cultural misunderstandings to cause racial stereotyping and violent confrontations. At an organizational level many agencies are struggling to maintain services with fewer staff. At a national policy level, another manifestation of these sentiments is seen in proposals for more restrictive immigration laws, such as the Simpson/Mazzoli Bill that was before the 98th Congress.

In the 80-year period of reduced Asian/Pacific Islander entrance to the U.S., other groups were subjected to our nation's ambivalent attitudes toward new immigrants. First, the Irish and later the Italians and Jews were targets of nativist attacks. One argument frequently put forth to illustrate the need for lowering immigration quotas was the supposed criminality of newly-arriving peoples. But careful analysis of crime statistics from those earlier periods does not support the accusations, since the majority of the immigrants arrested had offenses classified as "petty crimes." This historical point reminds us that it is essential to gather accurate information in making assessments of the extent of crime and violence involving Asian/Pacific Islander youth — either as perpetrators or victims.

YOUTH UPROOTEDNESS

During three days of discussions, Workshop participants recognized recurrent issues that accompany the process of immigration and cultural contact between different ethnic groups. Some of these include family conflicts; role and identity confusion; loss of occupation and reduced self-esteem; normlessness stemming from language and cultural value differences; and confusion about the systems designed to serve people. While these factors do not in themselves cause violent and delinquent behaviors which are multi-determined, they do suggest areas for preventative interventions.

Since the family is the primary socializing unit in the early stages of human development, parental support and positive attachment are key elements in preventing delinquent behavior. Acculturation involves a reshaping of values, beliefs, and attitudes, frequently more difficult to achieve for older persons than for children and youth. Parents trying to learn a new language, find employment in a technology-oriented job market, maintain their self-esteem, and provide direction for their children are often overwhelmed. This situation gives rise to intra-familial conflicts between generations as children adapt more readily to the new society and norms of their peers. Immigrant adolescents are particularly susceptible to identity confusion as they grapple with the competing influences of home, school, and peers. Accustomed to a pace of life and a more limited range of choices in the development of stable identifications, they are now thrust into an environment in which rapid social change is accepted. In fact, the World Health Organization has identified uprooting as:

“A common factor in a number of psychological high-risk situations such as migration, urbanization, resettlement, and rapid social change. Uprooting occurs in most countries of the world and is often associated with meaningless violence, the abuse of alcohol and drugs, criminality, and reactive mental disorders.”

Viewed in this light, Asian/Pacific Islander youth are one example along a continuum of human uprootedness which is an experience shared by most young people. All our youth are challenged by the difficult task of finding competent adult models to emulate as they seek ways to a meaningful role in society.

Outside the family unit, schools and peer relationships are the predominant socializing influences for young people. The literature on delinquency agrees that failure and frustration in school increases the attractiveness of delinquent peer groups. Schools are a logical site for the development of policies, programs, and curricula to assist all youth in

achieving success. For Asian/Pacific Islander youth, designing effective school programs in conjunction with other support services to enhance self-esteem and develop marketable skills poses special obstacles. In part, this is because migration not only involves change from a familiar social environment, but also entails loss of a system of institutions traditionally relied upon to resolve problems. For immigrants from less-industrialized nations, this often necessitates a shift from forms of social protection and care based on the reciprocal obligations of an extended family to a new array of public and private social programs commonly found in post-industrial urban settings. This transition is often bewildering, and there is a tendency for the newcomer to withdraw when confronted by various professionals or para-professionals representing different agencies sometimes in competition with one another and each offering a range of overlapping services. The criminal justice system provides one example of the potential for confusion since it is based on beliefs that include not only punishment, but also prevention and rehabilitation. An immigrant likely understands a system that punishes wrongdoing, but may be puzzled to hear that the same system also protects juveniles from possible negative effects of their actions committed before they reach the age of majority. This same system also provides staff to work collaboratively with offenders to rehabilitate them by finding educational and employment opportunities and to design and implement prevention services. This example of institutional confusion is exacerbated by the obvious barrier created due to language differences, a problem especially acute for Asian/Pacific Islanders. Although efforts have been made to train bilingual/bicultural staff, these individuals are themselves new to this system and require additional support to function meaningfully in their roles.

INTERVENTIONS

In his address to Workshop participants, Justice Harry Low from the Appellate Court in San Francisco stressed the need for a broad formal and informal network of social relationships to guide youths' development. He highlighted ten specific strategies for preventing delinquency among Asian/Pacific Islanders:

1. Provide forums for listening to youth;
2. Work closely with school departments;
3. A strong stay-in-school program, working closely with police, schools, and juvenile courts;
4. Provide a full range of vocational training;
5. Work closely with both police and fire departments;
6. Utilize Human Rights Commission or similar agency to provide speaker programs at schools;
7. Make use of the senior citizens in the community;
8. Utilize social agencies and service clubs to support the justice system;
9. Find activities to reduce the attractiveness of gangs; and
10. More inter-agency and inter-governmental cooperation should be encouraged.

Utilizing Justice Low's 10-point framework, Workshop participants raised issues that mirrored the complex fabric of our society and conceptualized a range of possible intervention targets at various levels of the macro, meso, and micro environments. At a macro level, these include efforts aimed at federal, state, and county governments; meso level assistance focuses on the system of public and private agencies serving Asian/Pacific Islander youth, such as schools, police, courts, juvenile justice, and social services; the micro level concerns direct involvement with community-based groups, churches, mutual assistance associations and organizations, and especially work with families and individuals themselves.

At the macro level, an often repeated point was that the federal, state, and, to a lesser extent, county governments, lacked accurate information about the scope of the issues and the diverse cultural backgrounds of Asian/Pacific Islanders. It not only was felt newcomers to the U.S. need to have an education about the existing macro system and its approaches to resolving social issues, but also members of our government need to have a better understanding of their constituents. Macro level strategies are for local groups to collaborate in political activities that involve developing closer communication links with legislators, testifying at hearings, sending accurate data to legislators about the issues, and encouraging implementation of inter-agency agreements. For example, questions were raised about the

proficiency of interpreters available to Asian/Pacific Islander defendants in the courts and about the accuracy or existence of bilingual documents explaining the justice systems of the various California counties. Since the Workshop, Justice Low and several other Asian/Pacific Islander leaders have publicly called for the state to create a panel to interview and certify individuals in the justice system's Chinese interpreter pool.

At the meso level of intervention, a frequent theme was the need to develop closer collaboration between the various service systems. Participants did not simply endorse a need for more programs and more financial support — efforts that might only contribute to increased competition between agencies. Rather, the focus was on the need to develop public and private partnerships to address issues. One suggestion was for groups to make presentations to local Private Industry Councils (PICs) and to work for legislation that would encourage private industry to hire the young. As further illustration of this point, Pacific Telesis sent a representative from San Francisco to the workshop who has convened several post-Workshop meetings to consider how to carry forward suggested interventions. One issue discussed at these meetings concerns ways to provide opportunities for youth to be meaningfully involved in society by obtaining the necessary skills to carry out responsibilities in a manner that provides consistent rewards. The private sector is well aware of the growing mismatch between jobs and job seekers brought about by rapid technological developments and shifts in the make-up of the labor force. Training programs and policies should be designed in collaboration with business to reflect realistic appraisals of our post-industrial labor market.

Because schools are the primary point of contact for Asian/Pacific Islander youth with their new environment, they are a logical site for implementing not only training programs, but also socialization and cultural education curricula. All joint efforts should work in close cooperation with local school boards. In his opening remarks to Workshop participants, Dr. Kenji Ima from San Diego State University offered a tentative blueprint for Asian/Pacific Islander community involvement with the schools. Dr. Ima drew upon his experiences in the communities of San Diego, and his suggestions take into account the difficulties of building a community coalition to work with school districts. His remarks closely parallel the six-step summary to develop collaborative networks that can be found detailed in another CYA publication that grew out of a Transfer of Knowledge Workshop entitled, "You Can't Do It Alone: A Guidebook for Inter-Agency Programming." In addition to the core six steps, Dr. Ima stresses the unique cultural values of the Asian/Pacific Islander. This means avoiding public confrontation, accurately assessing the motivations of individuals who join a coalition,

combining traditional and modern leadership styles, and expanding the reference group of the new immigrants by educating them that collective identity as Asian/Pacific people is in their long-term interest. It was also noted that cultural and ethnic categories are only a beginning point in establishing understanding of the numerous Asian/Pacific Islander communities in California because within-group differences exist that further divide these apparently similar constituencies.

At the community level, participants felt more education should be provided to the explaining the American context within which they now live. This would, in theory, create more opportunities for them to avail themselves of existing services. It was also recognized that existing services must shape themselves to address the unique cultural and linguistic characteristics of the newcomers. By strengthening and validating culturally valued support systems, while at the same time educating individuals about the new system, it was felt that a functional bridge would be erected between the past and the future. These suggestions resemble three coping strategies used to manage the tasks of adaptation as described in Coelho and Ahmed's *Uprooting and Development* (1980): 1) Acquiring information; 2) Participation in a valued support system; and 3) Anticipating and planning for contingencies (p.11).

Following the Workshop, a soccer tournament was successfully organized for young people from Southeast Asia now residing in central California as a way to facilitate social support activities. In addition, as a direct result of the Workshop, members of the community in Sacramento were successful in developing community support and funding to help support a sports program for a soccer team composed mainly of Laotian youth.

MODEL PROGRAMS

The following programs are a few of the working examples of preventative interventions that can be made at the various levels which have been delineated. It is apparent that activities cut across the different levels with individual agencies concentrating their efforts on one or more levels.:

MACRO and MESO LEVELS

— A Community Approach to Reducing Youth Violence:

This inter-agency collaboration grew out of a round-table session convened to assess youth violence in Los Angeles. The United Way of Los Angeles has taken the lead in this effort to identify issues and to establish a communications network and partnership between public and private agencies concerned with youth violence. Five communities were selected to participate in the meeting, and these included East Los Angeles, El Monte, Inglewood, Long Beach, and Pasadena. Each of these communities has emerging juvenile crime rates. The objectives in bringing representatives of these communities together were both to determine local issues and to identify gaps in public and private services to better focus on the problem. Other objectives were to provide an atmosphere for sharing information and encouraging cooperation in an effort to develop agreements for local efforts to coordinate resources. In addition to having each community develop a list of specific responses tailored to the characteristics of their neighborhood, five major themes were identified:

1. *Community Consciousness-Raising.* There was widespread agreement that the general public of each community was unaware of the extent of the problem of violent youthful activity in their community.
2. *Relationships with the Media.* Since the media has a significant role in efforts to inform the public, suggestions included sensitive reporting of incidents to avoid enhancing the reputation of gangs and to use the media to develop a campaign of accurate reporting.
3. *Employment of "At-Risk" Youth.* The topic of redirecting at-risk youth through job training and employment was raised with great frequency. Private and public partnership was a suggested tactic to use in addressing this issue.
4. *Funding.* Agency representatives felt longer-term public funding cycles (3-5 years) would allow for better planning and more significant utilization of resources. Management assistance programs from the private sector for the public agencies were also considered to help improve the skills of these community-based organizations.
5. *Networking.* General agreement was reached that on-going networking

and a schedule of meetings between public and private entities is a necessity.

In summary, the community approach brought together various agencies in a collaborative effort to identify issues. Furthermore, concrete recommendations were made beyond the meeting to individual communities. It also was suggested that local boards of supervisors be invited to participate in an effort to bring county government into the partnership.

For further information contact:

Leland Wong, Associate Director
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Telephone: (213) 736-1300

Native American Samoan Child Service Improvement Project

This project was funded by the National Center on Child Abuse and Neglect, Department of Health and Human Services. Staff work closely with social service agencies to provide information necessary for understanding the special needs and the culture of Native American Samoans and to address in a more sensitive fashion the difficult problem of child abuse and neglect. The project offers a range of referral services on public resources and deals with the basic principles of normal child development. It also provides guidelines for recognizing and understanding child abuse and neglect and outlines preventive measures.

For further information contact:

Pat H. Luce, Executive Director
National Office of Samoan Affairs
1855 Folsom Street, Room 530
San Francisco, CA 94103
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MESO and MICRO LEVELS

— **Volunteers In Probation.** VIP, located in Orange County, assists probation staff by providing youthful offenders a chance to interact with someone who cares about them. Deputy probation officers, supervising from 50 to 125 probationers, simply do not have the time to provide individual attention to clients. Volunteers can, on a one-to-one basis, offer much to an

individual based on their current needs which may mean tutoring an underachiever; broadening horizons and social competencies through recreational or cultural outings; teaching arts and crafts; and most importantly, being someone to trust and confide in as a step in building the self-confidence and self-esteem necessary to becoming a productive citizen. Volunteers come from the community where the probationer lives. They are "neighbors" and know that particular community. They bring that important feeling of a neighbor offering his services because he or she cares and wants to help without thought of being paid. Because crime and delinquency are community problems, they need to be addressed by community members. VIPs also come from such groups as the Saddleback Kiwanis Club, Service Gents in Leisure World, The McDonnell-Douglas Men's Club, and John Robert Powers Agency. Student interns looking for internship work, businessmen and women, members of religious and secular groups, and arts and crafts instructors join others who simply want to "give something back" by participating in this program. Last year, field volunteers gave time equivalent to ten-and-a-half full-time, hard-working employees. These contributions go further than the eye can see, for they seem to reach into the hearts of people they work with.

For further information contact:

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West County Community Services Unit Center
Orange County Probation Department
14180 Beach Boulevard, Suite 102
Westminster, CA 92683
Telephone: (714) 894-9837

MACRO, MESO and MICRO LEVELS

— **Union of Pan Asian Communities.** UPAC was organized in 1972 to provide multi-Asian programs with the capability to serve the diverse Asian/Pacific Islander groups of San Diego. Currently, UPAC offers a range of direct services to Asian/Pacific Islander clients, as well as support services which include identification of community needs, increasing community awareness of problems, program planning, resource development, and political advocacy at all levels of government. The emphasis is on newly arrived Southeast Asian youth to reduce the negative impact of readjustments in family, community and school life. Activities ranging from recreation to individual counseling are being used to help youth from the various ethnic groups to resolve cultural conflicts. UPAC also is involved in

inter-agency collaboration with a number of service providers in San Diego and is working with the San Diego Unified School District to provide adequate school services for Asian/Pacific Islander students.

For further information contact:

Beverley C. Yip
Executive Director
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San Diego, CA 92102
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— **Cameron House.** The Donaldina Cameron House is a multi-service community center that has served the Chinese community in San Francisco for more than a century. Located in the heart of Chinatown, this historic neighborhood house has been a shelter and a symbol of hope for families of newly-arriving Chinese immigrants. As the needs of many generations of Chinese and Chinese-Americans have changed, Cameron House has continued to develop and build ongoing programs to meet the changes. In 1948 a year-round youth program began because of a lack of recreational space in a crowded Chinatown area. Following the change in immigration laws in the 1960s, Cameron House began offering counseling services to families and individuals unable to make adjustments to the strains of cultural conflict. Recently, a tutorial service was established for immigrant students. Cameron House staff and volunteers also serve in leadership roles in advocating for improved housing, recreation space and facilities, mental health programs, educational programs, and delinquency prevention, as well as immigration legislation.

For further information contact:

Rev. Norman Fong
Cameron House
920 Sacramento Street
San Francisco, CA 94108
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— **Chinatown Youth Center.** CYC is a non-profit community service center begun in 1970 to help Asian and Pacific Islander youth over

hurdles and on their way to successful, responsible lives. CYC is located in San Francisco and was begun by community members concerned that many youth were turning to the streets, as they had nowhere else to go. A range of services, including bilingual counseling, drug education and prevention, employment training, job preparation, and a variety of neighborhood drop-in activities help Asian and Pacific Islander youth find something meaningful in their future. Working with other community agencies to meet the different needs of youth, CYC is a resource for the entire community.

For further information contact:

Julia Chu, Ph.D.
Chinatown Youth Center
1643 Polk Street
San Francisco, CA 94109
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Committee Against Racism in Education (CARE)

Recognizing the problem of Vietnamese students being subjected to racial prejudice, CARE was put into effect at Westminster High School in 1982 to ease tension on campus. It was organized and run by students with the help of instructor Vivian Hall. They did not have a budget or staff and was not a "traditional program." They are, however, an outstanding example of what can be done when youth are interested in dealing with problems. The goals of CARE are 1) to promote understanding and compassion among all students, 2) to present facts, dispel rumors, to educate, and 3) to support brotherhood and sisterhood. CARE was touted as a "refreshing new approach during these days of accepted racism and separateness" and was credited for greatly diminishing any negative impact brought on by racism on campus. Instructor Hall has since retired and is now working as a Consultant for the school district.

For further information contact:

Vivian Hall, Consultant
19195 Sierra Isabella Road
Irvine, CA 92715
Telephone: (714) 854-1155

—**San Francisco Conservation Corps.** SFCC is a joint public and private venture that employs young people to accomplish needed work on public lands and to provide education and training opportunities. Young

men and women who participate in the program are Corps members and are paid wages. Their work includes four eight-hour days per week with the fifth day devoted to education. The work is physical labor on San Francisco parklands, schoolyards, and public facilities, with most of the work out-of-doors. The education program involves occupational safety, vocational training, physical exercise, first-aid and environmental field trips, job search techniques, writing, basic math and English skills, and challenging outdoor experiences. A Corps member must be age 18-23, a San Francisco resident, unemployed and out of school, in physical condition to do the work, and meet certain income criteria. Motivation is the most important qualification for the job.

For further information contact:

Richard Woo
Recruitment/Placement Officer
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CONCLUSION

Delinquency prevention requires interventions that are made at various interacting levels of society ranging from the individual to the governmental. Initially, it is important to analyze the specific contexts within which policies and programs are carried out and to define carefully a target for one's interventions.

This Transfer of Knowledge Workshop focused on Asian/Pacific Islander youth, but the issues and strategies discussed may be applied with all young people. A number of issues emerged as themes during the Workshop:

1. Asian/Pacific Islanders are a fast growing segment of America's population.

The problems of acculturation confronting many Asian/Pacific Islander youth are an example of human uprooting that confronts all young people.

3. Interventions designed for Asian/Pacific Islander youth may be modified and used with other groups of young people.

4. It is important to assess present social and political realities in devising attainable objectives for intervention strategies.

5. Inter-agency collaboration and network building are desirable in effective programs.

6. Partnerships between the public and private sectors can be especially useful in addressing the needs of youth.

7. The schools are an important and logical site for carrying out many delinquency prevention strategies.

8. Peers are a key source of influence in shaping the behaviors of youth.

With regard to the last issue of peer influence, it is recognized that during periods of social retrenchment, some vital peer programs have difficulty sustaining themselves. These programs should be used as models to build upon in a future time. Despite difficulties, however, a number of peer resource programs continue to function in the California school system. Public and private coordination with peer programs in schools can provide opportunities for youth to become responsible contributors to this society.

The following is excerpted from Justice Harry Low's evening speech:

"A word about the future. By the year 1990, Asian/Pacific Islanders will be 10 percent of California's population. Pacific trade has long surpassed European trade. The future of this state will much more involve Asians and Pacific Islanders in business, in politics and social interchange with the shrinking Pacific. We have to encourage Asian/Pacific Islander youth to be a part of this, to take advantage of these and their natural assets.

"Asian/Pacific Islanders have been a part of this state since its very beginning. Asian/Pacific Islanders had a determination, an endurance that overcame the discrimination, the injustice and the hardships that were heaped upon them in earlier times. They struggled against difficult odds to bring about economic and social betterment. Our forefathers blazed a trail. They also set for us a challenge that we make life better for those Asian/Pacific Islanders who follow.

"I am confident that the problems we will identify these three days can provide solutions to this difficult and persistent problem of juvenile delinquency. Admittedly, our resources are limited, but we can summon help. We can arrange a division of responsibilities. We can stimulate government. We can rally business and the rest of the community into action. Since 1850, Asian/Pacific Islanders have contributed to the growth of the state. We can prove we are worthy of the challenge."

Justice Harry Low
Court of Appeals
San Francisco, CA

APPENDICES

**"CRIME AND VIOLENCE AMONG ASIAN/PACIFIC
ISLANDER YOUTH:
DELINQUENCY PREVENTION STRATEGIES"**

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"Crime and Violence Among Asian/Pacific Islander Youth: Delinquency Prevention Strategies

**Marina Inn Conference Center — Sacramento
March 20 — 22, 1985**

Wednesday, March 20, 1985

- 12:00-2:00 p.m. Registration
- 2:00-2:10 p.m. Convene — Welcome/Workshop Overview
Richard W. Tillson, Assistant Deputy Director
Donald Cohon, Ph.D., Planning Committee Chairperson
U.C. San Francisco General Hospital, U.C. Berkeley-Adjunct Lecturer
- 2:10-2:30 p.m. Historic Perspective — Kenji Ima, Ph.D., San Diego State University
- 2:30-3:30 p.m. A View of Cross Cultural Issues — Teens N' Theatre
- 3:30-3:45 p.m. Break
- 3:45-4:45 p.m. Expectations — Small Groups
- 4:45-5:30 p.m. Individual Perspectives — Large Group — Mike Cardiff, Facilitator
- 5:30-6:30 p.m. Reception
- 6:30-8:30 p.m. Dinner
Comments James Rowland, Director, Youth Authority
Introduction of Speaker March Fong-Eu,
Secretary of State
Speaker Justice Harry Low
Court of Appeals, San Francisco

Thursday, March 21, 1985

- 8:00-8:30 a.m. Continental Breakfast
- 8:30-8:35 a.m. Convene — Judie Miyao, Workshop Coordinator
- 8:35-10:15 a.m. Panel Presentations — Kenji Ima, Ph.D., Moderator
School/Family Violence Mari Ono, Asian/American
Residential Recovery Services, San Francisco
Nguyen Huu, Santa Clara County Dept. of Social Services, San Jose
Beverley Yip, Executive Director,
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Pat Luce, National Office of Samoan Affairs, San Francisco

Thursday, March 21, 1985, Continued

- 10:15-10:30 a.m. Break
 - 10:30-11:45 a.m. Workshops (three groups) — Small Groups
 - 11:45-12:30 p.m. Reconvene — Workshop Findings and General Discussion
Large Group
 - 12:30-1:30 p.m. Lunch — Inn Tent
 - 1:30-3:00 Panel Presentations — Al Owyong, Executive Officer
Youthful Offender Parole Board, Moderator
Crime Steve Matsumoto, Oakland Police Department
Dan Lyons, Garden Grove Police Department
John McKenna, San Francisco Police Department
Christopher Darden, District Attorney's Office, Los Angeles
Donald Saviers, Westminster Police Department
 - 3:00-3:15 p.m. Break
 - 3:15-4:30 p.m. Workshops (three groups) — Small Groups
 - 4:30-5:15 p.m. Reconvene - Workshop Findings — Large Group
- FREE EVENING

Friday, March 22, 1985

- 8:00-8:30 a.m. Continental Breakfast
- 8:30-8:35 a.m. Convene — Judie Miyao, Workshop Coordinator
- 8:35-10:45 a.m. Panel Presentations — Donald Cohon, Ph.D., Moderator
Intervention and Prevention Strategies Vivian Hall, Irvine
Randy Shiroy — Sacramento
Joe Warchol — Westminster
Richard Woo — San Francisco
Leland Wong — Los Angeles
- 11:00-12:00 noon General Discussion/Workshop Wrap-Up
Mike Cardiff, Facilitator
Summation Donald Cohon, Ph.D.
Adjourn/Comments Richard Tillson, Assistant Deputy Director

Crime and Violence Among Asian/Pacific Islander Youth: Delinquency Prevention Strategies

March 20-22, 1985 — Sacramento, California

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