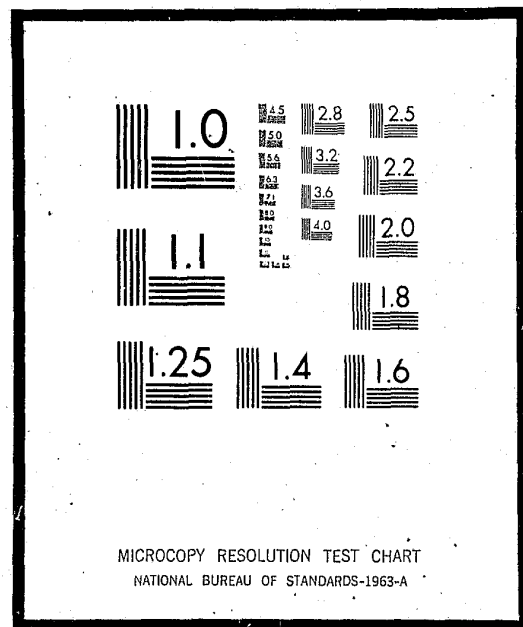


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BASE DATA (Contained in a separate volume)

DELINQUENCY PREVENTION AND THE SCHOOLS

An Examination of Existing and Proposed
Delinquency Prevention Programs in the Schools

Richard D. Knudten
Director, Marquette University
Center for Criminal Justice and
Social Policy

This study was sponsored by the National Institute of Law Enforcement and Criminal Justice under grants 72-NI-99-0034-G and 73-NI-99-0020-G authorized to the University of Alabama and Marquette University.

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ACKNOWLEDGMENTS

This study has been the product of the work and assistance of many persons at Marquette University and the University of Alabama. Leonette Greco has served as Project Assistant. Typing assistance has been provided by Joyce Glenn, Doris Love, Carolyn Sanders and Diane Willette. Margaret Ksander and Karen Petrovsky assumed many of the general duties necessitated by the completion of this report. Special mention should be made of the cooperation and support given by Mr. Paul D'Amore, Associate Vice-President for Business and Finance; Dr. Albert Jache, Dean, Graduate School; and Dr. David Moberg, Chairman, Department of Sociology and Anthropology.

Special recognition should be given Dr. Raymond Fowler and Dr. Stanley Brodsky of the University of Alabama Psychology Department who have been colleagues through many months of planning and action.

STATE BOARDS OF EDUCATION

EDUCATION AND DELINQUENCY PREVENTION

SBE-1

School System State of Alabama Department of Education State Alabama
Name LeRoy Brown, State Superintendent of Education
Address State Office Building
Montgomery, Alabama 36104

I. What is your system doing in delinquency prevention and control?

Nothing directly related to the problem of delinquency and its prevention.

II. What kinds of programs within the school system and community do you suggest?

Those programs which involve group-centered approaches for parents, adjudicated delinquents, and identifiable delinquency-prone students in their middle school years.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?

Mrs. Dixie Johnson, Pupil Personnel and Attendance Consultant, Division of Instruction, 607 State Office Building, Montgomery, Alabama 36104.

Are there other persons that should be contacted?

Model Cities personnel, Tuskegee and Huntsville; Dr. Harold Collins, Superintendent of Schools, P.O. Box 1327, Mobile, AL 36601; Mr. Chuck Conyers, Jefferson County Family Court, Jefferson County Courthouse; Mr. Denny Abbott, Montgomery Youth Facility, Montgomery, AL; Mrs. Barbara Ward, Selma, AL; and Dothan City School System.

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: LeRoy Brown

Position: State Superintendent of Education

Population Size Served: State of Alabama

Code No. SBE-1

EDUCATION AND DELINQUENCY PREVENTION

SBE-2

School System Alaska State Department of Education State Alaska
 Name Dr. Cliff Hartman, State Superintendent
 Address Alaska Office Building, Room 326
Juneau, Alaska 99801

I. What is your system doing in delinquency prevention and control?

The responses for the State of Alaska are offered by Dennis W. Lund, Deputy Director of the Criminal Justice Planning Agency of the state, upon referral from Dr. Cliff Hartman. Responses, therefore, refer to broader programs than might be anticipated within a response from a State Superintendent of Education. Cooperate with larger city police departments in a "Officer Bill" program. Provide for detachment of a juvenile officer to a school system to encourage prevention through informal contacts, speaking to classes, acting as a bridge between and among the youth, schools and the police. Are designing in at least one high school a curriculum in criminal justice; desire to replicate a successful model of such a program in other high schools throughout the state. Have a limited involvement in drug abuse education and a New Careers project designed to assist dropouts or potential dropouts.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funds to cover costs of texts, teaching supplies, library holdings, and expenses for expert specialist instructors or speakers in the criminal justice courses once operationalized.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Mr. David McNair, Drug Abuse Coordinator, Anchorage Police Dept., Anchorage, AK;
 Mr. James Hill, Juneau-Douglas Community College, Juneau, AK

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Dennis W. Lund
Criminal Justice Planning Agency
Pouch AJ
Juneau, Alaska 99801

Position: Deputy Director,
Criminal Justice
Planning Agency

Population Size Served: State of Alaska

Code No. SBE-2

EDUCATION AND DELINQUENCY PREVENTION

School System Arizona Department of Education State Arizona
Name Dr. W. P. Shofstall, Superintendent
Address 1535 West Jefferson
Phoenix, Arizona 85007

I. What is your system doing in delinquency prevention and control?

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 0

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: William R. Raymond

Position: Director of Planning and Evaluation

Population Size Served: State of Arizona

Code No. SBE-3

EDUCATION AND DELINQUENCY PREVENTION

SBE-5

School System State of California Dept. of Education State California
 Name Wilson Riles, Superintendent of Public Instruction
 Address State Education Bldg., 721 Capitol Mall
Sacramento, California 95814

I. What is your system doing in delinquency prevention and control?

Operate a "Prevention of Conflict in Schools" task force and other health and safety-drug abuse prevention programs and special project-VD education program. Also have in operation a bilingual-bicultural education task force. Are investigating the potential promise of the Emergency Communications System and the computer which is developing an attendance accounting system.

II. What kinds of programs within the school system and community do you suggest?

Programs which foster greater cooperation and interaction between the schools and the school community, which assess, identify and resolve delinquency-fostering contexts. Programs which foster greater liaison and concerted inter- and intra-agency efforts for the benefit of the schools and students rather than the punitive and detrimental techniques and procedures in present utilization. Programs which enhance authority-adolescent inter-communication, astuteness, awareness, and greater knowledge of each other's roles, images and responsibilities. Programs which educate authority-staffs in social-cultural, social-ethnic, socioeconomic criteria and the dynamics of social interaction.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Support research and innovative programs to work in the areas of pre-delinquency, delinquency rehabilitation and post-delinquency advocacy. Transmit information concerning teacher core program activity in the corrections area.

IV. What can LEAA do to assist local, state or regional school administrators?

Help fund exemplary programs and encourage new innovative methods. Employ field representatives for the purpose of assessing school-law enforcement agency relations. Develop programs for bettering relations, liaison and cooperative education.

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?

No designated group. The newly formed Task Force on the Prevention of Conflict in Schools might be the closest group to fit this category. Program manager of this group is Dr. Kenneth Washington, Assistant Superintendent for Los Angeles, 217 West 1st Street, Los Angeles, CA. Staff members include: Jerome Harris, Los Angeles; Marsha McVey, Los Angeles; Consuelo Rodriguez, Los Angeles; and Akio Iwanaga, 721 Capitol Mall, Sacramento.

VI. Do you have some proposals? What are they?

Proposals are not directly formed as of yet, but would encourage funding of central information and resource dissemination center and crisis prevention teams for utilization throughout the state.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe that the school system should have the prerogative of determining priorities of programs if they relate to the schools of the state. The state school system should encourage new and innovative programs, conduct projects and programs, and coordinate projects and programs. It should also be a source of information for federal funding for the schools of the state and the titular head of all school-related federally funded programs.

Respondent: Mr. Akio Iwanaga

Position: Project Specialist,
Task Force on Prevention
of Conflict in Schools

Kenneth S. Washington

Position: Asst. Superintendent
of Public Instruction

State of California Dept. of Education
217 W. 1st St., Los Angeles, CA 90012

Population Size Served: State of California

Code No. SBE-5

EDUCATION AND DELINQUENCY PREVENTION

SBE-6

School System Colorado Department of Education State Colorado
Name Donald D. Woodington, Commissioner
Address State Office Bldg., 201 East Colfax
Denver, Colorado 80203

I. What is your system doing in delinquency prevention and control?

Do not have a coordinated effort between the school system and other state agencies. However, the Colorado Department of Education has been actively involved in dropout prevention and the development of alternative educational programs for the dropout or potential dropout.

II. What kinds of programs within the school system and community do you suggest?

Believe it necessary to place greater effort on the elementary level to reduce delinquency and to identify delinquency-prone children. Suggest the usage of a counselor to work with paraprofessionals and rehabilitated delinquents to develop strategies for working with the potential delinquents, their families and the school to provide more successful experiences for such children in the community and in the school. Suggest direct program aid to the child and his family as well as a program for in-service training of educators to develop more positive communication between teacher and child. Remedial programs which may be supported with young tutors with whom the potential delinquent can identify. Programs which would make available community activities for the child and his/her parents.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Function as a coordinating agency to request proposals from local educational agencies and provide guidelines for project activities, personnel, procedures for evaluation, and coordinate strategies for outreach and reentry activities. (Respondent suggests an investigation of the Minnehaha County Juvenile Detention Center in Sioux Falls, South Dakota--Mr. J. Newberger, Director.)

IV. What can LEAA do to assist local, state or regional school administrators?

Support local and state workshops to inform educators and the public concerning the area of delinquency prevention. Publicize comprehensive programs in local news media including television and newspapers. Coordinate programs for the disadvantaged, drug education, vocational education, dropouts and guidance and counseling.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

No single person. Might contact, Dr. Donald D. Woodington, Commissioner of Education and/or his designated representative.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The Department of Education should utilize its position to provide leadership and support for local educational agencies' efforts in delinquency prevention. The leadership effort could be cooperative and supportive with respect to federal agencies.

Respondent: Dr. Donald M. Whitney

Position: Supervisor, Guidance and Counseling Section

Pupil Services Unit

Population Size Served: State of Colorado

Code No. SBE-6

EDUCATION AND DELINQUENCY PREVENTION

SBE-7

School System State of Connecticut Board of Education State Connecticut
 Name William J. Sanders, Commissioner of Education
 Address P. O. Box 2219
Hartford, Connecticut 06115

I. What is your system doing in delinquency prevention and control?

Declined response in the belief that the questionnaire is not really applicable to a state agency.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Respondent: William J. Sanders

Position: Commissioner of Education

Population Size Served: State of Connecticut

Rank 0

SBE-10

EDUCATION AND DELINQUENCY PREVENTION

School System Florida State Department of Education State Florida
 Name Mr. Floyd T. Christian, Commissioner
 Address Tallahassee, Florida 32304

I. What is your system doing in delinquency prevention and control?

Offer courses relating to juvenile delinquency, drug abuse, safety education and the like within law enforcement educational programs at community colleges and vocational-technical schools. Have established security departments to deal with all problems relating to juveniles on school property; these departments are under the local county school district and are not part of the local police or sheriff's department.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

No individual within the state public school system has responsibility for the coordination of juvenile delinquency problems. Generally, these dimensions are handled indirectly.

Are there other persons that should be contacted?

Dr. O. J. Keller, Director
Division of Youth Services
Dept. of Health & Rehabili-
tative Services
311 South Calhoun Street
Tallahassee, FL 32301

Mr. Donald E. Fish
Executive Director
Police Standards Board
Dept. of Community Affairs
2711 Apalachee Parkway
Tallahassee, FL 32301

Mr. Frank Nelson
State Drug Abuse Division
Dept. of Health & Rehabili-
tative Services
320 Blount Street
Tallahassee, FL 32301

Mr. Price Foster
Board of Regents
Division of Universities
1205 South Adams Street
Tallahassee, FL 32301

Mr. Joseph Greeley
Director
Public School Security Div.
P. O. Box 8369
Ft. Lauderdale, FL 33310

Mr. John W. Tyler
Director
Public School Security Div.
9719 S. Dixie Highway
Miami, FL 33156

Mr. Willis Booth, S.A.
Dept. of Law Enforcement
408 North Adams Street
Tallahassee, FL 32301

VI. Do you have some proposals? What are they?

Speed up the process of approving and funding grants.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Local agents should identify local needs and submit proposals to agencies such as LEAA for review and approval after having been approved by the State Department of Education.

RESPONDENT: Willard J. Carlson

Position: Consultant on
Law Enforcement
Education

Population Size Served: State of Florida

Code No. SBE-10

School System State of Georgia Department of Education State Georgia
Name Jack P. Nix, Superintendent of Schools
Address Office of Instructional Services
State Office Bldg., Atlanta, Georgia 30334

I. What is your system doing in delinquency prevention and control?

Do not have any programs directly related to prevention. Do offer pupil personnel services, especially counseling.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Provide basic facts about juvenile delinquency; provide a quick-scan check-list for early identification with references to similar instruments; provide a list of school-oriented activities for treatment of potential juvenile delinquents (include a discussion on the part self-concept plays with ways of improving poor self-images); and provide a list of agencies which might offer referral assistance.

V. Who handles or supervises delinquency prevention activities in your system?

No one person is assigned juvenile delinquency prevention responsibility.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

None at this time.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Simply a communicatively open, cooperative effort. Since federal agencies have the manpower and funds, they should lead the way, begin the movement, offer suggested methods such as those listed above and provide opportunity for suggestions by personnel in the schools. Leadership provided must not be dictatorial and the guidelines provided must be flexible enough to provide for individual differences among school systems.

Respondent: Neil C. Gunter

Position: Director, Pupil Personnel Services

Population Size Served: State of Georgia

Code No. SBE-11

School System State of Hawaii Department of Education State Hawaii
Name Shiro Amioke, Superintendent
Address P. O. Box 2360
Honolulu, Hawaii 96804

I. What is your system doing in delinquency prevention and control?

Seek to prevent deviant behavior through the enactment of a "Comprehensive School Alienation Program" (copy submitted by respondent). Seek to identify the alienated, dropout or potential dropout student in elementary and high school. Program includes outreach counselors, campus counselors, alienation aides, special motivation classes, dropout work-study, NYC work-study and vocational technical work-study. Among those sponsored are the Kahaluu Dropout-In Program, Drug Abuse Program (DANE), Kailua High School Learning Center, Youth Tutoring Youth Program and free schools at Waimanalo and Windward YMCA. Also share in NYC in and out of school, ESEA Title I and special motivation classes, service in the areas of special education and general education and the Department of Education-Family Court Liaison Officer Program. In cooperation with Model Cities and Honolulu Family Court, participate in a Buddy System (respondent submitted copy of Evaluation Report). Cooperate in degree with the Palama Settlement which operates a program for delinquent and pre-delinquent boys. Relate in some degree with Probation Plus, a YWCA program for girls on probation or in pregnancy and The Place, a program to assist a small number of school and community alienated youth.

II. What is your system doing in delinquency prevention and control?

Must develop greater cooperation between agencies, the community, court, the family and the school. The Buddy System Program may have wider application than simply in the Model Cities context. Programs which enable outreach workers to assist the potential dropout or offender.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Social Welfare Development and Research Center, University of Hawaii, 1395 Lower Campus Road, Honolulu, Hawaii.

VI. Do you have some proposals? What are they?

A Department of Education-Family Court Liaison Officer Program.

(Respondent enclosed copies of "Evaluation Report: Buddy System," "The Interim Progress Report of the Learning Center," "A Compendium of Compensatory Activities for the School Year 1971-1972," "Guidelines for a Comprehensive School Alienation Program," the Social Welfare Development and Research Center's "Juvenile Delinquency Prevention Report," and copies of "The Department of Education-Family Court Liaison Officer" grant proposals.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Teichiro Hirata

Position: Deputy Superintendent

Population Size Served: State of Hawaii

Code No. SBE-12

School System State of Idaho Department of Education State Idaho
Name D. F. Engelking, State Superintendent of
Address Public Instruction, Idaho State Office Bldg.
Boise, Idaho 83707

I. What is your system doing in delinquency prevention and control?

Have not been active in specific area of delinquency prevention and control. No staff are assigned to this area of concern. Is handled only indirectly through broader programs in instructional improvement, needs assessment, and local district planning. Departmental personnel have shown some concern, however, regarding the identification and implementation of educational roots, other than traditional schooling, for delinquents and other alienated students.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?

School System State of Illinois Office of the Superintendent of Public Instruction State Illinois
Name Michael J. Bakalis, Superintendent
Address Springfield, Illinois 62706

Are there other persons that should be contacted?

I. What is your system doing in delinquency prevention and control?

Are not involved in programs in the field of delinquency prevention and control in a direct manner. Have some indirect involvement in programs relating to special education, the socially maladjusted and dropouts. Have some efforts underway to develop a program which would assist the reintegration of juvenile offenders into the public schools. Although little is being done by the State of Illinois Office of the Superintendent of Public Instruction in delinquency prevention at the moment, this concern is of high priority.

VI. Do you have some proposals? What are they?

II. What kinds of programs within the school system and community do you suggest?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Make the educational system aware of the resources and goals of LEAA.

Respondent: Wayne A. Phillips

Position: Program Administrator

Planning, Development and

Information

Population Size Served: State of Idaho

V. Who handles or supervises delinquency prevention activities in your system?

No specific individual is responsible for this type of activity.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Monica I. Stephenson

Position: Educational Specialist,
Exceptional Children
Team

Population Size Served: State of Illinois

Code No. SBE-14

School System State of Indiana State Indiana
Name John J. Loughlin, State Superintendent
Address Room 229 Statehouse
Indianapolis, Indiana 46204

I. What is your system doing in delinquency prevention and control?

Under a June, 1971 grant from the Indiana Criminal Justice Planning Agency, seven school social workers are working in six Indiana cities in the area of delinquency prevention and control. Although oriented to action and service, the program was designed with control and experimental groups. At present, no reproducible data is available concerning the program.

II. What kinds of programs within the school system and community do you suggest?

Programs that employ trained social workers to help the child cope with the institution of school, to involve the parent (home) in a child's education and those which break down the barriers between home and school. Those which provide funds for school systems to make curriculum relevant to today's youth. Might produce materials on why laws are necessary, what are current laws, and what are the character and scope of juvenile justice systems. Community programs to de-stigmatize the delinquent child. Those bringing together representatives of the home, school, political life, agencies, industry and others. Programs which permit every potential or current delinquent an opportunity to succeed (use 15-17 year old delinquents to tutor youth in primary grades).

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Select school corporations which are progressive and cooperative and are able to achieve effective programming. Recognize that the meeting of unmet needs is a problem that must be dealt with; support in-service training for school personnel by outside behavior specialists. Provide direct service to youth, parents, and work in the community.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide funds and hold grantees accountable for services rendered. Permit educators or behavioral scientists to engage in primary planning and administrative overseeing of any programs enacted.

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?

Joseph E. Blankenkemper, ACSW, Consultant, Criminal Justice Project, Department of Public Instruction, Room 108, SOB, Indianapolis, Indiana 46204.

Are there other persons that should be contacted?

F. O. Baker, Coordinator, Delinquency Prevention Program, Louisville Public Schools, 4th and Broadway, Louisville, Kentucky.

VI. Do you have some proposals? What are they?

No new ones. (Respondent submitted copy of original grant application dealing with delinquency prevention and local probation office liaison.)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The role of the Department of Public Instruction is to convey the overall goals of education in the state and to explain to the federal agency how close these goals are to reality. Where gaps exist, careful assessment of the reasons for failure should be made, well-planned alternatives should be developed, and the federal agency should be contacted. This relationship should be one of commitment and sharing by each agency. State Agency, due to the current taxing structures, is limited in implementing innovative programs without federal assistance. If the federal government is unresponsive to its constituency, it is failing in its purpose. To achieve the most desired goals of our nation, responsible, mutual interdependence must exist. The fate of our education is dependent upon this.

Respondent: Joseph E. Blankenkemper, ACSW

Position: Consultant, Criminal Justice Project

Population Size Served: State of Indiana

Code No. SBE-15

EDUCATION AND DELINQUENCY PREVENTION

School System Iowa Department of Public Instruction State Iowa
 Name Dr. Robert D. Benton, State Superintendent
 Address Grimes State Office Building
Des Moines, Iowa 50319

I. What is your system doing in delinquency prevention and control?

Basically nothing inasmuch as this is not an area in which the Iowa Department of Public Instruction has legislative authority to operate.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 0

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: David H. Bechtel

Position: Administrative Assistant

Population Size Served: State of Iowa

Code No. SBE-16

EDUCATION AND DELINQUENCY PREVENTION

School System Kansas State Department of Education State Kansas
Name Kansas State Education Building
Address 120 East 10th Street
Topeka, Kansas 66612

I. What is your system doing in delinquency prevention and control?

Nothing.

II. What kinds of programs within the school system and community do you suggest?

Programs to meet the needs of all students within the local school systems.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Establish activities which would bring all local government agencies involved in delinquency prevention and control into cooperation.

Provide aid in obtaining employment for delinquent youth.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide information for all levels of agencies so that each might be involved.

V. Who handles or supervises delinquency prevention activities in your system?

No one.

Are there other persons that should be contacted?

The Juvenile Court and the County Attorney in each county seat in the 105 counties constituting Kansas.

VI. Do you have some proposals? What are they?

Might contact: Mr. Robert Woodson
Director of Penal Institutions
11th Floor, State Office Building
Topeka, KS

for further information on proposals originally filed.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe state educational system may serve as a cooperative agency between federal and local agencies and may serve as a sounding board for local needs.

Respondent: G. William Goodwin

Position: Deputy Commissioner

Population Size Served: State of Kansas

Code No. SBE-17

School System Commonwealth of Kentucky Department of State Kentucky
Education
Name Lyman V. Ginger, Superintendent of Public Instruction
Address Frankfort, Kentucky 40601

I. What is your system doing in delinquency prevention and control?

Have not developed a specific program for crime and delinquency prevention.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Provide information concerning possible projects and programs.

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?

No one at present.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Lyman V. Ginger

Position: Superintendent of Public Instruction

Population Size Served: State of Kentucky

Code No. SBE-18

School System State of Louisiana Department of Education State Louisiana
Name Louis J. Michot, State Superintendent
Address Baton Rouge, Louisiana 70804

I. What is your system doing in delinquency prevention and control?

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 0

EDUCATION AND DELINQUENCY PREVENTION

SBE-20

School System State of Maine Department of Educational
Name and Cultural Services State Maine
Address Augusta, Maine 04330

I. What is your system doing in delinquency prevention and control?

None identified.

II. What kinds of programs within the school system and community do you suggest?

Programs which make funds available to aid in drug education.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funds to make it possible to employ competent and capable personnel involved in drug education and related delinquency.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide opportunities for counseling for young people who are in trouble with the law or are in danger of violations.

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Carl Mowatt, Consultant, Drug Education and Fred Douglas and Wallace LaFountain, Consultants, Health and Physical Education.

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Federal agencies should assist where state need is considered to be the greatest rather than providing services not geared to local needs.

Respondent: Kermit S. Nickerson

Position: Deputy Commissioner

Population Size Served: State of Maine

Code No. SBE-20

EDUCATION AND DELINQUENCY PREVENTION

School System Maryland State Department of Education State Maryland
Name James A. Sensenbaugh, State Superintendent
Address State Office Building
301 W. Preston St., Baltimore, Maryland 21201

I. What is your system doing in delinquency prevention and control?

The Maryland State Department of Education has organized a task force to deal with the specific problems of youth returning to schools and to develop programs in four counties where the problems tend to be most acute. (A copy of the mission paper for the task force was submitted by the respondent.) The Pupil Personnel Section of the MSDE sponsors a number of activities designed to make the school program more relevant and meaningful to the potential dropout. Included are a Student Advocacy Program, a Psycho-Social Curriculum for Human Relations, and teacher training program in behavioral management and group counseling. Kent, Baltimore and Montgomery Counties maintain specific programs oriented to dropouts and delinquents. The Department of Juvenile Services shows interest in pursuing the concept of the teacher-probationary officer.

II. What kinds of programs within the school system and community do you suggest?

Programs which have a "somebody cares" component. Staff ratios, curriculum development or vocational components seemingly are of less importance.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Establish a national priority in the delinquency prevention area and encourage program development with federal funds. Establish an information resource center that school systems may draw upon.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Mr. Rex Smith and Mr. Elliott Lapin
Department of Juvenile Services
6314 Windsor Mill Road
Baltimore, Maryland 21207

VI. Do you have some proposals? What are they?

The Baltimore City School System prepared a proposal on Project Transition (a copy was submitted by the respondent) which has not been funded yet. This project seeks to enhance the self-realization and readjustment of young adults to the community upon release from juvenile correctional institutions.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Mr. T. K. Muellen

Position: Asst. State Superintendent
In Instruction

Population Size Served: State of Maryland

EDUCATION AND DELINQUENCY PREVENTION

SBE-22

School System Commonwealth of Massachusetts Department State Massachusetts
Name of Education
Address 182 Tremont Street
Boston, Massachusetts 02111

I. What is your system doing in delinquency prevention and control?
Nothing reported; letter referred to the Youth Service Board. No response received from YSB.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 0

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Lawrence M. Bongiovanni

Position: Executive Assistant

Population Size Served: State of Massachusetts

Code No. SBE-22

School System Minnesota Department of Education State Minnesota
Name _____
Address Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

I. What is your system doing in delinquency prevention and control?

Have adopted a Minnesota State Plan for the Prevention of Delinquency and the Rehabilitation of Youth which was instrumental in the formulation of the Youth Advocate Program within the cities of Minneapolis, St. Paul, and Duluth. Have generated numerous proposals for delinquency prevention funding in the educational system. Have sought and secured support for a program entitled "Design for Institutional Change in the Suburban School Setting". (Respondent submitted a copy of the report "Building Bridges: A Preliminary Evaluation Study of the Youth Advocate Corps Project", "Project: Student Advocate Voice in Education", "The Minnesota Plan for the Prevention of Delinquency and the Rehabilitation of Youth," and a copy of the "Design for Institutional Change in a Suburban School Setting".) Although the reply from the respondent did not answer in detail the specific questions asked in the questionnaire originally sent him, it is nevertheless obvious that the State of Minnesota has one of the more perceptive approaches to the delinquency prevention and rehabilitation area. The Advocacy Program has a training component and is designed to acquaint the advocate with capacities in peer group counseling, parent and family counseling, recognition of the legal status of minors, the process of human growth and development, recognition of minority group problems and feelings, dynamics of human behavior, vocational training resources and opportunities, self-awareness and practicum components. It also calls for the development of Newcomers Centers assisting new incoming students to make adjustments early in their school careers.

II. What kinds of programs within the school system and community do you suggest?

Programs along the lines of those mentioned above.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide support for such programs.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 8

V. Who handles or supervises delinquency prevention activities in your system?

Edwin E. Cain, Federal Programs Coordinator, State of Minnesota, Department of Education.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Yes. Among the application forms and proposals submitted were: 1) In-Community Work Program: Delinquent Youth; 2) Support for Juvenile Delinquency Planning Program; 3) a copy of Standard Contract for Consultant Services; 4) a second copy of Support for Juvenile Delinquency Planning Program; 5) Minnesota Plan for the Prevention of Delinquency and the Rehabilitation of Youth; Preparation of Liaison Personnel; 6) Minnesota Metropolitan Youth Advocate Corps; 7) Stipend Support for the Training of Advocate Personnel; 8) copy of contract dealing with Juvenile Delinquency Control and Prevention; 9) Pine Point Youth Center; 10) A Demonstration Model for Serving Secondary Students With Special Learning and Behavior Problems; and 11) A Resource Organization Program.

Any person delving more fully into the area of education and delinquency prevention should review the Minnesota materials in detail.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Edwin E. Cain

Position: Federal Programs Coordinator

Population Size Served: State of Minnesota

School System Missouri State Department of Education State Missouri
 Name Division of Public Schools
 Address Jefferson Building, P. O. Box 480
Jefferson City, Missouri 65101

I. What is your system doing in delinquency prevention and control?

Have a program of dropout prevention underway with school counselors throughout the state called SOS (Save One Student). Have counselors work in schools in a special program of selection, training and placement (STP) of youngsters. Have Drug Abuse and Venereal Disease Program sponsored by the Department of Education. Are currently working on a School-Age Parent Program. Each of these efforts is at the secondary school level.

II. What kinds of programs within the school system and community do you suggest?

Suggest the possibility of investigating elementary guidance programs which might have strong impact in preventing delinquency and truancy in later years. Believe the use of school social workers on the kindergarten through the school grades should be strongly coordinated with program of Pupil Personnel Services.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Take the lead in establishing an elementary guidance program oriented to prevention rather than corrective intervention. Suggest early contact before youth become seriously predelinquent or delinquent.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 7

V. Who handles or supervises delinquency prevention activities in your system?

No one single person is delegated supervision of delinquency prevention activities. Contact might be made with Mr. Charles Foster, Director of Guidance and Counseling, State Dept. of Education, Jefferson City, Missouri 65101.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The Department's role and/or relationship to federal funding agencies is that of working with them in a cooperative manner, in terms of utilization of programs and the funding that they have for educational programs. The school system should be cooperative with funding agencies in terms of giving input relative to specific ideas in relation to areas where each has its responsibilities. Believe that both parties have a responsibility to work cooperatively with each other on mutual types of programs that would benefit the youth that come under the direction of the educational system.

Respondent: Charles Foster

Position: Director, Guidance Services

Population Size Served: State of Missouri

EDUCATION AND DELINQUENCY PREVENTION

SBE-28

School System State of Nebraska Department of Education State Nebraska
 Name Cecil E. Stanley, Commissioner of Education
 Address 233 South 10th Street
Lincoln, Nebraska 68508

I. What is your system doing in delinquency prevention and control?

Delinquency prevention activities are responsibilities of local school boards rather than the State Department of Education, according to respondent.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Respondent Cecil E. Stanley

Position Commissioner of Education

Population Size Served: State of Nebraska

Rank 0

EDUCATION AND DELINQUENCY PREVENTION

SBE-32

School System State of New Mexico Department of Education State New Mexico
 Name Leonard D. Delayo, Superintendent
 Address Education Building
Santa Fe, New Mexico 87501

I. What is your system doing in delinquency prevention and control?

Are instigating a teacher training program under the sponsorship of LEAA to train junior high teachers in three selected districts to teach pilot programs in civic education in the Albuquerque, Las Cruces and Santa Fe communities.

II. What kinds of programs within the school system and community do you suggest?

Those which seek to develop a positive self-image by students; a more honest and open relationship between administration, teachers and students; a more receptive school environment to meet individual student needs and aspirations; and a more rational approach toward conflict resolution. Programs designed to lessen the credibility gap existing between young people and adults and to bring each party to understand the very serious negative impacts that authoritarianism and hypocrisy may have upon the behavior patterns of youth.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Support programs having a degree of success and achievement. Assist schools in becoming more responsive to student aspirations, especially among the culturally disadvantaged and ethnic minorities. Provide reentry programs which offer a meaningful alternative and environment for dropout students. Assist in the creation of teenage jobs for after school, weekends and summer months.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

No single person designated although respondent is currently in charge of the LEAA program.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No. Have resubmitted former proposal, however, for funding with the hopes of extending the current program to high schools.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe that federal funding agencies should delegate most authority for planning and executing programs to local school systems. However, the local systems have the responsibility to evaluate and justify the expenditure of such funds and if this is not done, should stop such funding. State departments of education can be of service in this area because they are in a position to help evaluate and supervise such programs. They usually have qualified personnel to do this and could work with LEAA in setting up guidelines for programs within their states.

Respondent: Joseph E. Thompson

Position: Social Studies
Specialist

Population Size Served: State of New Mexico

Code No. SBE-32

EDUCATION AND DELINQUENCY PREVENTION

SBE-33

School System University of the State of New York State New York
Name State Education Department
Address Albany, New York 12224

I. What is your system doing in delinquency prevention and control?

Have a committee within the New York State Education Department developing a position paper on disruptive students (respondent has submitted preliminary copy). Have also been developing some guidelines for schools and law enforcement agencies. Included on this operational committee are various police officials, family court representatives and personnel from the Department of Probation. The committee seeks to help school districts establish written policies and procedures regarding law enforcement agencies, to develop working relationships among local police, family, court personnel and the school; and to make available a handy reference based on legal information.

II. What kinds of programs within the school system and community do you suggest?

Prevention programs which integrate the various pupil services (guidance counselors, school psychologists, school social workers, nurses and attendance teachers) and which bring these resources into close working relationship with social services, family court personnel, the police, and mental health resources. Those that provide for some alternative types of placement and resources for children who have serious social and/or emotional problems (i.e., foster homes and/or facilities for disturbed children).

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Provide the school systems with more information concerning law enforcement and LEAA activities and programs. Provide leadership in bringing schools, family court personnel, probation department officers, and other community leaders together in a cooperative approach to the problem of delinquency prevention.

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

(Respondent submitted copy of a position paper on disruptive students.)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Wallace M. Lornell

Position: Chief, Bureau of
School Social Services

Population Size Served: State of New York

Code No. SBE-33

School System State of North Carolina Board of Education State North Carolina
Name A. Craig Phillips, State Superintendent
Address Raleigh, North Carolina 27602

I. What is your system doing in delinquency prevention and control?

Have worked to develop a strong and viable program in the area of human relations with the goal of reducing tensions brought about in the public schools by desegregation process. Have sought to improve relationships of all segments of the educational community ranging from pupil to pupil, teacher to teacher, teacher to pupil, etc. Cooperate with a 16 member task force on student involvement; provide for participation by two or three members of this group in meetings of the State Board of Education each month. Similar groups of youth participate in many of the state's 152 local educational agencies and provide inputs about student concerns to local school boards.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: William W. Peek

Position: Assistant to the
State Superintendent

Population Size Served: State of North Carolina

Code No. SBE-34

EDUCATION AND DELINQUENCY PREVENTION

SBE-35

School System North Dakota Department of Public Instruction State North Dakota
Name M. F. Peterson, Superintendent
Address Bismarck, North Dakota 58501

I. What is your system doing in delinquency prevention and control?

Are attempting to improve current operations and to develop new curricula which will tend to decrease juvenile delinquency and retain students in the school. Are seeking to develop among staff members and among the staffs of schools within the state a concern, sympathy, and understanding for the 'would be' delinquent.

II. What kinds of programs within the school system and community do you suggest?

Suggest stricter law enforcement, stricter and swifter prosecution and penalties.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide law enforcement officers, county sheriff and state agencies with more help and more backing.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The respondent looks upon the state educational agency or the State Department of Public Instruction as an agency between the local school districts and the federal government. He does not necessarily look upon the state agency, however, as an arm of the federal government.

Respondent: M. F. Peterson

Position: Superintendent

Population Size Served: State of North Dakota

Code No. SBE-35

EDUCATION AND DELINQUENCY PREVENTION

SBE-36

School System Ohio Department of Education State Ohio
Name Martin Essex, Sup't. of Public Instruction
Address Columbus, Ohio 43215

I. What is your system doing in delinquency prevention and control?

Are seeking to lessen the possibility of "making delinquents" by providing students with proper access to learning, due process during the educational journey, and constant redesign of goals and objectives. Believe that problems of delinquency are tied heavily to dropout as well as curricular choices. Have appropriated state funds to support innovative programs in approximately 20 areas which could assist in prevention of delinquency. Are providing "massive efforts" in vocational-technical education. Have developed a major "urban frontier" thrust in the educational system. Have been developing youth-oriented departmental programs in drug, consumer, and environmental education. Have developed a series of law institutes under a grant provided by the Ohio Criminal Justice Division which are oriented to the development of understanding at the policy-making level of school boards, both by preventing student confrontation and litigation.

II. What kinds of programs within the school system and community do you suggest?

Research oriented to delinquency prevention. Provide more support for coordinated funding in the areas of drug education, consumer education and other appropriate areas.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide support, especially through funds, for reentry activities through the Model Cities areas in some major cities.

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

(Respondent submitted copy of "Children First", a handout on "Educating Ohio's Disadvantaged Children--Urban and Rural," a booklet entitled "The Urban Frontier," and a listing of administrative guidelines entitled "Rights and Responsibilities.")

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The proper role and/or relationship between the educational agency and federal funding agencies must be cooperative. The educational agency should be prepared to perform a leadership function through a knowledge of needs within the state. From this knowledge it can become the vital pass-through agency for outside funding to attack major problems and work toward redesign. Funding that is haphazardly granted in a fragmented fashion without knowledge of the responsible educational agency can create vast problems.

Respondent: Robert O. Greer

Position: Asst. Superintendent,
Urban Education

Population Size Served: State of Ohio

Code No. SBE-36

EDUCATION AND DELINQUENCY PREVENTION

SBE-37

School System Oklahoma State Department of Education State Oklahoma
Name Leslie Fisher, Superintendent
Address Oklahoma City, Oklahoma 73105

I. What is your system doing in delinquency prevention and control?

Do not sponsor an organized program related directly to delinquency prevention and control. However, the Department cooperates with other agencies in an organization called "The Oklahoma Council for Juvenile Delinquency Planning," which has been responsible for a comprehensive statewide needs assessment and development of various juvenile delinquency prevention programs in the state.

II. What kinds of programs within the school system and community do you suggest?

Those that involve students at an early age and which permit all children to participate in such programs as Boy Scouts, Little League ball, Indian Princesses, Indian Guides, summer camping programs, bowling leagues, individual music lessons, religious-related activities, work experience programs, and the like. Facilities, equipment and funds need to be provided all youth.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Support highly coordinated counseling programs which bridge the gap between law enforcement agencies and public schools.

IV. What can LEAA do to assist local, state or regional school administrators?

Improve communications with school administrators.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Dr. Hayden H. Donahue, Oklahoma Council on Juvenile Delinquency Planning, Department of Public Welfare, Sequoyah Memorial Office Building, Oklahoma City, Oklahoma 73125.

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The role and/or relationship of the educational system to federal funding agencies should be one of a cooperating, independent organization. Control of funds should not permit the federal agencies to dictate their philosophy to the participating school systems.

Respondent: Blair E. Sandlin

Position: Administrator, Guidance and Counseling

Population Size Served: State of Oklahoma

Code No. SBE-37

EDUCATION AND DELINQUENCY PREVENTION

SBE-38

School System Oregon Board of Education State Oregon
Name Dale Parnell, Superintendent
Address 942 Lancaster Drive, Northeast
Salem, Oregon 97310

I. What is your system doing in delinquency prevention and control?

Believing that work toward prevention is essential, the state has engaged in pilot programs of elementary counseling which have shown to be effective in alleviating attitudes and behaviors which are symptomatic of predelinquency. Attempt to work with elementary-age youth in a preventive manner before behavior patterns have become set.

II. What kinds of programs within the school system and community do you suggest?

Those which encourage the cooperation of education, law enforcement, and other community agencies.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Have sought funding for elementary counseling programs, which have not been funded to date. (Respondent included State Department of Education proposal on "Prevention of Delinquency Through Educational Provision".)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Carrol deBroekert

Position: Associate Superintendent of Instructional Services

Population Size Served: State of Oregon

Code No. SBE-38

EDUCATION AND DELINQUENCY PREVENTION

School System Department of Education State Vermont
Name State of Vermont
Address Montpelier, VT 05602

I. What is your system doing in delinquency prevention and control?

Cooperate with Vermont Office of Child Development, the Vermont Chapter of the American Civil Liberties Union, Vermont Bar Assn., Vermont Headquarters Assn., Vermont Superintendents Assn., and Governor's Committee on Youth to develop a paper on students' rights and responsibilities. Questions raised by this questionnaire will become part of the All-State Meeting agenda.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

RANK: 1

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: H. Donn McCafferty

Position: Chief of Secondary
Education

Population Size Served: State

Code No. SBE-40

School System South Carolina Department of Education State South Carolina
Name Cyril B. Busbee, Superintendent
Address Columbia, South Carolina 29202

I. What is your system doing in delinquency prevention and control?

Do not operate any specific program within the Department of Education to deal with delinquency prevention and control. Have provided school administrators with handbooks dealing with "Students' Rights, Responsibilities and Resources in South Carolina," and "Drug Education Concepts in Physical Education." The actual development of such programs is a matter of local responsibility, however.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

EDUCATION AND DELINQUENCY PREVENTION

School System	<u>Department of Public Instruction</u>	State <u>South Dakota</u>
Name	<u>State of South Dakota</u>	
Address	<u>Pierre, South Dakota 57501</u>	

Are there other persons that should be contacted?

I. What is your system doing in delinquency prevention and control?

Work to deter sending of children to state correctional facility. Believe the problem must be solved within the family, school and community. Participate with several juvenile court systems, District Advisory Commission on Criminal Justice, and local school district to develop viable educational programs to serve the needs of delinquency problem youth. This is being done through development of position papers on alternative school programs for juvenile offenders and through a consultative role in reviewing and critiquing for Title 45, the Public Welfare Act, Juvenile Delinquency and Youth Development Programs and Activities. Working closely with local school districts and local juvenile penalty courts to promote coordination between the two agencies in different sections of the state. Strive to identify and deal with delinquency problem at the elementary level through use of Kvaraceus Delinquency Proneness Scale application.

II. What kinds of programs within the school system and community do you suggest?

Favor coordination of services for youth through a Youth Service Bureau including welfare workers, court workers and educational workers, who work with one another and with the juvenile offender and his family. The Youth Service Bureau approach is more realistic for dealing with the problems of youth and families within the community.

VI. Do you have some proposals? What are they?

(Respondent submitted copy of "Students' Rights, Responsibilities, and Resources in South Carolina," and "Drug Education Concepts in Physical Education".)

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

LEAA must concern itself primarily with delinquency prevention, including the development of identification and strategies for prevention of potential delinquency.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

IV. What can LEAA do to assist local, state or regional school administrators?

LEAA could assist local and state educators in delinquency prevention by conducting workshops to train professional personnel for sophisticated intervention at the community level. Believe activities oriented to assisting the re-entry of the juvenile offender into the schools' program or system tends to be unsuccessful.

Respondent: Jesse A. Coles, Jr.

Position: Deputy Superintendent
for Administration and
Planning

Population Size Served: State of South Carolina

Code No. SBE-41

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Mrs. Kathleen Peil
Court Services Director
County Court of Pennington Co. Probation Office
Rapid City, SD 57701

Mr. John Stengle
Juvenile Justice Planner
1st Planning & Development Dist.
401 First Avenue, Northeast
Watertown, SD 57201

VI. Do you have some proposals? What are they?

No programs are noted. However, the Department of Public Instruction encourages local school districts to apply for federal funds under the Education of the Handicapped Act, Title VI and Elementary and Secondary Education Act, Title III.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe that the state educational system must work within the guidelines established by law. The federal funding agencies act as the administrative arm of these laws. We feel, however, that within the guidelines, there should be an open system of feedback between the state educational system and the federal funding agencies.

Respondent: Dr. Don Barnhart

Position: State Superintendent
of Public Instruction

Population Size Served: State

School System Texas Education Agency State Texas
Name _____
Address 201 East 11th Street
Austin, Texas 78701

I. What is your system doing in delinquency prevention and control?

Established a Division of Crime Prevention and Drug Education in the Texas Education Agency with five professional staff members. Their responsibilities are to research the problem and to develop a plan of action to include program definition, in-service and pre-service training of school staff, a model delivery system to support the implementation of the program. (Respondent included copy of Action Plan of State Education Agency for 1971-1972). Have worked with small groups of students, teachers, counselors, administrators and parents in each of six school districts and 13 prisoners from the Texas Department of Corrections to determine how crime prevention could be taught in the schools. Results of these discussions have been used as inputs in decision-making in the delinquency prevention area.

II. What kinds of programs within the school system and community do you suggest?

Those which provide students with some constructive alternatives and which provide a multidisciplinary base for the development of skills and responsible decision-making by youth. Might be formulated along the lines of crime prevention and drug education in which discussion might include citizen's rights, responsibilities, juvenile delinquency and adult crime, crime-related community resources and their functions, current policies regarding crime and delinquency and issues and trends in delinquency and crime.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide sufficient funds to support the training of educational staffs so that they have the necessary skills to implement the programs. Assist in the development of a cooperative relationship between law enforcement staff and school system staff so that they can effectively reinforce and support the efforts of programs mentioned above.

IV. What can LEAA do to assist local, state or regional school administrators?

Serve as a resource to the public schools. "It is envisioned that staff paid by the law enforcement agencies may serve in the public schools in preventive or rehabilitative roles, not in a punitive role." Help public schools promote regional incarceration to keep students close to home, provide funding for model training or school programs, and work toward rapid transfer back into the school setting.

V. Who handles or supervises delinquency prevention activities in your system?

EDUCATION AND DELINQUENCY PREVENTION

School System Utah State Board of Education State Utah
Name Walter D. Talbot, State Sup't. of Public Instruction
Address 1400 University Club Building
136 East South Temple Street, Salt Lake City, UT 84111

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Yes. Have a draft grant for \$300,000 for three years to pilot a competency based pre-service teacher training program to prepare new teachers with necessary skills. Also a second dealing with uses of telecommunications systems in delivering both in-service training to teachers and providing learning experiences for students.

(Respondent submitted copy of "State Plan for Crime Prevention and Drug Education, 1971-1972", "Review of Drug Education Program in Six Texas Schools", excerpts from papers written by inmates, "What Would I Do If I Were Given the Responsibility of Designing a Program for Schools in Crime Prevention?", and "State Level Student Objectives: A Framework for Crime Prevention and Drug Education in Texas".)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

To serve in an advisory capacity with review and comment on projects directly related to public education programs. This would provide an information flow to allow our agency to relate what we know plus giving more data to use in making decisions. It would provide the educational agency with information regarding programs in its state. The agency in turn could help diffuse the good practices developed through the state's network of dissemination.

I. What is your system doing in delinquency prevention and control?

The Utah Association of Secondary School Principals works closely with the State Law Enforcement Agency to develop strategies for controlling and preventing delinquency. The Agency Health Specialist has five pilot projects going on in LEA's aimed directly at drug abuse prevention and its attendant delinquency problems. Pilot projects in humanizing education are being conducted by the SEA which may turn toward prevention of dropouts and fitting the curriculum to the needs of the child. The Adult Education Division strives to develop and promote activity which will help parents better understand their role in working with children's problems. Members of the Utah State Board of Education work with the Governor's Committee to make recommendations for improvement of the juvenile justice system.

II. What kinds of programs within the school system and community do you suggest?

Joint seminars on delinquency control in local communities involving parents, law enforcement officers, students, and educators. Development of community coordinating councils wherein all agencies concerned with youth develop programs and strategies for coping with delinquency problems. Change the school curriculum so that potential delinquents can have success experiences and activities they recognize are meaningful and worthwhile. Arrange for programs which permit youth to attack their own problems and solve them through peer pressure. Place greater emphasis on educational programs within the school curriculum which prepare youngsters for parenthood (especially dropouts). Provide opportunities for assistance through half-way houses or correction institutions within communities to youth before they become hard-core delinquents.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Engage in development of all the programs mentioned in II above.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide technical assistance and consultative help. Cooperate fully in bringing total community involvement inasmuch as the schools cannot do the job alone. Help develop curricula that will meet the needs of children and assist school administrators to understand the nature of delinquency and what causes it.

Respondent: L. Harlan Ford

Position: Asst. Superintendent
for Teacher Education
and Instructional
Services

Population Size Served: State of Texas

Code No. SBE-44

V. Who handles or supervises delinquency prevention activities in your system?

Person most closely related to the problem is:
 Mr. Robert Leake, Specialist
 Health, Physical Education, Recreation
 Division of General Education, Utah State Board of Education

Are there other persons that should be contacted?

Mr. Claude Pratt, Sup't. Utah State Industrial School P. O. Box 41 Ogden, Utah 84404	John F. McNamara, Sup't. Salt Lake Co. Detention Ctr. 3534 S. 6th Street, West Salt Lake City, Utah 84119	Capt. George Nielson Juvenile Services Salt Lake Co. Sheriff's Ofc 437 South, 3 East Salt Lake City, Utah 84111
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VI. Do you have some proposals? What are they?

Not aware of any proposals.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

A state school agency should assume a partnership role with federal agencies in planning, implementing and evaluating federally funded projects. State must be given responsibility with accompanying authority to carry out all phases of the program. Federal agencies should seek to establish broad goals, offer technical assistance, and provide suggestions for modifications of program where deemed necessary, giving final program approval and auditing to see that the program objectives have been attained.

Respondent: Walter D. Talbot

Position: State Superintendent of Public Instruction

Population Size Served: State of Utah

Code No. SBE-45

School System Virginia State Department of Education State Virginia
 Name Dr. Woodrow Wilkerson, Superintendent
 Address Richmond, Virginia 23216

I. What is your system doing in delinquency prevention and control?

Unable to take time to reply.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Respondent: George W. Burton

Position: Asst. Superintendent for Administrative Field Services

Population Size Served: State of Virginia

Rank 0

EDUCATION AND DELINQUENCY PREVENTION

School System state of Washington State Washington
Name Mr. Louis Bruno, Sup't. of Public Instruction
Address P. O. Box 527
Olympia, Washington 98504

I. What is your system doing in delinquency prevention and control?

Have joined with State Department of Social and Health Services in developing a monograph outlining the "guiding procedures between schools and the police."

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Llewellyn O. Griffith

Position: Consultant, Administrative Services

Population Size Served: State of Washington

Code No. SBE-48

EDUCATION AND DELINQUENCY PREVENTION

School System Department of Education State West Virginia
 Name State of West Virginia
 Address Charleston, WV 25305
(Daniel B. Taylor, State Sup't.)

I. What is your system doing in delinquency prevention and control?

Public Service Division of the Bureau of Vocational, Technical and Adult Education conducts programs oriented toward control of juveniles, juvenile law, and proper relations between the officer and the juvenile for police officers throughout the state.

Maintain ongoing programs in 40 counties in drug education and prevention in the public school system.

Have a curriculum development program to acquaint students with criminal justice system. Participate in group homes in larger towns and cities. Cooperate with several Boys' Clubs in larger towns and cities in supervised after-school activities.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

LEAA would do well to establish better communications with local school authorities in an effort to build a better delinquency prevention program.

Respondent: Col. T. A. Welty
Department of Education
State of West Virginia
Charleston, WV 25305

Position: Coordinator, Public
Service Training

Population Size Served: State

Code No. SBE-49

EDUCATION AND DELINQUENCY PREVENTION

SBE-50

School System Wisconsin Department of Public Instruction State Wisconsin
Name William C. Kahl, State Superintendent
Address Wisconsin Hall, 126 Langdon Street
Madison, Wisconsin 53702

I. What is your system doing in delinquency prevention and control?

Attempt to teach each pupil a sense of achievement and a feeling of self-worth. Work with the disadvantaged under Title I of ESEA; provide 50 percent of the salary of school psychologists and social workers working with pre-delinquent and delinquent youth. Provide consultative services to school social workers and psychologists; assist them in development of training institutes and the like. Assist local school boards in the development of intensive statewide alcohol and drug abuse prevention programs. Operate a drop-out reporting system to refer names of dropouts to the Wisconsin State Employment Service which provides counseling for such persons. Provide assistance to school systems in vocational programming, including special work-study programs. Offer financial and other assistance to programs for the emotionally disturbed, mentally retarded and others who might fall into delinquency. Have developed a policy statement relative to problems of pregnant school age girls (respondent submitted copy).

II. What kinds of programs within the school system and community do you suggest?

Provide financial assistance to schools for pupil service personnel (counselors, social workers, psychologists, nurses). Such persons are probably in the best position to prevent delinquency because of their training and the close contact they have with the pupil. Assist in the creation of effective police-community relations programs. Assist in the creation of effective "Youth and the Law" programs. Establish innovative programs to help disadvantaged and out-of-school youth. Develop programs to assist in successful reentry.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

(Respondent submitted booklets on "Providing Educational Programs for Pregnant School-Age Girls", and "Pupil Services". Also submitted were a sheet on "School Social Work Services" and the State of Wisconsin "State Support Program Guidelines for School Social Workers".)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Have no statement on the matter but refer interested parties to The Federal-State Partnership in Education (Department of Health, Education and Welfare) and State and Federal Relationships in Education, A Position Statement (Council of Chief State School Officers).

Respondent: Richard M. Staples

Position: Consultant, School Social Work Services

Population Size Served: State of Wisconsin

Code No. SBE-50

EDUCATION AND DELINQUENCY PREVENTION

SBE-51

School System Wyoming Department of Education
Name Robert G. Schrader, Superintendent
Address Capitol Building
Cheyenne, Wyoming 82001

State Wyoming

I. What is your system doing in delinquency prevention and control?

Respondent does not believe that he nor other members of his department can adequately or properly answer this questionnaire.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Dr. Robert G. Schrader

Position: State Superintendent
of Public Instruction

Population Size Served: State of Wyoming

Code No. SBE-51

CITIES

POPULATIONS OF:

250,000 or more
and
100,000-250,000

EDUCATION AND DELINQUENCY PREVENTION

School System Atlanta Public Schools State Georgia
 Name Instructional Services Center
 Address 2930 Forrest Hill Drive, S.W.
Atlanta, Georgia 30315

CITIES

POPULATIONS OF:
250,000 or more

I. What is your system doing in delinquency prevention and control?

Maintain free and open communication between pupils and faculty and adequate supervision of student activities along with controlled admission to buildings of non-students. Employ through the Atlanta Police Department school detectives to work among and with pupils. Utilize Juvenile Court, probation officer and social work personnel where needed.

II. What kinds of programs within the school system and community do you suggest?

Programs designed to provide psychological and social assistance to families of delinquents.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Provide information through publications and workshops for administrators and teachers on the role, rights, and responsibilities of juvenile behavior and control. Encourage uniform and practical application of the law through the Juvenile Courts and supervision of pupils on probation.

V. Who handles or supervises delinquency prevention activities in your system?

Within the School System, contact: Dr. John W. Letson, Sup't., Atlanta Public Schools, 224 Central Ave., S.W., Atlanta, GA 30303; Dr. Ed S. Cook, Jr., Asst. Sup't. for Administrative Services; Mr. J. Y. Moreland, Area 1 Sup't., 225 Chestnut St., N.W., Atlanta, GA 30314; Mr. J. Paul Todd, Area 2 Sup't., 711 Catherine St., S.W., Atlanta, GA 30310; Dr. Mark Huie, Area 3 Sup't., 2380 Peachtree Rd., N.W., Atlanta 30305; Mr. Cecil Thornton, Area 4 Sup't., 2531 Gordon Rd., S.W., Atlanta 30311; and Mr. Alvin Dawson, Area 5 Sup't., 1052 Washita Ave., N.E., Atlanta 30307.

Are there other persons that should be contacted?

Lt. J. D. Nash, Supervisor,
School Detectives
159 Garnett St., S.W.
Atlanta, GA 30303

Chief John Inman
Atlanta Police Department
175 Decatur St., S.E.
Atlanta, GA 30303

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: E. Curtis Henson
2930 Forrest Hill Drive, S.W.
Atlanta, GA 30315

Position: Asst. Sup't. for
Instruction

Population Size Served: 250,000+

Code No. BE-2

EDUCATION AND DELINQUENCY PREVENTION

School System Austin Independent School District State Texas
Name Division of Human Resources
Address 6100 Guadalupe
Austin, TX 78752

I. What is your system doing in delinquency prevention and control?

Have engaged in group counseling using teachers and students to lessen ethnic hostility problems.

II. What kinds of programs within the school system and community do you suggest?

Support juvenile delinquency prevention programs (for more information on this, contact David Jaso, Director).

Support group counseling activities on a broad scale to develop interpersonal skills and increase involvement of people with other people.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Develop a variety of ways to rehabilitate that would include funding half-way house programs; possibly provide support for in-school counseling and psychological services so that school systems can provide various alternatives for students. Intervention efforts should take the needs of the person, as well as the available resources, into account.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide funds and consultation to help plan and develop school programs and community programs in delinquency prevention.

Rank 5

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Dr. Matthew Snapp, Director, Department of Student Development
Mr. David Jaso, Juvenile Delinquency Project, 5100 E. 5th, Austin, TX 78702
Ms. Lee Laws, Coordinator of Student Affairs, Department of Student Development

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Those proposals that have been developed are oriented primarily toward human relations problems, although they have some implications for delinquency prevention and control.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Assist school systems to plan, evaluate, and replicate pilot projects which are effective.

Respondent: _____

Population Size Served: 250,000+

School System Baltimore City Public Schools State Maryland
Name Roland N. Patterson, Superintendent
Address 3 East 25th Street
Baltimore, Maryland 21218

I. What is your system doing in delinquency prevention and control?

Strive to attack the delinquency problem by building positive attitudes and values which in themselves preclude delinquent behavior. Operate a revised social studies program which stresses topics relative to justice, crime and responsibility (respondent has attached copy). Have a new course in development on "Law and Criminal Justice" in cooperation with Mayor's Task Force on Criminal Justice Administration. Under the leadership of the Science Department have developed a Drug Education Program and workshops and published a guide for elementary and secondary schools. Participate each year in Law Day and Law Week activities in junior high schools in cooperation with the Baltimore Bar Assn. Operate in-school program involving the Police-Community Relations Dept. at elementary and secondary levels. Cooperate with one-time campaigns with such groups as Retail Merchants Assn. (shoplifting) and the Attorney General (youth conferences on current social problems.)

II. What kinds of programs within the school system and community do you suggest?

Believe that programs which deal directly with the grass root problems of teenagers (e.g., shoplifting, drugs, theft, truancy) when handled in a small, informal group situation by a competent person who has some first-hand experience with the topic is the most effective.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

LEAA might act at first as a clearinghouse and inform school systems as to what promising practices are in operation in other schools and communities. It would be valuable if it would provide models to follow. Financial assistance to plan, construct and implement pilot and/or new programs is helpful.

IV. What can LEAA do to assist local, state or regional school administrators?

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Edward Viller, Supervisor of Social Studies, Eastern High School No. 404, 1101 East 33rd Street, Baltimore, MD 21218; Malcolm Dutterer, Coordinator, Special Projects and Economic Education, Eastern High School, 1101 E. 33rd St., Baltimore, MD.

Are there other persons that should be contacted?

Walter J. Pasciak, Executive Director, Big Brothers, 2108 N. Charles St., Baltimore, 21218; Morris Sherman, State Supervisor, Group Homes, Dept. of Juvenile Services, 212 N. Calvert St., Baltimore, 21202; Dr. Gerrald Rothman, Director, Woodbourne Center, Inc., 1301 Woodbourne Ave., Baltimore, 21239; Newell J. Rice, Director, Boys Home of Maryland, 810 Park Avenue, Baltimore, 21201; William J. Black, Director, Lutheran Social Services, 507 Park Ave., Baltimore, 21217; Richard O. Motsay, Pre-Trial Intervention, 2500 Eutaw Pl., Baltimore, 21217; Ms. Mary Carter Smith, Big Sisters and Little Sisters, Inc., 2201 Maryland Ave., Baltimore, 21217.

VI. Do you have some proposals? What are they?

None at the present time.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The school system should establish the program as agreed in contract while the funding agency maintains minimal supervision to make sure that the money is spent as planned. A procedure should be established between the two parties to make sure such changes in the planned programs whether they be operational or fiscal can be considered quickly and decisions reached promptly which will satisfy each party.

(Respondent attached copy of "Law and Criminal Justice Topics in Secondary Courses of Study in Social Studies," "Concept Theme II: The Urban Scene: Challenge and Change," and "Concept Theme I: Human Behavior: Interaction and Adjustment.")

Respondent: Roland N. Patterson

Position: Superintendent of
Public Instruction

Population Size Served: 250,000+

Code No. BE-4

School System Board of Education State Alabama
Name _____
Address P. O. Drawer 10007
Birmingham, Alabama 35202

I. What is your system doing in delinquency prevention and control?

Have maintained a close personal working relationship with Birmingham Police Department in many areas. Cooperate with Police Athletic League. Work closely with Police Department in administration of crossing guard program. Have tied alarm systems into central area and work with police to control vandalism. Have one staff member who works with a special group of detectives of the Juvenile Division to ward off school problems before they become larger.

II. What kinds of programs within the school system and community do you suggest?

Would encourage the funding of additional juvenile officers to work on a part-time basis in the school system. Would encourage the lowering of heavy case-load for most juvenile departments. Desire better educational facilities and integration of personnel within such programs.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

EDUCATION AND DELINQUENCY PREVENTION

School System School Committee of the City of Boston State Massachusetts
Name Boston Public Schools
Address Elm Street opposite Greenough Avenue
Jamaica Plain, Massachusetts 02130

I. What is your system doing in delinquency prevention and control?

Have begun an innovative pilot project in "Law and Society" at Jamaica Plain High School, designed for two grade 12 classes as an elective and related to Boston Law Program and the developmental theory of moral education. Program emphasizes case studies and dilemmas, mock-trials, role-playing situations, simulations, filmstrips, films and lectures by special visitors to the classes. Working with two experimental groups and one control group. To be evaluated through June 1976. Operate an ESEA Title III Crisis Prevention and Intervention Project bringing together teams of parents, pupils, teachers and policemen in each of the five schools involved in the project (3 public, 2 parochial). Work with a Central Advisory Council composed of parents, community leaders, police, probation officers, administration and pupils to provide a clearinghouse for community reaction and input. Support a Youth Council Service composed of a small group of administrators, various department heads, teachers, businessmen, and police representatives who meet monthly. Conduct periodic all-day seminars on communication in the high schools of the city. Worked in past in cooperation with Boston Police Force to develop a film titled, "Let's Stop and Talk." Are developing a cassette-video tape program designed to reach an even larger audience.

II. What kinds of programs within the school system and community do you suggest?

LEAA should become more firmly committed to working directly with individual school systems and should implement new programs that would be school-based but community-oriented. Such programs should involve representatives from all people affected by the problem of high delinquency in their particular communities. Provide grants to enable the researching and testing of new in-school curricula. Assist in the overcoming of inadequate resources for the teacher and/or inadequate materials for the students. Need to educate youth to an understanding of what can happen if they are stopped for drunken driving or joy-riding, the consequences of recidivism, and the long-term effects of delinquency. Develop and test a juvenile delinquency prevention curriculum within a classroom setting.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

See II above.

IV. What can LEAA do to assist local, state or regional school administrators?

Assist regional and local public school administrators in their programs by expanding existing vehicles of dissemination and perhaps providing a small monthly publication that would establish a clearinghouse for information regarding the various proposals funded by LEAA throughout the country.

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Henry Sparks

Position: Acting Superintendent

Population Size Served: 250,000+

Code No. BE-5

Rank 7

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Philip Gibbons
Chairman, Social Studies Dept.
Jamaica Plain High School
70 Elm Street
Jamaica Plain, MA

Mr. Charles MacMillan
Task Force on Children Out-of-School
889 Harrison Avenue
Boston, MA

Are there other persons that should be contacted?

Mr. Sam Messina
Director of Community Relations
15 Beacon Street
Boston, MA

Mrs. Roseanna McCourt
Chairman, Youth Service Council
15 Beacon Street
Boston, MA

VI. Do you have some proposals? What are they?

Have an unfunded proposal on drug education. Are not aware of other unfunded proposals. (Respondent submitted copy of proposal for "A New Approach to Drug Education Training.")

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe that there should be a strong commitment by federal funding agencies to the delinquency prevention area and that a specific structure of role responsibility should be set up. The school systems should have more power in the administrative areas of funded proposals.

Respondent: Ann M. Foley

Position: Director

Crisis Prevention & Intervention

Dept. of Safety, Boston Public Schools
45 Myrtle Street
Boston, MA 02114

Respondent II:

Mr. Philip Gibbons
(See V above for address)

Population Size Served: 250,000+

Code No. BE-6

EDUCATION AND DELINQUENCY PREVENTION

School System	<u>Board of Education</u>	State <u>Illinois</u>
Name	<u>City of Chicago</u>	
Address	<u>228 North LaSalle Street</u>	
	<u>Chicago, IL 60601</u>	

I. What is your system doing in delinquency prevention and control?

Maintain two bureaus to provide technical assistance and coordination to programs for delinquents. Bureaus are: Bureau of Dropout Prevention Programs within the department of government-funded programs and the Bureau of the Socially Maladjusted within the Department of Special Education. Both bureaus cooperate interdepartmentally in programs for delinquent students.

Provide parents or guardians of truant or delinquent youth with basic information about the schools; encourage and counsel youth to remain in school.

Provide support for Title I children in twelve institutions for the neglected or delinquent, including Angel Guardian Orphanage, Chicago Parental School for (Over)

II. What kinds of programs within the school system and community do you suggest?

Suggest that programs with the schools include: 1) Inservice and orientation of teachers in schools with significant numbers of delinquent students; 2) The expanded use of paraprofessionals indigenous to the community as liaison staff between the school and home; 3) More intensive personnel counseling and psychological services; and 4) Broader utilization of work-training programs within the schools to provide students with an opportunity to earn pocket money and to learn proper work habits, skills and attitudes. Suggested programs in the community: 1) Broad utilization of alternative learning centers such as "outposts" and "street academies" located away from the schools; 2) Establishment of programs within these out-of-school facilities that would enable students to return to the regular school full-time, part-time, or finish his or her education at (Over)

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funds for the establishment of out-of-school facilities, such as "outposts" and "street academies" that would furnish career-oriented educational programs to potential dropouts, dropouts, students on parole or probation. Supported program would include potentially the funding of a special counselor or teacher to provide counseling, tutoring and part-time job placement services for students.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide funds for collaboration on active research that would specialize in improving the learning capabilities of delinquents and support experiments on educational methods and techniques for the delinquents in corrective institutions and in public school facilities.

I. cont'd.

Boys, Chicago Parental School for Girls, House of Good Shepherd, Lawrence Hall, Lydia Children's Home, Mary Bartelme Home, Mission of Our Lady of Mercy, Randall House, St. Joseph Carondelet, St. Mary of Providence and Uhlich Children's Home. Program is specifically designed for each institution by its own personnel working in conjunction with the ESEA Board of Education staff.

Maintain social adjustment center for primary level through grade nine maladjusted pupils and their parents in which individual and group counseling, psychiatric and psychological services are made available.

Operate two special social adjustment schools for boys and two for girls where special programs, smaller classes, more intensive and personal counseling and field counselors may assist in liaison with the students' homes.

II. cont'd.

out-of-school facility; and 3) establishment of career oriented programs in collaboration with business and industry.

V. Who handles or supervises delinquency prevention activities in your system?

No one person handles delinquency prevention activities in the Board of Education of the City of Chicago. Delinquency prevention is treated as part of the responsibility of the Bureau of the Socially Maladjusted. The Bureau of Dropout Prevention provides technical assistance to schools in the development of these programs. Are there other persons that should be contacted? (Over)

VI. Do you have some proposals? What are they?

A proposal being considered for funding includes the establishment of 10 "outposts" for 10 public high school areas having high dropout rates and high crime statistics. (See proposal entitled "Early Action Opportunity Center Program".)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

LEAA should consider providing funds for compensatory programs and projects needed by a large segment of Chicago students. These need funds to enable advancement of disadvantaged youngsters.

Respondent: James G. Moffat

Position: Asst. Superintendent,
Government Funded
Programs

Population Size Served: 250,000+

Code No. BE-8

V. cont'd.

opment and implementation of dropout prevention and accommodation proposals and programs. Delinquency prevention activities that are developed often come from school principals who innovate on their own.

CONTINUED

1 OF 6

EDUCATION AND DELINQUENCY PREVENTION

School System Cincinnati Public Schools State Ohio
 Name Education Center
 Address 230 East Ninth Street
Cincinnati, Ohio 45202

I. What is your system doing in delinquency prevention and control?

None currently in operation. Most efforts under Title I and other federal and state funding have been directed toward improving academic achievement and the development of more positive attitudes on the part of students to learning. Would like to increase the number of pupil personnel specialists employed by the school system and a visiting teacher staff (school social workers) to work with delinquency-prone pupils. Visiting teachers are housed in field Social Service Centers. Each youth returning from institutional placement must be processed through one of these Centers before being re-enrolled in school. This procedure is used to insure that the materials gathered by the institution will be used to effect the best possible school assignment for the child. Employ a school system/court coordinator who spends the majority of his working time at the Juvenile Court counseling children and parents, regarding school-oriented problems. Have eight school resource officers provided by the Youth Aid Section of the Police Division assigned to secondary schools within the Cincinnati Public Schools. Have some interest in expanding this program to even the elementary level to better acquaint children with role and function of the police officer in the community.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Lt. Frank Heitker
 Youth Aid Section, Police Division
 City of Cincinnati, Cincinnati, OH

Col. Carl Goodin, Police Chief
 Cincinnati Police Division
 310 Lincoln Park Drive
 Cincinnati, OH 45214

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Harry L. Lodge Position: Director
Division of Pupil Adjustment & Attendance Services
Cincinnati Public Schools
230 East Ninth Street
Cincinnati, OH 45202

Population Size Served: 250,000+

Code No. BE-9

EDUCATION AND DELINQUENCY PREVENTION

School System Columbus Public Schools State Ohio
 Name Mr. John Ellis, Superintendent
 Address 270 East State Street
Columbus, Ohio 43215

I. What is your system doing in delinquency prevention and control?

Are working in cooperation with the Ohio Youth Commission on a delinquency control project entitled "Re-entry Guidance". Through this project provide assistance and counseling to youth returning to the Columbus Public Schools from Youth Commission institutions. After an orientation session, students are assigned to a school which will more effectively meet their particular needs. Under Title I of ESEA, consulting services are provided for school administrators, guidance counselors and teachers. Maintain a home-school community agent component within the school system. A full-time staff member has been added to the faculty of selected inner-city junior and senior high schools to work with disruptive students and assist them to acquire more acceptable modes of behavior. Such individuals serve as a liaison between parents and teachers.

II. What kinds of programs within the school system and community do you suggest?

Programs that "almost force" involvement by parents, teachers, administrators and students should be encouraged. Believe that projects in ecology, community improvement, beautification of school buildings and grounds, and other such projects "go a long way toward delinquency prevention and control".

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funds which would enable the state to work through the large public school systems in a cooperative venture designed to enable youths to return from correctional institutions to public schools in a non-threatening a manner as possible. Would like to see closer relationship between institution school and the public school.

IV. What can LEAA do to assist local, state or regional school administrators?

Sponsor workshops and conferences oriented to human relations and staff development, especially as those relate to the problems of delinquent youth. Help teachers to gain an appreciation of their students as a whole person.

V. Who handles or supervises delinquency prevention activities in your system?

John W. Wallace, Community Consultant, Columbus Public Schools, 270 East State Street, Columbus, Ohio 43215.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

None at this time.

(Respondent enclosed a copy of the "Re-entry Guidance Program".)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Provide continuing funding for many of the services currently being offered for youth in the Columbus School System. Without such funding, the majority of such services would be, of necessity, eliminated.

Respondent: John W. Wallace, ACSW
Columbus Public Schools
270 East State Street
Columbus, Ohio 43215

Position: Community Consultant

Population Size Served: 250,000+

Code No. BE-11

EDUCATION AND DELINQUENCY PREVENTION

School System Dallas Independent School District State Texas
 Name Mr. Nolan Estes, General Superintendent
 Address 3700 Ross Avenue
Dallas, Texas 75204

I. What is your system doing in delinquency prevention and control?

Maintain a project dealing with "Law in a Changing Society (LCS)" which is aimed at fostering improved attitudes toward law and law enforcement. Some 154 teachers serve approximately 15,000 students in this program in grades 5, 7, 8, 11 and 12. Establish guidance centers in junior and senior high schools.

II. What kinds of programs within the school system and community do you suggest?

Programs designed to bring youth into personal contact with police, judges, and attorneys through classroom visitations and field trips to courts, prosecutors' offices, jail and other community centers. Should focus on the more positive aspects of human relations.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Provide funding for innovative projects designed by school systems or state educational agencies which could have implications for delinquency and crime prevention.

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

Mr. B. R. Sullivan
 Dallas School Administration Building
 3700 Ross Avenue
 Dallas, TX 75204

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Are seeking funds for a statewide expansion of the LCS project. Need funds for extensive teacher training to qualify for the sharing in such a program.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Provide funds for experimental purposes to school systems.

Respondent: Nolan EstesPosition: General Superintendent3700 Ross AvenueDallas, TX 75204Population Size Served: 250,000+Code No. BE-12

A copy of the formal proposal dealing with "Law in a Changing Society" has been submitted by the respondent. Proposal presented to the Moody Foundation in Galveston, Texas for funding.

EDUCATION AND DELINQUENCY PREVENTION

School System Detroit Board of Education State Michigan
 Name Dr. Charles Wolfe, Superintendent
 Address 5057 Woodward
Detroit, Michigan 48202

I. What is your system doing in delinquency prevention and control?

Maintain a general educational and supportive program in school dropout prevention. Have Pupil Personnel Service (including school social work, psychological and psychiatric evaluation, attendance, security, guidance and counseling (oriented to assisting students to adapt to a positive adjustment to the school and other social conditions)).

II. What kinds of programs within the school system and community do you suggest?

Funds made available for increased services in all of the areas mentioned above. Development of closer working relationships between school systems and juvenile protective services for students. Involve the both the juvenile court and the school systems in a meaningful relationship.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funds sources for programs operated by supervisory personnel enabling them to have greater impact upon juvenile life patterns than is currently possible. Broaden the base of LEAA funding so that school systems might also receive assistance in programs oriented to delinquency and crime prevention. Priority to date has seemingly been toward law enforcement agency operations.

IV. What can LEAA do to assist local, state or regional school administrators?

Support through funding such innovative pupil personnel services and extensive security as might be needed. Desire discretionary funds to be used for the development of new programs in personnel services in special education for delinquent and pre-delinquent youth.

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Charles L. Wells, Asst. Superintendent
 Office of Pupil Personnel Services
 604 Schools Center
 5057 Woodward, Detroit, MI 48402

Are there other persons that should be contacted?

Hon. James A. Lincoln, Judge
 Wayne County Juvenile Court
 1025 East Forest
 Detroit, Michigan 48207

VI. Do you have some proposals? What are they?

See question III above.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

See question IV above.

Respondent: Charles J. Wolfe

Position: Superintendent

Population Size Served: 250,000+

Code No. BE-14

EDUCATION AND DELINQUENCY PREVENTION

School System Indianapolis Public Schools State Indiana
 Name Education Center, Mr. Carl R. Kalp, Sup't.
 Address 120 East Walnut Street
Indianapolis, Indiana 46204

I. What is your system doing in delinquency prevention and control?

Held several meetings with high school principals to discuss discipline and to propose methods for prevention of delinquency problems. These discussions led to passage of Resolution 1030 by the Indianapolis Board of School Commissioners designed to set up the grounds for suspension, expulsion, and exclusion of pupils and to provide a procedure for granting pupils due process. Are formulating plans for an alternative school for junior high students designed to provide a program for students whose behavior in a normal school setting is so deviant as to be seriously disruptive. Children will be assigned temporarily to this school and will work together with parents in various anticipated programs within the school to hopefully alleviate many of the problems occurring. Provide normal social work, guidance, psychological services to students as needed in the attempt to assist in the finding of solutions to deviant behavior problems.

II. What kinds of programs within the school system and community do you suggest?

Realistic, practical, meaningful programs which include both the child and his parents. Such programs should attack the core of delinquency problems and must be multi-faceted in its recognition that pre-criminal behavior is related to poverty, poor family relationships, peer group influences, and other potential environmental influences. More than symptoms of delinquency must be treated.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Assist in securing the cooperation of various educational, social, and judicial agencies within a community, especially in promotion of communication between local school administrators, the local juvenile courts and juvenile aid personnel.

IV. What can LEAA do to assist local, state or regional school administrators?

Use the resources of LEAA to assist in writing of proposals for funding and expedite action on these proposals.

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

In Indianapolis, no one person has been given this specific responsibility. Mr. Harry Radliffe, Assistant Superintendent for Special Services deals with delinquency prevention in the setting of school social service and guidance. Mr. Richard Nuttall, Assistant Superintendent for Elementary Education, serves as chairman of a recently activated committee on pupil behavior.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

The alternative school proposal for funding is being processed currently. The 1970-1971 school year program of Indianapolis Public Schools in cooperation with Indiana University and the Department of Correction in providing a prescriptive educational intervention program for selected juvenile offenders encountering difficulties in the rehabilitation process was discontinued due to lack of funding despite its success.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Cooperate with educational institutions in the complex field of delinquency prevention; assist local educational systems without attempting to direct activities or control those areas in which federal funds may be provided; recognize that the local education agency's operating budget is usually incapable of immediate absorption of the required additional funding for new services recommended or required.

Respondent: R. Lloyd Green
Dr. Alexander M. Moore

Position: Admin. Asst. to Sup't.
 Position: Assistant Superintendent

Population Size Served: 250,000+

Code No. BE-19

EDUCATION AND DELINQUENCY PREVENTION

School System School District of Kansas City, Missouri State Missouri
 Name Dr. Andrew S. Adams, Superintendent
 Address 1211 McGee Street
Kansas City, Missouri

I. What is your system doing in delinquency prevention and control?

Do not sponsor any specific delinquency prevention programs, but the entire Department of Student Placement and Special Education aims at maximal educational opportunities for every student with problems. The Department of Student Adjustment works with youth under suspension and attempts to outline and suggest programs that will lead to the suspendee's success.

II. What kinds of programs within the school system and community do you suggest?

Believe that sheltered workshops, vocational training, curriculum revision, in-service training for teachers, parental guidance coupled with personal reinforcement will assist in lessening the delinquency problem.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Could assist school districts by financing programs for prevention and re-entry. Help needed to establish halfway facilities for youth returning from a correctional facility.

IV. What can LEAA do to assist local, state or regional school administrators?

Bring greater representation of school personnel on LEAA regional board (at present there are no educators on the board). Every effort to develop a program for LEAA support has been rejected so far.

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

Dept. of Student Adjustment, Dept. of Home-School Coordination in Guidance and Counseling, Dept. of Student Placement and Special Education (latter has probably the greatest responsibility for delinquency prevention). Also Mr. L. Clayton Dikson and Mr. Orville Bliss, Board of Education, 1211 McGee, Kansas City, MO 64106.

Are there other persons that should be contacted?

Mr. James Walsh
 Director of Juvenile Services
 Jackson County Juvenile Court
 625 East 26th Street, Kansas City, MO 64108

VI. Do you have some proposals? What are they?

Have been interested in submitting several proposals dealing with delinquency prevention, but have found little support for such proposals to date. Have concentrated efforts on the drug abuse area which has public interest at the present time.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Too frequently, the School District tends to tailor its proposals to LEAA's specifications and then finds itself unfunded because the tailoring effort has been judged by evaluators as being unrealistic. Have LEAA become more involved in the formulation of particular programs so that the task can be fulfilled rather than money granted. Have federal funding agency and school personnel working together in a cooperative effort in which the federal funding agency is a facilitator. Base funding on the potential for resolving real problems. Evaluate the project continuously.

Respondent: Mr. Orville L. Bliss
Mr. L. Clayton Dikson
Mr. A. Odell Thurman

Position: _____

Population Size Served: 250,000+Code No. BE-22

EDUCATION AND DELINQUENCY PREVENTION

School System Dade County Public Schools State Florida
 Name Dr. Leonard Britton, Assoc. Sup't, for Instruction
 Address Administration Offices - Lindsey Hopkins Building
Miami, Florida 33132

I. What is your system doing in delinquency prevention and control?

Time does not permit the answering of any of these questions.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Dr. Leonard Britton Position: Associate Superintendent
Administration Offices - Lindsey Hopkins Bldg. for Instruction
1410 N.E. Second Avenue
Miami, Florida 33132

Population Size Served: 250,000+

Code No. BE-26

Rank 0

EDUCATION AND DELINQUENCY PREVENTION

School System Milwaukee Public Schools State Wisconsin
 Name _____
 Address Administration Bldg., 5225 W. Vliet St.
Milwaukee, WI 53201

I. What is your system doing in delinquency prevention and control?

Use supportive services by social workers, psychologists, and counselors to prevent and control delinquency. Maintain Returnee Counselor Program for pupils returning from correctional institutions (work with guidance counselors); Field Counselor Program in which three full-time counselors interview individuals about to be released on parole from correctional institutions to assist in the transition back to a suitable school program; Adjustment Center classes (individual schools are provided with additional staff as requested to provide special classes for students having school adjustment problems); Jewish Vocational Service Program (in which the JVS provides classroom instruction and work experience for delinquent and pre-delinquent adolescents); Work-Study Learning Centers at South Division and Rufus King Schools (provide special in-school classroom instruction and work experience with cooperating business and industry; use job-related program instructional materials); Cooperative Program with Goodwill Industries (a special work-oriented program for pre-delinquent adolescents); Job Corps (in cooperation with U.S. Forestry Service); and Neighborhood Youth Corps Program (provide part-time employment for youth who qualify under economic guidelines for the summer and the regular school year). Are seeking funding for special classes in secondary schools entitled "Justice and You".

II. What kinds of programs within the school system and community do you suggest?

Believe that many delinquency problems may be precluded through creative building of curriculum. Must continuously monitor the need and provide for implementation. Involve the community in the total instructional process.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide physical and personnel resources and direct aid to school systems. Re-direct the concepts in legislation to educational activities which could be administered by school systems. Support programs emphasizing a work experience approach with a high degree of community participation. Assist in the development and establishment of additional, effective and alternative placement opportunities for youth who could be classified as pre-delinquent.

IV. What can LEAA do to assist local, state or regional school administrators?

Assist in the establishment of a stronger liaison between the educational system, the law enforcement agencies and the community in order to foster a stronger, more coordinated effort toward delinquency reduction and prevention.

Rank 7

V. Who handles or supervises delinquency prevention activities in your system?

Dr. Bernard Weiss, Assistant Superintendent of the Division of Curriculum and Instruction
 Mr. George Friedrich, Director of the Department of Special Programs
 Mr. Alfred Thurner, Director of the Department of Guidance Services
 Miss Margaret Bernauer, Director of the Department of Psychological Services
 Mr. Theodore Cuemmerlein, Assistant Superintendent, Division of Administrative and Pupil Personnel Services
 Mr. Howard Gaertner, Department of Pupil Personnel Services

VI. Do you have some proposals? What are they?

Have a proposal submitted for funding under the Omnibus Crime Control and Safe Streets Act entitled, "Justice and You".

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Milwaukee Public Schools coordinates efforts to obtain categorical funds through the office of the Deputy Superintendent. The Administrative Coordinator for Categorically Aided Programs (ACCAP) is assigned a specific responsibility of maintaining a liaison relationship with the specific funding agencies whether federal, state, or local.

Respondent: Carl G. Thom
5225 West Vliet Street
P. O. Drawer 10K
Milwaukee, WI 53208

Population Size Served: 250,000+

Position: Administrative Coordinator
for Categorically Aided
Programs

EDUCATION AND DELINQUENCY PREVENTION

BE-28

School System Minneapolis Public Schools State Minnesota
Name _____
Address _____
Minneapolis, Minnesota

I. What is your system doing in delinquency prevention and control?

Cooperate with Minneapolis Police Department in a unique delinquency prevention program identified as the Police/School Liaison Program. Work to identify problem students and increase communication between students, parents, and the school. Work in prevention, apprehension, referral and education in all Minneapolis junior high schools and two senior high schools. Result indicated a drop in predelinquent behavior. Sixteen officers currently working in this area.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Respondent submits detailed copies of Final Report of Police-School Liaison Program (September 1966 - August, 1968) and a more recent report dated 1972. Focus is primarily upon the Police-School Liaison Program.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: William D. Schonnesen

Position: Lieutenant, Police Resource Unit

Population Size Served: 250,000+

Code No. BE-28

EDUCATION AND DELINQUENCY PREVENTION

School System New Orleans Public Schools State Louisiana
 Name Mr. Gene Geisert, Superintendent
 Address Nicholas Bauer Bldg., 703 Carondelet St.,
 New Orleans, Louisiana 70130

I. What is your system doing in delinquency prevention and control?

Maintain statistics on dropouts and have developed dropout prevention programs to meet the needs of these youth. Completed a two-year study of children indefinitely suspended from school (a copy of the paper presented is attached). Have maintained an on-going Suspension Study Committee to monitor what is occurring and to search for ways to manage the disruptive child so that schooling and learning can continue in spite of his behavior. Have participated in several demonstration projects such as the Crisis School, a cooperative venture with Kingsley House, a neighborhood settlement house in New Orleans; a workshop on Reality Therapy conducted by staff of the Glasser Institute of Reality Therapy; and other workshops and crisis intervention techniques. Have cooperated with the Mayor's Action Force on juvenile delinquency prevention. (The report of the Task Force on Education is attached). Serve approximately 400 students in grades 9 through 12 in "Gateway Schools", in which the city is used as both curriculum and campus. Expect to open four centers for overaged students to serve 480 students who are three or more years overage for their grade; will focus on reading, mathematics, and communicative skills. Also express interest in a teacher-advocate program, a conflict resolution team concept, a group dynamics training program for counselors, and a Harambee (come together) Program of an experimental nature. The Task Force proposes the support of 10 crisis rooms, a home visitor program in junior high schools, and two community street schools.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Miss Eloise LaBauve, ACSW Position: Supervisor
Child Welfare and Attendance Section
1116 Jefferson Avenue
New Orleans, Louisiana

Population Size Served: 250,000+

Code No. BE-31

EDUCATION AND DELINQUENCY PREVENTION

School System Board of Education of the City of New York State New York
 Name Bureau of School Safety
 Address 110 Livingston Street
Brooklyn, New York 11201

I. What is your system doing in delinquency prevention and control?

Formed a Bureau of School Safety in August 1972; hired specialized personnel to work in the schools and community with the goal of minimizing and preventing untoward incidents. Have increased the number of student service officers, formerly security guards, from 200 in high schools to the present 600; seek a maximum of 1,200. Have 20 supervisors of school safety to coordinate activities, both in training and in existing municipal services as they pertain to the welfare and safety of pupils and personnel in the school system. Work with City College and the Police Academy as well as other institutions to implement viable training programs.

II. What kinds of programs within the school system and community do you suggest?

Those which include close cooperation between the school and the community and involve student organizations, parents' groups, civil rights agencies, teachers' groups, and other community agencies. Those oriented to the establishment of sincere, well-organized ongoing programs geared to youth, laws, school and the like.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide for the establishment of an across-the-board school-community-law agency with a director-ombudsman to ascertain the extent of delinquency in schools, how it affects schools, and to provide remedies for all situations in which delinquency exists.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide a national forum for school administrators and safety program directors to share experiences and problems encountered in the area of disturbance, unrest, crime and the like.

V. Who handles or supervises delinquency prevention activities in your system?

Chief Administrator for School Safety heads the Safety/Security Program. Each school principal is responsible for all anti-delinquency programs in the school. Deans and guidance counselors carry out specific tasks related to delinquency problems.

Are there other persons that should be contacted?

Mayor's Educational Task Force; Mr. Carl Irish, Director, 51 Chambers St., New York, NY; Gang Intelligence Unit, NYC Police Dept., 240 Centre St., NYC; Youth Services Agency, Commissioner Amalia Betanzos, 38 Park Road, NYC; Youth Aid Division, NYC Police Dept.; High School Office, NYC Board of Education; Precinct Community Councils, 240 Centre St.

VI. Do you have some proposals? What are they?

(Respondent submitted documents pertaining to "A Safer Environment for Learning," "Stability and Destruction in the Public Schools of New York City," and "Anatomy of a Crisis" prepared by the School Stability Team, and "Two Steps Toward the Twenty-first Century," and "School Burglarly.")

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Assist Board of Education and specifically the Safety/Security Unit to:
 1) undertake pilot programs in delinquency prevention, safety and security; 2) open up and continue ongoing channels of information and communication between federal funding agencies and local school system; 3) provide expert consultants to help prepare, evaluate and process proposals; and 4) establish a national training unit to help provide technical assistance and even manpower to assist in the setting up of training programs, educational seminars and the like to bring much needed aid to the rapidly increasing number of student service officers.

Respondent: Elridge Waith

Position: Chief Administrator
of School Safety

and

Van L. Turner

Position: Deputy Administrator

Bureau of School Safety

Population Size Served: 250,000+

Code No. BE-32

EDUCATION AND DELINQUENCY PREVENTION

School System Oklahoma City Public Schools State Oklahoma
 Name Dr. Bill J. Lillard, Superintendent
 Address 900 North Klein
Oklahoma City, Oklahoma 73106

I. What is your system doing in delinquency prevention and control?

Have maintained what has become known as the Youth Services Bureau since 1963, staffed in part by attendance counselors (11). They work with problem students in nearly 18-20 community agencies. Incorporate units on drug abuse and "You and the Law" into government and science classes. Also have codes for student conduct.

II. What kinds of programs within the school system and community do you suggest?

Would appreciate assistance in purchase of equipment needed a "Paging Radio Receiving System". Find a way to involve the community in the problems of today's youth. Use the resource officer of the schools in a manner valuable to both the courts and police and the schools.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Develop "canned" programs in delinquency prevention for in-service teacher training. Might use films (30 minutes) which give teachers insight into delinquency prevention procedures. Possibly sponsor delinquency prevention week during football season or have a school band do a program on such an area.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide assistance in the area of communication, transportation and office supplies. Provide money to support programs already in existence, but barely surviving.

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?

Mr. David C. Nunn, Special Assistant-Research
 Oklahoma City Public Schools
 900 North Klein, Oklahoma City, OK 73106

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Have a proposal for radio pages to man communications equipment for 11 counselors; also requesting funds for mileage.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe better relationships must be established with federal funding agencies. Contacts with LEAA in the past have been disappointing. Believe the requirements should not overshadow the purpose for the program.

(Also submitted: Job Analysis for Attendance Counselors for 1969-1970, Department of Research and Statistics Report, Supportive Agencies, Juvenile Intake, Code for Student Conduct, Oklahoma City Public Schools)

Respondent: David C. NunnPosition: Special Assistant-
ResearchPopulation Size Served: 250,000+Code No. BE-35

EDUCATION AND DELINQUENCY PREVENTION

School System Portland Public Schools State Oregon
 Name Office of Intergovernmental Relations
 Address 631 Northeast Clackamas Street
Portland, Oregon 97208

I. What is your system doing in delinquency prevention and control?

The respondent did not describe what is being done in the Portland Public School System on delinquency prevention other than to include a concept paper dealing with the Portland High Impact Crime Reduction Program. In this paper, the Portland Public Schools propose a three component plan which includes: 1) an alternative school component; 2) a school-based component; and 3) a Project Intercom. The first would call for a small, intensive treatment day-school which would permit the intervention of a school into the behavioral patterns of adolescent pre-delinquent youth and provide a reasonable alternative to state 24-hour residential schools for some court-committed youth. The school-based component would permit the strengthening of existing services within the school system and provide new services to fulfill the gaps that presently exist. By working with Project Intercom, a private, non-profit organization, the Portland Schools would strengthen their ability to serve pre-delinquent and delinquent youth through direct counseling services to families and identified youth and through support services to district staff members. Support a Vocational Village concept that permits students who are unsuccessful in the traditional school to achieve potential. During the two-year tenure at the Village, students work to reach occupational goals and attain a high school diploma or its equivalent. Cooperate with the Portland Residential Manpower Center (PRMC) which enables down-and-out youths to become "self-supporting and proud." Emphasis is on a comprehensive approach to preparing youth for a productive life.

II. What kinds of programs within the school system and community do you suggest?

Programs as discussed in the concept paper submitted by respondent.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Michael Matern, Intercom Project Coordinator;
 Mr. Ronald Thurston, Director, Vocational Village, 725 S.E. Howell Blvd.,
 Portland, Oregon 97202

Are there other persons that should be contacted?

Dr. Richard Boss, Director, PRMC, 1022 S.W. Salmon Street, Portland, Oregon
 97205

VI. Do you have some proposals? What are they?

Proposed a systems analysis model for planning school district security to LEAA in 1971. (A copy submitted by respondent).

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Charles A. Clemans

Position: Director

Intergovernmental Relations

Population Size Served: 250,000+

Code No. BE-40

EDUCATION AND DELINQUENCY PREVENTION

School System Richmond Public Schools State Virginia
Name _____
Address 301 North Ninth Street
Richmond, Virginia 23219

I. What is your system doing in delinquency prevention and control?

Maintain a Department of Vocational Rehabilitation which aims to work with drop-outs and pre-dropouts in attempt to train and employ such youths. Have an LEAA-funded experimental program of an outreach nature attempting to reach youth from a storefront type of operation in a high crime area of the city. Maintain normal pupil personnel service program, including departments of psychology, social work, guidance, and medical services. Some direct work is completed with the child and his family; emphasis is placed upon understanding the whole child.

II. What kinds of programs within the school system and community do you suggest?

Programs which bring a greater degree of coordination among the many community services already existing. Should be mutually supportive.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Bring existing resources together for planning and cooperation. Provide workshops and training programs to bring together a variety of disciplines and resources.

IV. What can LEAA do to assist local, state or regional school administrators?

To date, LEAA has funded primarily in the area of court and police activities and not in the area of schools.

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?

Dr. George McClary, Director of Pupil Personnel Services, Richmond Schools Administration, 301 North Ninth Street, Richmond, Virginia 23219

Are there other persons that should be contacted?

Mr. Scott Davis, Bethlehem Center, 1016 State Street, Richmond, Virginia 23231

VI. Do you have some proposals? What are they?

Have proposals for juvenile delinquency prevention and control program and a second for "A Class for Boys With Academic and Social Learning Difficulties." Neither have been funded to date.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

School systems should be able to develop qualitative programs to meet problems and use federal funding and other resources to implement, evaluate, and improve these services. Federal funding sources should develop qualitative leadership in these areas, consultants and other resources available to provide the necessary leadership and objectivity to such endeavors. Consultants and ideas presented by them or from other funding sources must be practical and based upon experience and not just simply philosophically and theoretically sound.

Respondent: Mr. Rondle E. Edwards

Position: Asst. Superintendent

Population Size Served: 250,000+

EDUCATION AND DELINQUENCY PREVENTION

School System Rochester City School District State New York
 Name _____
 Address 12 Fitzhugh Street, South
Rochester, NY 14614

I. What is your system doing in delinquency prevention and control?

Maintain a school sentries program, originally funded by LEAA for one and one-half years, which provides sentries to patrol the area of the schools and to maintain community tranquillity. The school district is currently supporting 27 sentries (17 out of its own budget; 10 from EEA monies).

Station a police officer in each of the 10 Rochester secondary schools. Employ 19 safety aides, largely for hall patrol work.

II. What kinds of programs within the school system and community do you suggest?

Provide funds for programs similar to those described above in order to create new relationships between law enforcement personnel and student populations

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide money for innovative programs and also continue later support due to the financial overburdening of the school systems' budget by the ever-increasing school program.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide financial assistance for the installation of intermittent cameras which provide coverage in serious trouble areas. The experience in Rochester has been that little trouble has ensued once the cameras have been installed.

Rank 6

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Herbert A. Norton, Administrative Director, Secondary Schools, works with a police sergeant assigned by the Police Bureau. The sentry corps and police officers in the schools are under the police sergeant's direct supervision.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

School Sentry Program (formerly funded by LEAA).

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Provide funds for meaningful programs that would be closely monitored and evaluated by LEAA.

Respondent: Mr. Herbert A. Norton

Position: Administrative Director
of Secondary Schools

Population Size Served: 250,000+

Code No. BE-42

EDUCATION AND DELINQUENCY PREVENTION

School System St. Louis Public Schools State Missouri
Name _____
Address 1517 South Theresa Avenue
St. Louis, Missouri 63104

I. What is your system doing in delinquency prevention and control?
Are initiating a program to reduce truancy and delinquent action of juveniles under an LEAA grant.

II. What kinds of programs within the school system and community do you suggest?
Programs must be aimed at the individual problems of students that eventually lead to delinquent behavior, including housing, employment, health, recreation, and educational services. LEAA can assist in the educational area by providing additional staff for school systems and juvenile officers to spend more time in preventive efforts with youth who are on the border of moving into delinquent action. Presently, the number of school social workers and juvenile officers is limited and they are able to spend time only with the most serious cases and repeating offenders.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?
See II above.

IV. What can LEAA do to assist local, state or regional school administrators?
Enhance coordination and more efficient action among the various governmental and private services which must become involved in solving problems of students, i.e., courts, probation officers, police, public health services, and employment offices.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?
Mr. Clement Powers, Director
Pupil Personnel Services
1521 South Grand
St. Louis, Missouri 63104
Mr. Alvin Howard, Director of LEAA-sponsored
Truancy and Delinquent Action Project
mentioned above. He may be reached at
1530 South Grand, St. Louis, Missouri 63104
Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?
No additional proposals.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?
The St. Louis Public School System receives annually over \$14 million in federal funds. Its Office of Planning and Program Development maintains continuing contact with federal agencies and submits proposals as are valuable.

Respondent: David J. Mahan Position: Assistant Superintendent
Office of Instructional Support
Services

Population Size Served: 250,000 +

EDUCATION AND DELINQUENCY PREVENTION

School System San Antonio Independent School District State Texas
Name _____
Address 141 Lavaca Street
San Antonio, Texas 78210

I. What is your system doing in delinquency prevention and control?

Operate a system-wide crime prevention and drug education program . Serve 130 students in a non-public school for secondary students (alternative school). Work with local law enforcement agencies.

II. What kinds of programs within the school system and community do you suggest?

Provide funds for additional alternative schools (could use two or more of these schools within various geographic areas of the San Antonio School District). Need approximately \$165,000 per school per year (a cost of about \$1,300 per child per year plus building operational costs).

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Provide more funds for unrestricted activities. Present categorical limits largely restrict what can be done at the moment. Would like to see funding for programs dealing with youth that have problems.

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

Mr. William Guardia, Director of Curriculum and Staff Development, 141 Lavaca Street, San Antonio, TX 78210.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Suggest visit of staff members to San Antonio Project to see the operation of alternative schools.

(Respondent submitted copy of program description of Crime Prevention and Drug Education project mentioned in I above.)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Glenn E. Porter

Position: Director

Pupil Personnel Services

Population Size Served: 250,000+

EDUCATION AND DELINQUENCY PREVENTION

School System San Diego City Schools State California
Name _____
Address Park and El Cajon Boulevards
San Diego, California

I. What is your system doing in delinquency prevention and control?

Provide health services to all students. Operate a Visiting Teacher Program. Maintain a Guidance Services Department. Operate programs for exceptional children. Maintain a Career Development Services Department. Guidance Services Department provides Handbook for District Counselors (respondent submitted copy.).

II. What kinds of programs within the school system and community do you suggest?

Those that would expand the use of paraprofessional counselors to work in neighborhoods under supervision of trained professional workers in the school system. Paraprofessionals should aim to improve behavior and school attendance. Programs which emphasize development of relevant and functional occupational programs.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Assist in developing increasingly close cooperation between school systems and juvenile courts. Provide school systems and juvenile correctional systems with appropriate remedial facilities for delinquents.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

No single person is responsible; Guidance Department assumes this responsibility generally. Dr. Scott C. Gray, Director of Guidance Services, Education Center, 4100 Normal Street, San Diego, CA 92103.

Are there other persons that should be contacted?

Mr. Kenneth Fare, Chief Probation Officer, San Diego County, 2902 Meadow Lark Drive, San Diego, CA 92123.

VI. Do you have some proposals? What are they?

Have submitted proposals to various funding sources in the areas of child abuse, truancy, education of teenage mothers, and improved school counseling for institutional returnees without funding to date. Do not have copies available at this time.

(Respondent submitted copies of outlines on department functions, Health Services Department; brochures on Visiting Teacher and Guidance Services Departments; a paper on "The Role of Guidance Services Department in the Guidance and Counseling Program of the San Diego City Schools"; a brochure describing programs for exceptional children; a series of statements of administrative regulations and procedures; and a Handbook for District Counselors provided by the Guidance Services Department.)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Federal funding agencies and schools should work in direct relationship as much as possible. Programs should not be so narrowly categorical and should have greater flexibility so that cooperation might be enhanced.

Respondent: Scott C. Gray

Position: Director of Guidance Services

Population Size Served: 250,000+

EDUCATION AND DELINQUENCY PREVENTION

School System Hillsborough County Public Schools State Florida
Name Dr. Raymond O. Shelton, Superintendent
Address P. O. Box 3408
Tampa, Florida 33601

I. What is your system doing in delinquency prevention and control?

Have been offering services to youth in trouble since 1925; operate educational programs to detention facilities in the county. School system works jointly with all community agencies to provide best program of services available to every youth. Are operating a Project for Pre-Delinquent and Delinquent Identification and Planning (see II below). Are developing programs to include outdoor experiences and outdoor education as a method of intervention for attitudinal modification. Have conducted two annual summer programs in this area.

II. What kinds of programs within the school system and community do you suggest?

Have a Project for Pre-Delinquent and Delinquent Identification and Planning in third year of operation, funded by Governor's Council on Criminal Justice in 1970. Under this program, the early and formative school years (pre-delinquent years) are studied in an effort to determine the characteristics of the pre-delinquent child and for the purpose of devising programs to meet his or her needs. The Project's progress is recorded quarterly; reports are on file at the Office of the Governor's Council on Criminal Justice, P. O. 3786, Tallahassee, Florida 32304. (Respondent included a copy of the Grant FY 72 report).

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide a clearinghouse at state or regional level for dissemination of information on existing programs. Provide institutes at state or regional levels to provide a sharing of the information by those involved in the process of prevention of delinquency.

IV. What can LEAA do to assist local, state or regional school administrators?

Eliminate many of the provisions for matching funds that currently are required for program development and maintenance. Recognize that school systems do not have the extra funds that are often necessary to innovate within the system. Limitations on available funds are especially restrictive if the construction of new facilities is needed to deal effectively with delinquency within the school system. LEAA should provide incentives to encourage youth to remain out of trouble from kindergarten through junior high school years and not merely depend upon programs that seek solutions to problems after the youth is in trouble. Recognize that, in many instances, provision is necessary for medical services for the youth in question and make some allowance for consultative services of a specialized nature not ordinarily provided in school systems or certain communities.

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe that each agency requesting funding should have the endorsement of all other agencies providing services to youth or will in some manner be involved with youth in fulfilling the objectives of the proposal. Such an approach opens lines of communication between agencies and enhances the role of each agency in its effort to help the involved youth.

Respondent: Boyd H. Pate, Jr. Position: Supervisor

Programs for the Socially Maladjusted

Population Size Served: 250,000+

Code No. BE-51

EDUCATION AND DELINQUENCY PREVENTION

School System Tucson Public Schools State Arizona
Name Robert D. Morrow
Address Education Center, P.O. Box 4040
Tucson, Arizona 85717

I. What is your system doing in delinquency prevention and control?

Have guidance and counseling personnel, social workers and psychologists working in close relationship with juvenile probation officers and the Tucson Police Department (the latter in the School Resource Officer Program, noted in an attachment to the response). Have developed and are continuously in the process of developing programs which are aimed directly and indirectly at the prevention of juvenile delinquency (an alternative high school program, an accommodation program). Work cooperatively with programs that have been developed in the Model Cities area of Tucson, especially the Youth Service Bureau. Have many school personnel involved on many committees and activities in the community related to juvenile delinquency prevention or service of youth.

II. What kinds of programs within the school system and community do you suggest?

Expand community recreational programs (ranging from sports, dance classes, weaving, painting, youth leadership programs). Provide program of career exploratory jobs after school and through summer for youth to undertake and experience. Bring probation case-loads to more realistic levels by providing greater numbers of probation personnel. Provide alternative school programs for those students who cannot adjust to present schools (i.e., A.M. at school, P.M. at work). Enable local police departments to expand school resource officer programs. Provide school resource officers with vans or buses for use in taking school and neighborhood children on trips. Provide additional personnel for schools to expand Home-Visitor Programs (such personnel may be trained para-professionals). Provide night lighting for school grounds so that neighborhood youth can use such facilities on weekends and after hours. Expand volunteer programs to provide tutors for basic subjects and career counseling to youth.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

LEAA must change its posture from that of a supplier of guns, ammunition and riot-control equipment to that of an agency interested in rehabilitation, prevention, and a court system which dispenses quick and fair justice. Modify LEAA guidelines to set limits on equipment purchases so that at least 75 percent of funds would go into prevention programs. Lead in the study of crime data to the end of discovering causes and possible solutions; while crime figures abound, interpretations of the solutions are lacking. Investigate the makeup of local task force groups to see that school people are included. Local criticism is directed to domination of task forces by law enforcement personnel; the problem is also true of regional committees.

IV. What can LEAA do to assist local, state or regional school administrators?

LEAA should keep school people informed of its activities and changes in its guidelines. National reports should be sent to local school districts; new ideas and programs should be shared with schools.

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Charles F. Grubbs, Administrative Director for Student Services
Mr. Herbert H. Cooper, Assistant Superintendent in Charge of Administration

Are there other persons that should be contacted?

Dr. June Morrison, Chairwoman, TUACC- Corrections, Probation and Parole Committee, University of Arizona
Mr. Leonard Pratt, Exec. Director, Tucson Urban Crime Commission, Suite 500, Tucson Federal Bldg., 32 North Stone Avenue
Miss Donna Branch, President, Tucson Youth Board, Room 502, 100 E. Alameda St.
Mrs. Beatrice Morales, Mayor, City Hall, South Tucson, Arizona
Dr. Paul Guitteau, Superintendent, Diocesan Schools, 192 South Stone Avenue
Mr. Dan Trumbo, City Youth Supervisor, P. O. Box 5547
Mr. David M. Lovitt, Chairman, Tucson Urban Area Crime Commission, 4431 East Broadway
Dr. Thomas Jordan, Exec. Director, Tucson Community Council, 3833 East 2nd St.
Hon. Lawrence Howard, Judge, Arizona Court of Appeals, 415 W. Congress St.

VI. Do you have some proposals? What are they?

Do not have any proposals in this specific area at present. Would like to be informed of funding possibilities if LEAA participates more actively in the education field.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe that as far as federal funding is concerned, each local community should be allowed to determine what their particular needs are; clear and consistent guidelines between federal, state and local communities should be provided; control of programs within the guidelines should be left with the local communities.

(Respondent includes information concerning the School Resource Officer Program, Task Force Statement of Recommendations for an Alternative High School Program, a Report of the Accommodation Program and a short statement about the Youth Service Bureau.)

Respondent: Charles F. Grubbs

Position: Administrative Director,
Student Services

Population Size Served: 250,000+

Code No. BE-53

EDUCATION AND DELINQUENCY PREVENTION

School System Public Schools of the District of Columbia State Washington, D.C.
Name Superintendent of Schools
Address Presidential Bldg., 415 - 12th St., N.W.
Washington, D.C. 20004

I. What is your system doing in delinquency prevention and control?

Direct intensive efforts to the control and remediation of truancy before it reaches the delinquency stage. The Department of Pupil Personnel Services, Attendance Section, works cooperatively with school and community agencies in the remediation of the causative factors leading to chronic or habitual truancy.

II. What kinds of programs within the school system and community do you suggest?

Believe a comprehensive program involving school, court and community services is needed to provide intensive assistance to pupils unable to adjust to regular school programs who have been referred to the court. Need selected personnel, skilled and concerned, to work with such pupils in the implementation of programs to prevent truancy and/or delinquency. Support smaller caseloads for personnel working with individuals needing individual programming.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Fund programs and supportive staff to assist juveniles appearing before the juvenile courts on initial or minor offenses and thereby enhance delinquency prevention and re-entry to the school system.

IV. What can LEAA do to assist local, state or regional school administrators?

Assist local, regional and state public schools in providing consultants, workshops and seminars to supply expertise necessary to apply for LEAA funding.

V. Who handles or supervises delinquency prevention activities in your system?

Dr. Hugh J. Scott, Superintendent of Schools and Mr. Gary Freeman, Acting Director, Department of Pupil Personnel Services; both may be reached at the Presidential Building, 415 - 12th Street., N.W., Washington, D.C. 20004.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Originally submitted a Court Liaison Project Proposal to LEAA (a copy was submitted by the respondent).

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The role of the educational system to federal funding agencies is to delineate the needs which are current and crucial for pupils in the community. Primary responsibility of school and funding agencies is to provide timely assistance and intervention for all who are in need of such services.

Respondent: Dr. Hugh J. Scott

Position: Superintendent

Population Size Served: 250,000+

Code No. BE-55

EDUCATION AND DELINQUENCY PREVENTION

School System Wichita Public Schools State Kansas
Name _____
Address Educational Services Bldg., 630 N. Emporia
Wichita, Kansas 67214

I. What is your system doing in delinquency prevention and control?

Maintain a close working relationship with both the Juvenile Court and Wichita Police Department. Are closely involved with programs of prevention through other social agencies such as the Welfare Department, Big Brothers, YMCA, Boy Scouts and other youth-serving organizations. Have shared in the development of a statewide delinquency prevention plan which has been developed through a two-year study funded by LEAA. Will transfer students from one school to another if associations seem to be a problem. Offer special education programs to meet the needs of youths with special learning problems. Provide an educational program within the County Detention Facility for those students who are being detained pending further court action.

II. What kinds of programs within the school system and community do you suggest?

See a need within the school system for an expanded "alternative program" for not only senior high age people but also for junior high age students. Need to evaluate whether compulsory attendance laws which currently prevail throughout the country are a positive or a negative adjunct to the public school system. Give greater support to work-study programs for children ages 12 and up.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Make available various kinds of preventive programs and funding of special programs in the prevention area. Possibly support the development of a residential facility in which the school system could maintain a controlled environment for a selected group of people who have had certain types of needs; this would enable care for some students without necessarily having to be processed through the court system. A residential care facility related to the school system would avoid many of the negative aspects of custody orders, legal maneuverings, and the like.

IV. What can LEAA do to assist local, state or regional school administrators?

Make provision for in-service training programs for various staff members as a positive way of looking at some of the problems confronting pre-delinquent and delinquent behavior. With some more training, more appropriate responses and efforts on the part of school officials could be taken, if they had further insights into how to deal with these youth, not only in terms of early identification, but in terms of appropriate ways and methods of working with these youth who are predisposed to unacceptable kinds of behavior which may ultimately lead to conduct identified as delinquent.

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

James A. Gates, Coordinator, Public Welfare and Attendance, Wichita Public Schools, 640 North Emporia, Wichita, Kansas.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Have developed proposals for: 1) a Youth Learning Center, and 2) Focus Rooms.
(Respondent enclosed copies of the concept papers for each).

(Also included by respondent: "A Delinquency Prevention and Control Plan for Kansas.")

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: James A. Gates Position: Coordinator

Dept. of Pupil Welfare and Attendance

Population Size Served: 250,000+



CITIES

POPULATIONS OF:
100,000-250,000

EDUCATION AND DELINQUENCY PREVENTION

School System Albuquerque Public Schools State New Mexico
 Name Mr. Ernest Stapleton, Superintendent
 Address 724 Maple Street, S.E., P.O. Box 1927
Albuquerque, New Mexico 87103

I. What is your system doing in delinquency prevention and control?

Have referred inquiry to Mr. William Partridge, Director of Pilot Cities, ISRAD, University of New Mexico, Albuquerque, New Mexico. (No response has been received from him to date (1/8/72)).

II. What kinds of programs within the school system and community do you suggest?

Would like to see support for a project to provide a teacher and two para-professionals to work actively to seek out high school students who do not register or drop out. Such individuals would be provided a classroom of complete flexibility to identify existing programs for individual students or to provide highly personalized alternatives in an extremely flexible mold to keep youth involved in an "educational pursuit" in or out of formal education. Give greater support for personnel in the form of social workers, and specialists with strong talents in attracting and working with students.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 2

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Daryl Harrell

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Mr. Ernest Stapleton

Position: Superintendent

Population Size Served: 100,000-250,000

Code No. BE-58

EDUCATION AND DELINQUENCY PREVENTION

School System City of Alexandria State Virginia
Name _____
Address 418 South Washington Street
Alexandria, Virginia 22313

I. What is your system doing in delinquency prevention and control?

Work with five community-based organizations working in juvenile delinquency area: Police-Community Relations Team, Roving Leaders (EOC), Alexandria Boys Club, Hopkins House, and the Urban League. Also relate in degree to the Alexandria Police-Youth Program sponsored by the National Conference of Christians and Jews in cooperation with the Junior League and the Alexandria Police Dept. The Alexandria Police-Youth Project seeks to identify serious police-youth problems and to develop effective programs to deal with them. Components of the Alexandria Police-Youth Project include: classroom visitation by policemen on a regular basis, operation of a Police-Fireman-Youth Council (designed to serve as a clearinghouse for the full-range of activities involving youth and police), a Scout Car Program (which provides police and youth with opportunity to come to know each other), and seminars and conferences (directed to probing of mutual problems and discussing and planning programs for constructive solutions).

II. What kinds of programs within the school system and community do you suggest?

Programs designed to enhance family relationships and to improve overall emotional health and well-being of the family.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Mrs. Lilly Pollard, Parker-Gray Middle School, 1207 Madison St., Alexandria 22314
(Director of the Alexandria Police-Youth Program)
Mr. E. L. Patterson, Director of Student Activities, Alexandria City Public Schools,
418 South Washington St., Alexandria 22313

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: J. Thomas Butler

Position: Assistant to Superintendent for Pupil Personnel

Population Size Served: 100,000-250,000

Code No. BE-59

EDUCATION AND DELINQUENCY PREVENTION

School System School District of City of Allentown State Pennsylvania
Name _____
Address Pupil Services, 31 South Penn Street
Allentown, Pennsylvania 18105

I. What is your system doing in delinquency prevention and control?

Personnel in school district work cooperatively with children, parents, and community agencies for prevention and treatment of potential problems. Personnel usually involved are counselors, psychologists, and school-community workers.

II. What kinds of programs within the school system and community do you suggest?

Programs of parent counseling. Increase access to psychological counseling services. Provide rehabilitation programs for children who have had problems. Provide group homes for children alienated from families. Support halfway houses. Provide better staffed detention homes. Programs along the lines of a family life education program to assist children in making better adjustments.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Use filmstrips and staff a speakers' bureau for school programs especially on topics like shoplifting. Establish child study centers.

IV. What can LEAA do to assist local, state or regional school administrators?

Promote funding for personnel and the establishment of facilities to provide increased opportunities for giving individual attention to disturbed children as early as possible.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Assistant principal and counselors in every secondary school. Principal and counselor in elementary schools. Psychologists, school-community workers.

Are there other persons that should be contacted?

Lehigh County Children's Bureau, Mr. George Yoder, Director

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: _____

Position: _____

Population Size Served: 100,000-250,000

EDUCATION AND DELINQUENCY PREVENTION

School System Anaheim Union High School District State California
Name _____
Address P. O. Box 3520
Anaheim, California 92803

I. What is your system doing in delinquency prevention and control?

On the district level,
have a District Student Placement Committee to review and place students referred from school level into the following areas: 1) Continuation School, 2) Opportunity Class, 3) Special Psychological Testing, and 4) Regional Occupation Program. Maintain an out-reach program which serves as a liaison with the juvenile authorities and the school system. Refer students and their parents to the Probation Department for special counseling without arrest or apprehension. Attempt to actively place or provide potential delinquents with the following: jobs, parent and student counseling, psychological help, community assistance (welfare, minority problems, recreational programs). On the school level, local school committees function as a medium for parents of drug-involved students by reviewing the student's involvement prior to district placement. The Service Gents and Serv-Ann Program is aimed at the under-achiever and potential delinquent and depends upon the interaction of the school and the community. Other programs on the school level include: Special Team Counseling (largely pertaining to the misuse of drugs), and Priority Counseling (identification of students likes, dislikes, abilities, goals and achievements, and counseling to the student's needs).

II. What kinds of programs within the school system and community do you suggest?

Programs which include school and community interaction, peer group leadership, active adult participation, and individual recognition.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Believe that the Service Gents' approach is by far the best method of any program "that now exists in any school system within the United States." A regional occupation program also has high potential. It is geared to on-the-job training for vocational minded students.

IV. What can LEAA do to assist local, state or regional school administrators?

Assist communities in developing a school-community approach to the problem.

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Clifford Rothrock, Coordinator of Special Youth Services, 501 Crescent Way, Anaheim, California 92803

Are there other persons that should be contacted?

Mr. Herb Brayer, Director of Orange County Drug Abuse, Prevention Center
Orange County Dept. of Education, 1104 Civic Center, Santa Ana, California 92101

VI. Do you have some proposals? What are they?

Yes (no copies received).

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The school system recognizes that federal monies are really tax monies from the state and that the District is happy to receive any portion of that for funding of educational programs. However, the District feels that the money should not be in a lump sum, but should be provided for special experimental programs that will help its students.

Respondent: not noted

Position: _____

Population Size Served: 100,000-250,000

Rank 7

EDUCATION AND DELINQUENCY PREVENTION

School System Arlington Public Schools State Virginia
Name Robert L. Chisholm, Superintendent
Address 1426 North Quincy Street
Arlington, Virginia 22207

I. What is your system doing in delinquency prevention and control?

Have attempted to attack the problem of delinquency prevention and control in many different ways through many different programs. They are: 1) Make curricula as relevant and flexible as possible to meet the needs of students in order to keep them actively involved in school rather than dropping out to be a community problem; 2) Have many different types of specialists who attempt to work with children who are having emotional, social and learning adjustments within the school setting (psychologists, visiting teachers, special education teachers and guidance counselors at the secondary level); 3) Have a School Probation Counselor Program, staffed by teachers who are paid by the court for an additional 20 hours a week to provide intensive supervision of those children who are under supervision of the court and have a history of problems at school. By engaging in such a program, positive benefits exist in the form of a psychological effect on other problem children, a provision for legal powers in case of emergency given to probation counselors, and a closer relationship of the child to a more realistic understanding of the problems that he faces, resulting in better liaison between the child and the individual teacher. Hold meetings on school-court relationships with juvenile judges, supervisor of probation services, and appropriate personnel in the schools. Work cooperatively with community police resource officers assigned to junior high school districts with the goal of establishing a better community attitude toward the policeman as a helping person rather than a negative threat. Support an adult education program which permits students a very flexible schedule in accordance to their needs than has been permitted in the past in the larger and more structured secondary schools. Have established a small senior high school which permits maximum flexibility in meeting individual student needs; are attempting to set up the same type of school program at the junior high school level currently.

II. What kinds of programs within the school system and community do you suggest?

Suggest small, flexible programs including staff to assist in enhancing each student's potential, whether he be academically talented or have skill deficiencies, or be in need of intensive vocational and social learning experiences.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Re-evaluate the definition of what prevention means. Feel prevention should have meaning at an earlier than adjudication level, namely primary and secondary prevention rather than tertiary prevention. Feel that there are certain activities which have not been explored to the fullest extent possible in trying to deal with delinquency prevention. Should require an early total family tutorial-counseling-planning approach.

IV. What can LEAA do to assist local, state or regional school administrators?

Use assistance with the problem of truancy, both from a philosophical and a practical point of view and how the school, court, and community should deal with this problem. Need to make educational systems a vital part of delinquency prevention and control instead of being a step-child to the prevention and control process.

V. Who handles or supervises delinquency prevention activities in your system?

Dr. Jaren Van Den Heuvel, Supervisor of Pupil Personnel Services, 1426 North Quincy Street, Arlington, Virginia 22207

Are there other persons that should be contacted?

Lt. Roxy Crack, Chief of Community Resource Officers, 1430 North Uhle Street, Arlington, Virginia 22201; and Judge Burton V. Kramer, Juvenile and Domestic Relations Court, Courthouse, Arlington, Virginia 22201

VI. Do you have some proposals? What are they?

Respondent encloses two proposals which have merit in dealing with the area of delinquency prevention but which the Virginia State LEAA staff did not feel were within their guidelines in interpretation of prevention. (School Adjustment Classes, Second Chance Daytime Credit Program).

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Arlington Public Schools recognizes its responsibility to delinquency prevention and has sought funds from LEAA in dealing with this problem. Thus far, the Arlington Public Schools have not been successful, but we have been led to believe that if we would submit a request for a small grant--under \$20,000--we might be able to obtain something in the future, providing prevention has a meaning of "after a child has been adjudicated by a court system."

Respondent: Robert L. Chisholm

Position: Superintendent

Population Size Served: 100,000-250,000

EDUCATION AND DELINQUENCY PREVENTION

BE-64

School System East Baton Rouge Parish School Board State Louisiana
Name _____
Address P. O. Box 2950
Baton Rouge, Louisiana 70821

I. What is your system doing in delinquency prevention and control?

None mentioned.

II. What kinds of programs within the school system and community do you suggest?

Police-school-community liaison officer program installed at the elementary and junior high school levels. Specific attitude and value development programs for youth at the elementary and junior high school levels.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?

Junior High School Coordinator and Elementary School Coordinator; Visiting Teacher Supervisor.

Are there other persons that should be contacted?

Capt. Nathan Paxton, Sheriff's Office, East Baton Rouge Parish, Baton Rouge, Louisiana 70821

VI. Do you have some proposals? What are they?

None.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

One of cooperation and support for the purpose of accomplishing goals that both parties are worthy and needed. Believe local autonomy cannot be sacrificed where practical applications are involved.

Respondent: Mr. Lorin V. Smiley

Position: Asst. Superintendent

Population Size Served: 100,000-250,000

Code No. BE-64

EDUCATION AND DELINQUENCY PREVENTION

School System Berkeley Unified School District State California
 Name Richard L. Foster, Superintendent
 Address Administrative Offices, 1414 Walnut St.
Berkeley, California 94709

I. What is your system doing in delinquency prevention and control?

Employ two child welfare and attendance field workers who help youth by: securing part-time paid employment for students with special financial, behavioral, personal or other needs; working with schoolsite personnel to secure program adjustment for pupils having academic behavior or other types of school-related problems. Seek to keep students in school for as much of each day as possible in order to prevent delinquent behavior from developing as one consequence of pupils' being "on the streets" rather than in school. Have developed a 9th grade work experience program at the west campus of Berkeley High School, funded under Experimental Schools Program of HEW. Under this program students learn how to perform jobs in a real world of local industry, business, and receive pay for their work experience. Provide intensive personal counseling through school district personnel for each student in the Work Experience Program. Provide some personnel to work in a special school named "Growing Mind", composed of pupils who cannot function in a regular school placement setting. Teachers, counselors, and other special personnel provide intensive personal help for pre-delinquent and delinquent pupils in an attempt to keep them out of further trouble. Maintain on a school district level a loose association with an organization known as Berkeley Youth Alternatives (The Runaway Center) to meet crises as they develop for the youth or within his home. Have applied for funding for a special program for 6-10 year olds that will identify youth who have been arrested. Have a specialist at Berkeley High School in drug abuse prevention who provides special intensive help to all high school pupils returning to school after a period of time in a juvenile institution. Require "Social Living" classes for all 10th graders to probe problems of living and behavior in areas such as drugs, alcohol, sex, gang activities, etc.

II. What kinds of programs within the school system and community do you suggest?

Have no specific suggestions for programs to deal with the problems of delinquency; however, do strongly recommend that school districts, law enforcement agencies and other groups develop delinquency programs with an awareness of the findings of reliable research. Ideas of proposers should be checked against research findings before funds for delinquency prevention programs are provided and/or used in a project which was doomed to failure from the inception of the original idea.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Help to make certain that adequate funds are available for well-planned delinquency prevention programs which need financial support. Disseminate widely detailed information on delinquency prevention programs which have been found effective.

V. Who handles or supervises delinquency prevention activities in your system?

Various people throughout our system do their various jobs and handle a variety of activities related to delinquency prevention and control.

Are there other persons that should be contacted?

Juvenile Bureau of the Berkeley Police Department;
 Planning Office at Berkeley City Hall

VI. Do you have some proposals? What are they?

Have no proposals in this area which have not been funded to date.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe that federal funds should be distributed through the state rather than through direct federal grants to local districts or agencies. We take this stand because we believe that when federal money is distributed through the state, decisions about the use of the money can be more locally oriented and can be changed and/or modified more easily. We feel that in delinquency prevention programs both local option and careful evaluation are greatly needed.

Respondent: Theodore F. Blitz

Position: Administrative Assistant

Office of Research & Evaluation

Respondent 2: R. Dick Cleland

Position: Coordinator of Attendance Services

Berkeley Unified School District

Population Size Served: 100,000-250,000

Code No. BE-66

EDUCATION AND DELINQUENCY PREVENTION

School System Canton City Schools State Ohio
Name _____
Address Administration Bldg., 618 High Ave., NW
Canton, Ohio 44703

I. What is your system doing in delinquency prevention and control?

Although do not have any formal programs that are directly related to delinquency prevention, the school system does provide several programs for youth with problems. They take the form of: 1) classes for disruptive students who are not able to function in a regular classroom (see description of Pride House provided by respondent); 2) Big Brother and Big Sister Programs in cooperation with the United Fund; 3) Drug Drop-In Centers with staff involvement in drug education; 4) Teacher-Probation Officer Program which provides teachers to work with students after school in an attempt to assist them in their problems.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Do not have any proposals that have not been funded to date.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Money should be given to the State Department of Education and then distributed on an objective and an equitable basis (Title I, ESEA is an example of how it should be done in all programs). We, then, would work with our State Department of Education and not directly with Washington. This eliminates the politics and grantsmanship that is involved in securing U.S. Office of Education funds. Acts related to education, such as sections of LEAA, should require participation by local school districts.

Respondent: George Kutras
Department of Pupil Personnel

Position: Director

Population Size Served: 100,000-250,000

Code No. BE-70

EDUCATION AND DELINQUENCY PREVENTION

School System Richland County School District 1 State So. Carolina
Name Claud E. Kitchens, Superintendent
Address Administration Offices, 1616 Richland St.
Columbia, South Carolina 29201

I. What is your system doing in delinquency prevention and control?

Maintain a Walk-In School to provide uninvolved, turned-off students a viable educational alternative. Accommodates a minimum of 150 students between the ages of 13 to 20. (Respondent includes a two-page summary of the School's approach). Cop-In Progra for 8th grade students brings policemen into schools in an attempt to establish trust between young school age youth and law enforcement officials. Cooperate with community-based organizations such as Big Brothers and Sisters, etc. Have workers under a federally funded project going into schools for drug abuse education program. Maintain a youth involvement program for sixth grade classes in which 50 high school youths relate to 6th graders regarding such things as self-concept, decision-making, etc. Cooperate with Richland House (sponsored by So. Carolina Vocational Rehabilitation Dept.) in providing a school program for children assigned to it by the Court. Cooperate with the So. Carolina Pre-Trial Intervention Program (PTI) which seeks to divert non-hardened defendants, often first offenders, from the normal criminal justice process and to serve juveniles who are considered to be pre-delinquent through the Pre-Delinquent Crisis Intervention Unit (CIU) (Respondent provides summary sheets describing these two programs.)

II. What kinds of programs within the school system and community do you suggest?

Programs similar to those described in I above.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Work and cooperate more closely with the school system, especially in youth involvement programs.

IV. What can LEAA do to assist local, state or regional school administrators?

Finance alternative educational opportunities based in school environments; move from correction and rehabilitation toward prevention with community-based programs.

Rank 7

V. Who handles or supervises delinquency prevention activities in your system?

Mrs. Vilma Page, Coordinator of Guidance
1616 Richland Street
Columbia, South Carolina 29201

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Do not have any proposals in this area which are not currently funded.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

More direct contact between federal funding agencies and local school districts might well be enhanced in order to provide a better means of exchange of information regarding needs as well as possible techniques and money to remediate situations.

Respondent: Dr. William E. Sanders

Position: Deputy Director of
Special Services

Population Size Served: 100,000-250,000

EDUCATION AND DELINQUENCY PREVENTION

School System Corpus Christi Independent School District State Texas
Name
Address 515 Carancauha, P. O. Drawer 110
Corpus Christi, Texas 78403

I. What is your system doing in delinquency prevention and control?

Have provided a teacher and counselor to work with students at a local juvenile detention shelter. Use a tutorial approach to assist the student in maintaining his skills for the three days to several weeks he must spend in detention.

II. What kinds of programs within the school system and community do you suggest?

Suggest a coordinated program of growth activities with a paid full-time staff housed in a community youth center to aid youth in developing a higher self-esteem.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide a staff and funds to assist a community to coordinate its efforts to provide youth activities. Such efforts should include the attempt to provide meaningful work experiences for young people.

IV. What can LEAA do to assist local, state or regional school administrators?

Devise a way by which youth drawn from school as a result of delinquency may be returned to school with some assistance being provided by a trained counselor on a continuing basis so that the youth does not get lost in the masses again.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Raymond Perez, Community Relations and Director for Administrative Services;
Mr. Ray Falk, Coordinator for Counseling Activities

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Have no proposals at this time.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The federal agency should provide the catalyst in terms of information, demonstration programs, and funds for local districts to initiate and maintain their own programs. The federal umbrella should be one of definition of cause which motivates the local areas to act and provides the necessary support to make such action effective.

Respondent: Dana Williams

Position: Superintendent

Population Size Served: 100,000-250,000

EDUCATION AND DELINQUENCY PREVENTION

BE-78

School System Dayton Public Schools State Ohio
 Name _____
 Address Administration Bldg., 348 W. First St.
Dayton, Ohio 45402

I. What is your system doing in delinquency prevention and control?

Have published two recent brochures dealing with the Board of Education's present policies concerning student rights and responsibilities and the administrative procedures involved in maintaining close records of attendance. Make every effort to provide the student with the opportunity to make up his classroom work no matter what the reason for his absence has been--a policy that departs radically from the previous individual school policies which penalized a student for unexcused or unauthorized absences. Staff with supportive specialists through the Student Development Department a program of assistance to the schools where problem situations arise involving health, behavior, school learning, and special education programming. Counselors, psychologists, visiting teachers, nurses, speech therapists and their supervisors have an indirect effect upon delinquency prevention through this program. Employ a security staff assigned to most of the high schools within the district with the flexibility of being shifted to troublesome situations. Such security resource officers are trained and deputized as special police officers with arrest powers in school buildings and on school grounds. They work to control trespassing in school buildings and provide invaluable assistance where school disruptions occur. Maintain an Operations Division in the Business Department which shares a communications network with Security Division. Have a study by the Pilot Cities Division of the Community Research Corporation underway dealing with the factors influencing juvenile delinquency within the Dayton community. It is being conducted with the cooperation of Juvenile Court and school authorities with the objectives of identifying factors contributing to juvenile larceny, developing a juvenile profile, and hopefully transferring this information into use to prevent delinquencies in the future. Are currently involved in the study of appropriate assessment procedures in achievement and school ability to be used with inner-city "disadvantaged" children. Is an indirect prevention program designed to handle individual diagnostic evaluation so that a better educational program may be designed for individual children.

II. What kinds of programs within the school system and community do you suggest?

Believe cooperative work-study programs, distributive education, or work and study programs to be highly successful. Permits high school age youth to become self-sufficient in their own view and see work programs as a means of obtaining this goal. Have seen the Neighborhood Youth Corps concept to be very successful in obtaining work situations for youth. Develop stimulating and exciting curricula concerned with law, law enforcement, civil rights and responsibilities, along with some personal identification for leadership and the responsible people in these areas. Recognize that a respect for the lawful structure of our society can often be engendered through a positive behavior model provided by the police and others in community leadership position.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide for better payment and manning of probation offices so that current caseloads may be more realistic. Believe that the personal relationship established between a probation or parole officer and a school counselor, assistant principal, or principal of a school makes oftentimes the difference in any readjustment of a youth within a school program. Believe that school systems should have persons designated who consistently and regularly deal with the problems of the student returnee. At present, Canton cannot provide this service.

Rank 5

IV. What can LEAA do to assist local, state or regional school administrators?

Need support for the purchasing of communications hardware so that security personnel may be summoned when a neighborhood gang and its activities threaten a particular school. Need a continuing training program for school security officers that is somewhat different from the type of program engaged in in police training. Training programs dealing with the psychology of working with young people and with specific school problems need to be available to school personnel.

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Loren Roberts, Supervisor of Visiting Teachers and Attendance, Administrn. Bldg
 Mr. William H. Goff, Asst. Superintendent for Student Development

VI. Do you have some proposals? What are they?

Presented Project SEE (Student Employment Exchange) to LEAA in 1971 but was not funded at that time.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

It is the belief of the administration of this school system that federal funding agencies are a vital and viable source of support and development of educationally feasible programs. Where experimentation is needed, we would also look toward both federal and private funding sources so that some direction and guidance could be realized. At the present time, the Board of Education itself is somewhat reluctant to obligate itself on a continuing basis beyond the limitations of the funding resource.

Respondent: William H. Goff

Position: Assistant Superintendent
for Student Development

Population Size Served: 100,000-250,000

Code No. BE-78

EDUCATION AND DELINQUENCY PREVENTION

BE-80

School System Des Moines Public Schools State Iowa
Name _____
Address 1800 Grand Avenue
Des Moines, Iowa

I. What is your system doing in delinquency prevention and control?

Are not involved in many efforts that are directed specifically toward delinquency prevention and control. Do cooperate with Polk County Juvenile Court by providing facilities for an after-school program for first-time and minor offenders. Cooperate with state social service agencies that work with youth who have returned from a training school and are now reentered into school programs. Cooperate with probation officers as requested. Sought funding for a school counselor through Model Cities but did not receive funding. School district and police cooperate in Police Liaison Program where non-uniform police officers serve as part of the staff in the school building (1971-1972 Police-School Liaison Program information included by respondent).

II. What kinds of programs within the school system and community do you suggest?

Programs that create a working partnership of all agencies dealing with youth.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Channel funds into programs that tend to accomplish the communication of all people involved in the life of the youth in question. Shift emphasis from control to prevention and treatment. At present probation officers who work in the after-school program for first offenders have more time to know the client and to establish a better working relationship with him.

IV. What can LEAA do to assist local, state or regional school administrators?

Participate in dissemination of information about successful programs in a field that is new to educators.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

No particular person supervises delinquency prevention activities. Several school social workers, under the leadership of Mr. Howard Shelton, work with potential delinquents and returning delinquents from correctional institutions.

Are there other persons that should be contacted?

Mr. Sam Edgar, YMCA and Mr. Bill Pierce of Polk County Juvenile Court

VI. Do you have some proposals? What are they?

No.

(Respondent submitted a copy of Police-School Liaison Program.)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The school system should operate as a contracting agency to operate a described program and should be held accountable to the funding agency for that program. If the funding agency deems the school district has not met their goals, they should proceed to make a decision to discontinue the program or to assist the school district in replanning the program and writing a new contract.

Respondent: E. Keith Hyde

Position: Director, Planning and Development

Population Size Served: 100,000-250,000

Code No. BE-80

EDUCATION AND DELINQUENCY PREVENTION

School System Duluth Public Schools State Minnesota
Name Independent School District No. 709
Address 226 North First Avenue, East
Duluth, Minnesota 55802

I. What is your system doing in delinquency prevention and control?

Maintain a school-police liaison person in four of nine secondary schools (funded through federal sources). Initiated a Youth Advocate Program (YAP) in January, 1972 with support from state special education funds and the Omnibus Crime bill. Six advocates currently operate in four secondary schools. (Note: the Youth Advocate Program is basically a state program funded by monies secured in liaison with the Governor's Crime Commission.)

II. What kinds of programs within the school system and community do you suggest?

Programs similar to those described in I above.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Support such programs as the Youth Advocate Program.

IV. What can LEAA do to assist local, state or regional school administrators?

Encourage the repeal of laws which are not enforced (e.g., the No Smoking Under 18 law), and assist in the development of realistic compulsory school attendance laws.

Rank

V. Who handles or supervises delinquency prevention activities in your system?

Mr. John Boltz, Coordinator of Supportive Services

Are there other persons that should be contacted?

Mr. Charles MacDonald, Division of Planning and Development, Minnesota Department of Education, Capitol Square Building, St. Paul, Minnesota

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe generally that funds should flow through the state education departments, but could develop access to funds directly with federal agencies "if there is no way that the State Department of Education can be directly involved."

Respondent: Richard B. Pearson

Position: Acting Sup't. of Schools

Population Size Served: 100,000-250,000

Code No. BE-81

Respondent includes a short paper describing the Minnesota Youth Advocacy Program

EDUCATION AND DELINQUENCY PREVENTION

School System Board of Education State New Jersey
 Name Office of the Superintendent
 Address 500 North Broad Street
Elizabeth, New Jersey 07201

I. What is your system doing in delinquency prevention and control?

Maintain many work-study programs, including Work Experience Careers Exploration Program (WECEP) in the junior high schools and cooperative education programs in the senior high schools. Work with Police Community Relations Office in presenting programs to the entire elementary school complex under name of "Officer Friendly." Maintain a screening committee in Department of Special Services to recommend remediation and special educational services (SES) for students returning from incarceration, detention, and for students who have been placed on probation. The Elizabeth Human Relations Director works closely with principals at all schools. Provide activities for teens and children of all ages all year round through a community-school program.

II. What kinds of programs within the school system and community do you suggest?

Periodic seminars to be held by all agencies concerned at all school levels, and, in some cases, a combined office provided in some of the schools where the need is evident for members of the team, including representatives from the Juvenile Aid Bureau (Elizabeth Police), probation and societal agencies.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funds for districts so that innovative programs and activities can be devised to suit the school situation.

IV. What can LEAA do to assist local, state or regional school administrators?

Issue guidelines and funding possibilities so that the districts are aware of the goals set by LEAA.

V. Who handles or supervises delinquency prevention activities in your system?

Delinquency prevention is presently handled by the Elizabeth Police Department (Juvenile Aid Bureau), the Union County Probation Department, and the principals and teachers of all schools.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Not at the present time, since the opportunities for input have not been made available to interested persons.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe that the fullest cooperation should be afforded to the federal funding agency in all respects and that reciprocally, the federal funding agency should respond to the district request within reason.

Respondent: Mitchell S. Potempa

Position: Administrative Asst.

Telephone: 353-2200, ext. 233

Population Size Served: 100,000-250,000

Code No. BE-82

EDUCATION AND DELINQUENCY PREVENTION

School System Evansville-Vanderburgh School Corporation State Indiana
Name _____
Address 1 Southeast Ninth Street
Evansville, Indiana 47708

I. What is your system doing in delinquency prevention and control?

Work closely with Evansville Police Department to maintain and expand their rather new Police-School Liaison Program. Attempt to keep in operation the school system's Continuing Education Center for pre-delinquents who have problems in the regular school setting.

II. What kinds of programs within the school system and community do you suggest?

Develop an intensive training program for counselors, school administrators, school-police officers in preventive delinquency control.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide badly needed funds for training and personnel to support programs mentioned above.

IV. What can LEAA do to assist local, state or regional school administrators?

Offer workshops and summer training sessions for school administrators, counselors, and police officers. Might encourage such persons to attend as a team.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Hubert W. Scott, Assistant Superintendent of Instruction, Evansville-Vanderburgh School Corporation, 1 S.E. 9th Street, Evansville, Indiana 47708.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Operate currently a rehabilitation program for 20 students below the age of 16 who need special attention and a lot of individual instruction. Students are housed in what was at one time an elementary building. Most students face difficult adjustment problems and fall into the delinquency or pre-delinquency categories. Would like to see such an operation greatly expanded.

(Respondent submitted a copy of grant application dealing with Police-School Liaison Program and several brochures describing the scope of the program.)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The school system should be permitted to develop its own educational program philosophy within the framework of federal guidelines. It should then be responsible for operating within the guidelines. Federal agencies should be provided with up-to-date information concerning the program in operation.

Respondent: Mr. Patrick Henry

Position: Director, Dept. of Student Services

Population Size Served: 100,000-250,000

EDUCATION AND DELINQUENCY PREVENTION

School System Flint Community Schools State Michigan
 Name Administration Buidling
 Address 923 East Kearsley Street
Flint, MI 48502

I. What is your system doing in delinquency prevention and control?

Operate several diversionary programs supported by multi-level funding consistent with the philosophy of Flint Board of Education and the Mott Foundation. Maintain a Youth Projects Department, which includes Positive Action for Youth Program (PAY), Special Youth-Parent Counselor Program, Group Ten Program, Genesee County Delinquency Planning Unit, Flint-Genesee County Misdemeanor Project, Comprehensive Helping Hand Program (tentative), Personality Improvement Project, Flint Police-School Cadet and Cadet Program, Flint Police-College Cadet Program, Community Service Officer Program. (See Youth Projects Department 'Goals and Objectives' for description of program).

II. What kinds of programs within the school system and community do you suggest?

Continuance of programs identified in No. I above and development of Genesee County Juvenile Delinquency Planning Unit Program. (See brown folder entitled, "Genesee County Juvenile Delinquency Planning Unit Program.")

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Mr. Paul Helber, Director
 Washtenaw Intermediate School District
 Washtenaw Youth Service Bureau
 1819 South Wagner Road
 Ann Arbor, MI 48103

Mr. Tony Juliano, Director
 Michigan Youth Service Information System
 Office of Youth Services
 300 South Capitol Avenue
 Lansing, MI 48924

Michigan Office of Criminal Justice Programs
 Juvenile Problems Program Manager
 Second Floor, Lewis Cass Building
 Lansing, MI 48913

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Roger van Wagoner Position: Program Director
Genesee County Juvenile Delinquency
Planning Unit Program
1519 Harrison Street
Flint, MI 48503

Population Size Served: 100,000-250,000

RANK: 8

Code No. BE-85

School System School Board of Broward County, Florida State Florida
 Name Mr. William C. Drainer, Superintendent
 Address 1320 Southwest 4th Street
Fort Lauderdale, Florida 33312

I. What is your system doing in delinquency prevention and control?

Have operated since 1969 a school security system that deals with problems of disturbances, assaults, vandalism, thefts, arson, bomb threats, drug abuse, and other concerns. Eight security investigators operate within five school districts. Security personnel cooperate with the principal and head personnel so that appropriate action may be taken. Have used off-duty police officers to assist at potential problem schools during the period of integration of schools. Operate five "suspension bridge" schools where students with more serious problems can handle regular school assignments in a more flexible manner under the direction of a certified teacher. Goal is to motivate student so that he will work his way back to his own class.

II. What kinds of programs within the school system and community do you suggest?

School security systems under the leadership of trained and qualified personnel. Those that bring a close working relationship between the school and the community.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Finance the installation of a proven alarm system which will help prevent vandalism, theft and arson. Support the introduction of an identification card system to identify students at school functions and to help keep outsiders off campuses and from using school facilities. Utilize law enforcement officers on campus as a deterrent and as a means by which to establish better understanding between police and students concerning their rights and responsibilities.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide information concerning techniques and products that have proven successful for school systems.

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Joseph I. Grealy, Director of Security, 1320 S.W. 4th Street, Fort Lauderdale, Florida 33312.

Are there other persons that should be contacted?

Sheriff Jack J. Stack, Broward Co. Courthouse, Ft. Lauderdale, FL; Mr. H. Squier Hanni, Florida Division of Youth Services, 500 E. 17th St., Ft. Lauderdale; Mr. David Mills, Director, Div. of Youth Services, 303 S.E. 17th St., Ft. Lauderdale; Mr. Jack Livingston, Teacher, Law Enforcement, Sheridan Vocational Center, 5400 W. Sheridan St., Hollywood, Florida.

VI. Do you have some proposals? What are they?

(Respondent has included limited information on Security Program.)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Federal funding agencies are in a position to offer financial assistance as well as useful information. Programs federally financed for schools should be approved and adhere to guidelines agreed upon, especially as they relate to the expenditure of funds. Federal agencies should not attempt to dominate or dictate with regard to the philosophy and operation of the school system. Rather, the school system and federal agencies should engage in a joint cooperative effort to help and prevent delinquency and thereby guarantee a peaceful and orderly education of students, the primary function of a school system.

Respondent: Joseph I. Grealy

Position: Director of Security

Population Size Served: 100,000-250,000

EDUCATION AND DELINQUENCY PREVENTION

School System Fremont Unified School District State California
Name _____
Address 40775 Fremont Boulevard
Fremont, California 94538

I. What is your system doing in delinquency prevention and control?

Attempt to offer more vocationally oriented classes that lead directly to job placement (i.e., Regional Occupational Programs). Work with parents of the child through office meetings, telephone conversations, and home visits to assist in resolving problems outside of the school that affect the child's behavior in school. Are offering certain classes in the social science area to assist the child to verbalize some of his hostility in a non-threatening atmosphere. Have identified the children who are most likely to cause problems for themselves and society and have placed them with trained counselors in school. Spend a great deal of time with these youth and attempt to explore alternate and non-destructive behavior patterns with the child.

II. What kinds of programs within the school system and community do you suggest?

Greater counseling programs in the form mentioned above. More counselors working in the community, perhaps ethnic para-counselors working in teams and visiting homes--making recommendations and offering assistance where needed to get preventive help.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Divide city or system into districts and select team leaders with groups of 100 to be established and pairs of "delinquency preventers" called in to visit from 5-10 families; a minimum of once per month to determine problems and needs and to counsel and assist, with a report back to the system, to the leader of the 100's, and eventually to the district captain.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide school system with examples of what is being done in areas "similar to ours."

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

The principal in each school, who determines curriculum and non-curriculum programs for students.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Have considered both Summer Counseling Programs that would work during summer school time and Night Counseling or Parent Effectiveness Training Programs.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The schools should be the agencies in the community that handle or control funds. Very limited "strings should be attached."

Respondent: Hal Fathy

Position: Coordinator, Pupil Services

Population Size Served: 100,000-250,000

EDUCATION AND DELINQUENCY PREVENTION

School System Garden Grove Unified School District State California
Name Dr. David H. Paynter, District Sup't.
Address 10331 Stanford Avenue
Garden Grove, California 92640

I. What is your system doing in delinquency prevention and control?

Have made application for funds which are directed toward the District's continuation of school and opportunity class programs.

II. What kinds of programs within the school system and community do you suggest?

Suggest the use of federal/state funds on an earmarked basis to be used by school districts for meeting the needs of delinquent and re-entry students. Rationale supporting such an approach is based on the question: "Why not provide funds for socially handicapped as we do for physically and mentally handicapped?".

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Have proposed an Early Intervention and Prevention of Juvenile Delinquency Program (copy of proposal submitted by respondent).

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Ted H. Zimmerman

Position: Administrator, Office of Career, Continuing and Extended Education

Population Size Served: 100,000-250,000

Code No. BE-90

EDUCATION AND DELINQUENCY PREVENTION

School System The School City of Gary State Indiana
Name School Service Center
Address 620 East 10th Place
Gary, Indiana 46402

I. What is your system doing in delinquency prevention and control?

Employ 35 school social workers whose primary function is to work with children and families who manifest psycho-social problems. Each deals with delinquent youth on a one-to-one basis, counseling the child and involving parents in the casework process. Have an added social worker who serves one high school with a high incidence of delinquency, serving as a liaison person between the Lake County Juvenile Court and the school. (Caseload limited to 50 boys on official probation.) Utilize the Gary Youth Services Bureau as a resource to service pre-delinquent and delinquent youth.

II. What kinds of programs within the school system and community do you suggest?

Programs that would come to grips with the problem of gangs within the school and within the community. Need to stop attacks on students and extortion.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Have submitted a proposal for a "Comprehensive Security Program for the Gary Public Schools."

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Dr. B. R. Charlson

Position: Vice-President, Special Services Division

Population Size Served: 100,000-250,000

Code No. BE-91

Respondent includes a copy of the proposal for a "Comprehensive Security Program for the Gary Public Schools."

EDUCATION AND DELINQUENCY PREVENTION

School System Grand Rapids Board of Education State Michigan
 Name _____
 Address 143 Bostwick Avenue, Northeast
Grand Rapids, Michigan 49502

I. What is your system doing in delinquency prevention and control?

Have police liaison officers placed full-time in junior high schools to work through instructional and guidance programs in an effort to reduce delinquency. Have increased effort for disciplinary action review in the central office with followup referrals for counseling services. Have increased effort at the school level for early involvement of parents in cooperation with the school in efforts to alleviate conditions leading to minor misbehaviors of students. Have established alternative schools which provide the student with educational opportunities in a setting which reduces the pressures upon him for delinquent behavior.

II. What kinds of programs within the school system and community do you suggest?

Same as those above.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Help to establish closer coordination and fiscal cooperation between public schools and appropriate courts to establish alternative educational programs for students striving for re-entry to regular schools after court involvement.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide categorical funding for school programs.

V. Who handles or supervises delinquency prevention activities in your system?

No one single person. Contact person should be: S. R. Upton, Jr., Assistant Director of Pupil Services and Alternative Education, Board of Education, 143 Bostwick, N.E., Grand Rapids, MI 49502

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

A preliminary proposal under the Drug Abuse Education Act of 1970 (not funded); copy provided by respondent. An alternative education program (not funded); copy provided by respondent.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Provide a positive relationship, recognizing that "we are both in business and serve the same clientele." Funding should be made on the basis of need and clearly stated objectives with a sound evaluation system. Rules, regulations, and guidelines should be written in conjunction with school systems and not imposed upon them. Flexibility should exist.

Respondent: Dr. John Dow

Position: Asst. Superintendent
of Pupil Services and
Compensatory Education

Population Size Served: 100,000-250,000

Code No. BE-93

EDUCATION AND DELINQUENCY PREVENTION

School System Greensboro Public Schools State No. Carolina
 Name _____
 Address Drawer V
Greensboro, North Carolina 27042

I. What is your system doing in delinquency prevention and control?

Include a special unit called "You and the Law" in seventh grade curriculum (copy of program submitted by respondent). Have made efforts to extend pupil personnel services into the total school system; have expanded guidance, social services and psychological services.

II. What kinds of programs within the school system and community do you suggest?

Need special facilities and personnel to work with socially maladjusted children. Need expansion of learning disabilities programs. Require more manpower in pupil personnel services. Need amplification of middle schools vocational programs. Programs designed to provide shelter facilities for pre-delinquent and delinquent children in need of temporary removal from their homes. Also need in-patient and out-patient facilities for emotionally disturbed children.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Would be preferable for existing services to be strengthened rather than new agencies and services created, although there is sometimes a need for a new agency or service to become competitive with existing services in order to justify its existence. Not familiar with what type of assistance LEAA might provide school systems.

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

No particular individual. The "You and the Law" program is supervised by Mrs. May Parrish, Social Studies Consultant, Greensboro Public Schools, Drawer V, Greensboro, NC 27402.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Have initiated a proposal to provide an alternative approach to learning, utilizing the personnel and facilities of North Carolina Outward Bound Program (a copy of proposal was submitted by respondent).

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Funds provided by federal agencies should have greater stability built in than currently evident. Constantly changing guidelines, budget cuts and problems of staffing short-term projects are "a few of the dead branches that accompany the money tree".

Respondent: John E. Speas Position: Director
Department of School Social Services
Greensboro Public Schools

Population Size Served: 100,000-250,000

Code No. BE-94

EDUCATION AND DELINQUENCY PREVENTION

School System Hampton City Schools State Virginia
Name Mr. Garland R. Lively, Superintendent
Address P. O. Box 370
Hampton, Virginia

I. What is your system doing in delinquency prevention and control?

Maintain close teacher and student relationships.

II. What kinds of programs within the school system and community do you suggest?

Provide better teachers and administrators with sufficient funds to cope with the ever-increasing responsibility placed upon the school system.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Would encourage maintenance of a system of control of disruptive students through the courts with ample probation checks and controls.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide ample court time so that a case may be tried and not be continued long beyond the time the parent and child are brought to court.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

High school principals and visiting teachers; may be reached through the School Board office.

Are there other persons that should be contacted?

Juvenile Court and the Probation Officer

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

School systems need discretionary funds that are not controlled by federal and state political units.

Respondent: _____

Position: _____

Population Size Served: 100,000-250,000

Code No. BE-96

EDUCATION AND DELINQUENCY PREVENTION

School System Huntington Beach Union High School District **State** California
Name Jack S. Roper, Superintendent of Schools
Address 1902 - 17th Street
Huntington Beach, California 92646

I. What is your system doing in delinquency prevention and control?

Work to lessen delinquency problems by integrating classroom efforts with Counseling Department. Teachers monitor daily behavior patterns of students with negative aspects communicated to counseling staff members. Maintain Drop-In Centers which serve as "sanctuaries" from the normal school environment for students having basic personal problems. Use school and community personnel to assist youth in finding ways to handle concerns and problems they face. Have established good working relationships and cooperation with various referral services in the community.

II. What kinds of programs within the school system and community do you suggest?

Those that bring small groups of students and adults together for an exchanging of philosophies of life and views concerning life styles and social problems. Those that lead to cooperative action programs to help alleviate problems.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Encourage local neighborhood approaches to delinquency problems instead of massive state and national programs. Provide skilled community organizers to move into neighborhoods with high crime and drug abuse problems and to organize citizens within the area to meet the needs of those within the territory. Believe that LEAA could provide real assistance to local and state school administrators by furnishing expertise and program models.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide experienced community organizers who can communicate effectively with people and their problems.

V. Who handles or supervises delinquency prevention activities in your system?

The administration at each school (teachers, counselors, and administrators).

Are there other persons that should be contacted?

Mr. Bruce Sandi, c/o Fountain Valley Community Center, 10200 Slater, P. O. Box 8277, Fountain Valley, California 92708.

VI. Do you have some proposals? What are they?

Cooperate with a federally funded probation project being carried out in Fountain Valley, known as Alternate Routes. Project Coordinator is Allan G. Rowland of Community Service Project, Fountain Valley Community Center, 10200 Slater, P. O. Box 8277, Fountain Valley, California 92708.

(Respondent submitted copies of grant application dealing with: 1. District Guidance Center, 2. Providing Behavioral Examples, and 3. Project Step Up. Each deals with the students' images of themselves and steps that can be taken to offset delinquent behavior.)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Mr. Leonard K. Ewers

Position: Coordinator, Youth Services

Rank 5

Population Size Served: 100,000-250,000

Code No. BE-98

EDUCATION AND DELINQUENCY PREVENTION

School System Huntsville City Schools State Alabama
Name _____
Address 714 Bob Wallace Avenue, S.W.
Huntsville, Alabama 35801

I. What is your system doing in delinquency prevention and control?

Try to influence desirable behavior through daily conventional instructional, guidance, and other supportive services to students. Try to teach respect for law and order.

II. What kinds of programs within the school system and community do you suggest?

Relevant and meaningful instructional program promulgated by teachers and administrators who "really care" about the welfare of students.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Not identified

Position: _____

Population Size Served: 100,000-250,000

Code No. BE-99

EDUCATION AND DELINQUENCY PREVENTION

School System Public Schools of Kansas City State Kansas
 Name O. L. Plucker, Superintendent
 Address Library Building
Kansas City, KS 66101

I. What is your system doing in delinquency prevention and control?

Employ nine attendance and security officers who check truants and chronic absentees, have the responsibility for dealing with student disruption and disorder, report and coordinate with the police department and investigate all vandalism, break-ins, burglaries in school buildings.

The respondent participates as a member of the statewide committee focusing upon the problems of delinquency, prevention and control. They recently published a document describing the Kansas Plan for Delinquency Control. Contact Mr. Jack Pulliam, Director of Institutional Management, State Office Building, Topeka, KS for information about that operation.

II. What kinds of programs within the school system and community do you suggest?

Programs aimed at keeping potential dropouts in school. Establish programs enabling a drop-out student to continue some kind of training or work experience that would enable him toward the development of work skills, employability, and financial independence.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funds to enable many of the projects which local agencies desire to come to fruition.

IV. What can LEAA do to assist local, state or regional school administrators?

Possibly LEAA could review the Kansas Plan, make suggestions from a national level that would impress state legislators with the importance of control and prevention of delinquency program, and assist interested school districts in securing support for the development of delinquency school programs which have been successful in other areas of the country.

CONTINUED

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EDUCATION AND DELINQUENCY PREVENTION

School System Knoxville City Schools State Tennessee
 Name _____
 Address 101 East Fifth Avenue
Knoxville, Tennessee 37917

I. What is your system doing in delinquency prevention and control?

Have employed an individual to deal exclusively with drug problems and other delinquent acts such as damage to school property and the like. Are moving toward full utilization of alarm systems for each school plant.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Don Moritz, Director He supervises the attendance and security
 Pupil Personnel and Research officers.
 The Library Building
 Kansas City, KS

Are there other persons that should be contacted?

Capt. Teters Mr. Pat Finley
 Kansas City Police Dept. Juvenile Court
 City Hall Wyandotte County Courthouse
 Kansas City, KS Kansas City, KS

VI. Do you have some proposals? What are they?

Have a plan for a pilot project dealing with the education of pre-delinquents and delinquents which was never operationalized because of lack of funds.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The school system would prefer any funding to be directly to that system rather than working through some other federally funded local organizations and committees. By providing direct aid, less red tape and authority problems are encountered.

Respondent: Don M. Moritz

Library Building

Kansas City, KS 66101

Position: Director of Pupil
 Personnel & Research

Population Size Served: 100,000-250,000

Code No. BE-102

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

School System Lansing School District State Michigan
Name _____
Address 3426 South Cedar Street
Lansing, Michigan 48910

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Would be grateful for any information that would be helpful in securing federal funds.

Respondent: R. M. Wyatt

Position: Supervisor

Child Personnel Services

Division of Research and Pupil
Personnel Services

Population Size Served: 100,000-250,000

Code No. BE-103

I. What is your system doing in delinquency prevention and control?

Have operated an alternative program since January, 1972 funded 75 percent by LEAA funds and 25 percent through local funds. Enrolled students must either have a police record, or have been, or are presently listed, as under the jurisdiction of the Probate Court. Program primary objective is to show a decrease in delinquent behavior by the students (currently 65 students, ages 14-18).

II. What kinds of programs within the school system and community do you suggest?

Increase school facilities and programs which would provide students with alternative methods for learning. Increase the number of well-supervised recreational programs within the community.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Attach a high priority to funding programs which provide alternative learning possibilities within the schools.

IV. What can LEAA do to assist local, state or regional school administrators?

Attempt to develop a closer liaison with school people; at present most school administrators believe LEAA programs are exclusively for law enforcement area functions.

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Don S. Orthner, Assistant Director, Pupil Personnel Division

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

School system and federal agencies should work cooperatively together for the overall good of the community. Restrictions put on many of the programs' funds sometimes make it difficult to carry out the programs to the extent that the community may reap their full benefits.

Respondent: Don S. Orthner

Pupil Personnel Division

Position: Asst. Director

Population Size Served: 100,000-250,000

Code No. BE-104

School System Clark County School District State Nevada
 Name _____
 Address 2832 East Flamingo Road
Las Vegas, Nevada 89121

I. What is your system doing in delinquency prevention and control?

Maintain an Opportunity School for socially maladjusted students. Have an active Truancy and Attendance Enforcement program, a Student-Parent Drug Education Program, and a Young Adult Center which provides pregnant girls with an opportunity to continue their education. Operate a tutorial reading program and a program of speech correction for kindergarten through grade 12. Six persons act as human relations community workers. Provide counseling and guidance programs at a ratio of one counselor to every 450 secondary level students. Work cooperatively with the Neighborhood Youth Corps to assist potential school dropouts. Provide special education classes and other home or family services.

II. What kinds of programs within the school system and community do you suggest?

Lower pupil-teacher ratio. Programs encouraging more parent involvement. Development of success-oriented schools. Make available more career-oriented special counselors. Make provision for small campus high schools for persons unable to function in metropolitan high schools.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

"LEAA needs to allow school districts to participate directly in LEAA funding activities. Currently, it is extremely difficult for school districts to attain money for specific programs. Funding activities do not seem to be directed in the area of prevention where most school activities would occur."

IV. What can LEAA do to assist local, state or regional school administrators?

Provide for better communication of related activities between school districts, local and state law enforcement agencies, and federal funding agencies such as LEAA. Distribute to all interested parties programs related to any form of juvenile delinquency that have been successful and might be implemented in other local situations.

Rank 7

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Ben W. Cowan, Director, Pupil Personnel Services, Clark County School District, 2832 East Flamingo Road, Las Vegas, Nevada 89121

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Have submitted two projects for possible funding through LEAA but were denied funding because of being a local school district. Need to broaden the Act to allow a school district to apply as an entity rather than through a local law enforcement agency.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The proper relationship "as we see it of an educational system to federal funding agencies is the closest possible mutual understanding for a concern that both of us have. School district personnel need to be involved in all levels of needs assessment and planning, so that a comprehensive program can be developed, including the very important aspect of prevention which, in our judgment, is too lightly handled in present funding policies."

Respondent: Ben W. Cowan

Position: Director

Pupil Personnel Services

Population Size Served: 100,000-250,000

Code No. BE-105

School System Fayette County Public Schools State Kentucky
Name _____
Address 400 Lafayette Parkway
Lexington, Kentucky 40503

I. What is your system doing in delinquency prevention and control?

Do not have a formal organization set up within the school system for delinquency prevention purposes. Refer problematic students to community agencies where needed. Do not believe delinquency prevention should be formally organized within the public school system.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 0

EDUCATION AND DELINQUENCY PREVENTION

School System Lincoln Public Schools State Nebraska
Name _____
Address 720 South 22 Street, Box 82889
Lincoln, Nebraska 68501

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Mr. Jeff Loane, Director, Day Care Center, Cisco Road, Lexington, Kentucky.

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Carl B. Spivey

Position: Head, Division of
Research and Statistics

Population Size Served: 100,000-250,000

Code No. BE-106

I. What is your system doing in delinquency prevention and control?

Have operated a one-week Institute on criminal justice for a representative of each school in Lancaster County, Nebraska with the goal of familiarizing them with the entire field of criminal justice ranging from law enforcement, defense attorneys, courts, penal institutions, probation and parole officers with special emphasis upon the juvenile area.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Neal Hafemeister, Educational Coordinator of Criminal Justice Institute; Mr. Ben Goble, Law Enforcement Education Officer, Lincoln Police Department.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

(Respondent has submitted a copy of "Evaluation of the Criminal Justice Institute by Participating Teachers and Administrators".)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Eldon A. Heskett

Position: Director of Student Services

Population Size Served: 100,000-250,000

Code No. BE-107

School System Little Rock Public Schools State Arkansas
Name _____
Address West Markham and Icard Streets
Little Rock, Arkansas 72201

I. What is your system doing in delinquency prevention and control?

Have a number of programs and services that are designed to assist students by getting them into some kind of school program and keeping them in these programs. Among them is a Staff Development Program designed to help change the attitudes of teachers toward their students and to lessen the number of students being suspended from the Little Rock Schools. Utilize the services of specialists to observe and record on videotape the teacher in the classroom to assist teachers to improve techniques and become more effective. Make available the services of a team of psychologists on a regular basis in junior high schools and below. Teams use transactional analysis. Support a Gateway School, a temporary attendance facility, for students in grades 6-12 who are on regular school suspension. Operate an Opportunity School, a special facility for students, ages 13-16 who have experienced continuing difficulty in the structure of regular public school. Also have special education classes, a drug abuse program, bi-racial councils, a Metropolitan Vocational-Technical Education Center, an Early Childhood Development and Education Program Center (Kramer School Project) for children from early infancy through elementary school years, transportation aides (known as "Mod Squad") to help load and unload buses and monitor the activities of buses when students are being bused a long distance, and a variety of other services. Operate a Pupil Personnel Department which provides individual counseling and family assistance where needed and works with other resource units in the community to assist the student in securing specialized help where needed.

II. What kinds of programs within the school system and community do you suggest?

Programs in which the school and community can work together. "The school is in an excellent position of identifying early signs of delinquent behavior and conditions that can lead to this type of behavior. However, the community must take on the responsibility of alleviating these conditions." Need a central committee, possibly formed through a Youth Service Bureau, which would represent community agencies, councils, schools, juvenile court representatives, and any other interested groups. Must be a program provided for every student which considers his background, ability, skills and aspirations. The school cannot provide this type of program with the present budget. Financial and community support must be made available in greater amount and degree.

III. What can LEAA do to enhance delinquency prevention and/or re-entry activities within school systems?

Provide suitable environments for a child taken from his home who has a particular need. Should anticipate need for many different types of these homes and residential treatment centers. Should assist in expansion of after-care work for students who have been in training schools and detention centers. Should assist in making more vocational courses available to students in the junior high schools through to the high schools.

IV. What can LEAA do to assist local, state or regional school administrators?

Publish a newsletter or other paper for sharing other programs existing anywhere in the United States. See that each agency that obtains funds to work with young people is doing what it is supposed to do and not "passing the buck to the public schools." Help develop a greater sensitivity of agency personnel for the elimination of the problems of students rather than merely keeping them in school for the sake of keeping them there.

Rank 7

EDUCATION AND DELINQUENCY PREVENTION

School System Lubbock Public Schools State Texas
 Name Pupil Personnel Services
 Address Lubbock, Texas

V. Who handles or supervises delinquency prevention activities in your system?

Leonard L. Thalmueller, Ed.D., Assistant Superintendent, Pupil Services Division

Are there other persons that should be contacted?

I. What is your system doing in delinquency prevention and control?

Work closely with local juvenile probation department, juvenile police department, and counseling agencies within city in efforts at prevention and control of delinquency.

VI. Do you have some proposals? What are they?

Have just submitted proposal to the U.S.O.E. for an ESAA grant to continue the operation of the Opportunity School; the Opportunity School has provided a definite prevention thrust.

II. What kinds of programs within the school system and community do you suggest?

Have juvenile court judges more accessible to school people.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Provide more funds to schools if they are to be given an increased responsibility in solving the problems of youth. Also allow more freedom in how federal funds could be spent; this would require non-categorical funds, and the schools would be held responsible to show that these funds were used to provide more educational opportunity for all students, particularly the low achiever and the students experiencing difficulty in school.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Develop programs for prevention of juvenile delinquency by coordinating studies in the area of juvenile crime.

Respondent: Dr. Leonard L. Thalmueller
Pupil Services Division

Position: Asst. Superintendent

Population Size Served: 100,000-250,000

Code No. BE-108

Rank 1

EDUCATION AND DELINQUENCY PREVENTION

School System Madison Public Schools State Wisconsin
Name Douglas S. Ritchie, Superintendent
Address 545 West Dayton Street, P. O. Box 2189
Madison, Wisconsin 53601

V. Who handles or supervises delinquency prevention activities in your system?

Director of Pupil Personnel Services
1628 - 19th Street
Lubbock, TX

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Make funds available to school systems to provide counselors for the juvenile delinquent and his family.

Respondent: Bill Parker

Position: Director, Pupil Personnel Services

Population Size Served: 100,000-250,000

Code No. BE-110

I. What is your system doing in delinquency prevention and control?

Do not have any delinquency prevention programs as such in the Madison Public Schools. Do work diligently, however, to provide several programs of special assistance to all youth, e.g., Schools Without Failure and individualized programs.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

"Do not have any kind of satisfactory relationship with the Juvenile Court."

Rank 1

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

School System School Board of Orange County, Florida State Florida
Name _____
Address Box 271
Orlando, Florida 32802

Are there other persons that should be contacted?

I. What is your system doing in delinquency prevention and control?

Operate a Police-School Liaison Program (respondent submitted a copy of their Discipline Police Manual).

VI. Do you have some proposals? What are they?

II. What kinds of programs within the school system and community do you suggest?

Provide funds for equipment and personnel for evening and weekend programs.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide support for a P.A.L. type athletic league.

Respondent: Douglas S. Ritchie

Position: Superintendent

IV. What can LEAA do to assist local, state or regional school administrators?

Assist in the recruiting of young, well-educated law enforcement personnel. Provide some sources of funding for summer recreational programs. Provide support for more supervisory personnel.

Population Size Served: 100,000-250,000

Code No. BE-112

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

No one individual member; is a responsibility of every staff and faculty member in the system. Supervision is handled by Director of Athletics, Security Officer, Safety Engineer, and Recreation Officer.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

The Police-School Liaison Program.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

School System Pasadena Unified School District State California
Name Mr. Ramon Cortines, Superintendent
Address Education Center, 351 S. Hudson Avenue
Pasadena, California 91109

I. What is your system doing in delinquency prevention and control?

Counseling--identification and attempted correction of pre-delinquency tendencies. Attendance--identification and notification to parents when students develop a pattern of absenteeism. Special programs--Intermediate Opportunity School, 7th-8th grade students; Continuation High School, 9th-12th grade students; Evening High School, 9th-12th grade students; Alternative School, K-12th grade students; and School Resource Officers in junior and senior high schools.

II. What kinds of programs within the school system and community do you suggest?

Provide funds for the addition of field workers for better cooperation in the home.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Fund a program that would assist District to hire additional attendance workers and campus aides.

IV. What can LEAA do to assist local, state or regional school administrators?

Identify the "real" cause of student absenteeism and related delinquent activities through funding research staffs.

Respondent: Col. Henry W. Lowe

Position: Administrative Coordinato
of Schools

Population Size Served: 100,000-250,000

Code No. BE-118

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Gardner L. Thurman
Supervisor for Welfare and Attendance
351 South Hudson Avenue
Pasadena, California 91109

Are there other persons that should be contacted?

Pasadena Police Department
Youth Services Division
142 North Arroyo Parkway
Pasadena, California 91103

VI. Do you have some proposals? What are they?

None to respondent's knowledge.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Provide federal funds in a manner which permits the District to utilize these funds with a minimum of controls and include additional funds for the necessary clerical backup support to maintain the program.

Respondent: John T. Harris

Position: Administrative Aide to the Superintendent

Population Size Served: 100,000-250,000

Code No. BE-120

School System Peoria Public Schools, District 150 State Illinois
Name _____
Address 3202 North Wisconsin Avenue
Peoria, Illinois 61603

I. What is your system doing in delinquency prevention and control?

Operate a Truancy Reduction Program in cooperation with Peoria Police Department, Peoria County Police Department and other agencies. Seek to reduce vandalism and acts of delinquency in the community. (Respondent has submitted copy of proposal dealing with the creation of such a program.) Second phase of program deals with the goal of developing greater maintenance responsibility within the schools by students.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

School System Portsmouth Public Schools State Virginia
 Name _____
 Address 401 West Road
Portsmouth, Virginia 23707

Are there other persons that should be contacted?

I. What is your system doing in delinquency prevention and control?

Maintain a Court-School Liaison Program since 1967, a joint endeavor with the local Juvenile and Domestic Relations Court. Employ court-related counselors who work with clients on a direct referral from the Juvenile Courts. Counselors have as their primary function individual counseling with both client and family, group counseling with both client and family, school intervention in establishing an appropriate educational placement for the client, and work intervention in establishing part-time and full-time employment for the client. Their caseload is composed of both probationees and clients on an after-care status.

II. What kinds of programs within the school system and community do you suggest?

VI. Do you have some proposals? What are they?

Yes, a copy of the Prevention and Control of Juvenile Delinquency Program was submitted by respondent.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Respondent: Robert L. Becraft

Position: Chief of Security

3202 N. Wisconsin Avenue

Peoria, Illinois 61603

Population Size Served: 100,000-250,000

Code No. BE-122

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

School System Providence Public Schools State Rhode Island
Name _____
Address 1491 Broad Street
Providence, Rhode Island 02905

Are there other persons that should be contacted?

I. What is your system doing in delinquency prevention and control?

Maintain special school programs in the form of work-study, work experience, partial school days, hearings which involve a full due process system where students are allowed representation as well as opportunity to add their statements to the official disciplinary record, and a security force in the school.

VI. Do you have some proposals? What are they?

II. What kinds of programs within the school system and community do you suggest?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Respondent: John F. Guidt, Jr. Position: Director

Diagnostic, Adjustive and Corrective
Center for Learning

IV. What can LEAA do to assist local, state or regional school administrators?

Disseminate information to all local, regional or state public school administrators.

Population Size Served: 100,000-250,000

Code No. BE-123

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Arthur M. Zarella, Acting Student Relations Administrator, 1491 Broad Street, Providence, Rhode Island 02905

Are there other persons that should be contacted?

Mr. Thomas Whitten, Providence Human Relations;
Col. Walter McQueeney, Providence Police Department;
Capt. Ricci, Providence Police Department.

VI. Do you have some proposals? What are they?

Are about to start a course dealing with law enforcement in the school department.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Arthur M. Zarella

Position: Acting Student Relations Administrator

Population Size Served: 100,000-250,000

Code No. BE-124

School System Riverside Unified School District State California
Name Mr. Ray Berry, Superintendent
Address Administration Bldg., 3954 - 12th Street
Riverside, California 92501

I. What is your system doing in delinquency prevention and control?

The system chooses not to reply and has adopted a policy of only answering questionnaires which have a particular benefit to the District or are rare studies which promise far-reaching results for education.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 0

EDUCATION AND DELINQUENCY PREVENTION

School System Santa Ana Unified School District State California
 Name Dr. Charles F. Kenney, District Superintendent
 Address 1405 French Street
Santa Ana, California 92701

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Dr. Mabel C. Purl

Position: Director, Research
and Evaluation

Population Size Served: 100,000-250,000

Code No. BE-126

I. What is your system doing in delinquency prevention and control?

Operate Drug Abuse/Misuse Program. Support a Community-School Committee. Offer special school placement program for students having delinquency problems.

II. What kinds of programs within the school system and community do you suggest?

Use counselors to involve students in civic affairs. Offer students more access to the channels of government. Sponsor programs that improve understanding of socio-logical dynamics and reasons for social behavior so that teachers, parents and the community can understand and work with students with delinquency problems.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Invest more money in the preventive area; stress primarily educative and rehabilitative programs as opposed to programs imposing strict enforcement.

IV. What can LEAA do to assist local, state or regional school administrators?

Fund school/community projects, recognizing that the school has the forces to carry out the projects, but not the funds to implement them. Provide funds and incentives for schools to retain students in the schools. Recognize that supporting the student's special educational needs costs at least \$1,200 per year as opposed to \$700 per year for regular students. Provide financial support to the schools so the delinquency-prone student could be retained within them.

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Joseph O'Sullivan
Director, Pupil Services
1405 French Street
Santa Ana, California 92701

Are there other persons that should be contacted?

Mr. Keith Concannon
Orange Co. Criminal Justice Council
Civic Center Drive
Santa Ana, California

Mr. Ronald Zaret
Community Services Unit
Probation Department
Civic Center Drive
Santa Ana, California

VI. Do you have some proposals? What are they?

None written because respondent school system was informed that funding was not available.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Identify problems, provide information, fund programs, support school personnel to participate on local criminal justice councils.

Respondent: Dr. Jack Zullinger

Position: Director, Instructional Administration

Population Size Served: 100,000-250,000

Code No. BE-131

School System Scranton School District State Pennsylvania
Name _____
Address Administration Bldg., 425 N. Washington
Scranton, Pennsylvania 18503

I. What is your system doing in delinquency prevention and control?

Have no special program in operation in the area of delinquency prevention and control. Have continuously stressed the importance of matters with staff, especially principals, counselors and special field supervisors. Added Home-School Visitor Service with two professionals involved a few years ago to establish improved home-school cooperation and to work closely with the problem of chronic truancy, special problems, cases of maladjustment of pupils to school, cases needing referral to community agencies, and cases of children who have been taken to Juvenile Court. Have a special program in conjunction with the Scranton Model Cities Agency in which focus is placed on intensive counseling, and work-study experience for the dropout or potential dropout. Have approved a staff-developed policy on drug abuse and dependency, although this has not become a major school problem here as yet.

II. What kinds of programs within the school system and community do you suggest?

A systematized and fully organized action program involving schools and all community agencies involved with the problems of delinquency prevention and control. A more coordinated effort in this area.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

A more intensified education and public relations program to provide school people with a more informed understanding of the goals and activity of LEAA.

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

No single supervisor. Utilize a team approach by district personnel. Contacts are: Miss Tinnina Ross, Supervisor, Pupil Services Dept. and Mrs. Marian Robling, Supervisor of Guidance.

Are there other persons that should be contacted?

Mr. Martin Snyder, Director, Children's Bureau, Lackawanna County Institution District, 200 Adams Ave., Scranton, PA; Detective Frank Clark, Juvenile Division, Scranton Police Dept., City Hall, Scranton, PA; Hon. Otto Robison, Presiding Judge, Common Police Court, Lackawanna County Courthouse, Scranton, PA.

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The Scranton School District is interested in sources of federal funding which can supplement the effort it is making in the education and total development of children of school age entrusted to its care.

Respondent: Eugene M. Langan

Position: Asst. to Superintendent

Population Size Served: 100,000-250,000

Code No. BE-133

Respondent included a copy of the Model Cities Career Development Proposal-Phase I and the Drug Abuse and Dependency Policy.

School System South Bend Community School Corporation State Indiana
Name _____
Address 635 South Main Street
South Bend, Indiana 46623

I. What is your system doing in delinquency prevention and control?

Individual school staffs work with their own students insofar as they can combat delinquency. Provide needed assistance through the Department of Pupil Personnel at the Central School Administration in solving problems, completing home calls, maintaining conferences and agency referrals. Work with other community agencies on problems of students, including Mayor's Youth Services Committee, Juvenile Bureau of the Police Department, Youth Advocacy Program, Big Brothers, Big Sisters, Juvenile Detention Home.

II. What kinds of programs within the school system and community do you suggest?

Support programs that can identify prospective juvenile problems early in order to work with pre-delinquent children. Provide assistance for such children in need.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funds for more trained school personnel to better ease the problems of non-learners and frustrated students and make it possible for them to have a better chance to succeed in school and thus diminish their aversion to school and formalized education.

IV. What can LEAA do to assist local, state or regional school administrators?

"Coordinate these programs or get someone to do it."

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

J. Gordon Nelson, Director of Pupil Services, South Bend Community School Corporation, 635 South Main Street, South Bend, Indiana 46623.

Are there other persons that should be contacted?

Michael Carrington, Parkview Home, 1901 Northside Blvd., South Bend, IN 46615; Henry Kruszewski, Juvenile Aid Bureau, South Bend Police Dept., 701 Sample St., So. Bend; Phillip Byrd, Youth Advocacy Program, 501 W. Washington Ave., So. Bend; A. B. Short, Youth Service Bureau, 1011 E. Madison St., South Bend, IN.

VI. Do you have some proposals? What are they?

Have sought funding for a cooperative effort involving South Bend Community School Corporation and the Family and Children's Center for the early identification of emotional handicaps in children that may result in academic retardation and involve the Juvenile Court system. Was not funded, however.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Educational and funding agencies ought to be in closer contact with each other so that each knows what is being done by the other. At present, there seems to be duplication of what is attempted in a community. Need greater integration of activities within a community together with the placement of funding at positions of need rather than just in relationship to the quality of the written request.

Respondent: J. Gordon Nelson

Position: Director of Pupil Services

Population Size Served: 100,000-250,000

Code No. Be-135

School System City School District (of Syracuse) State New York
Name Dr. John T. Gunning, Superintendent
Address 409 West Genesee Street
Syracuse, New York 13202

I. What is your system doing in delinquency prevention and control?

Provide corridor aides in each secondary school (adults who assist the school administration in the protection of property and persons and serve as guides for better student conduct). Operate a School-Community Police Program in each secondary school which is staffed by specially selected and trained police officers who serve in a counseling, guidance and security capacity. Have supported an Occupational Learning Center's program as an alternative to the academic secondary school program for dropouts and potential dropouts. Have established Resource Centers to give individualized instruction to junior high school age children with emotional problems. Through the Human and Intercultural Relations Program, offer training for students and staff with the goal of developing better understanding through relationships. Have set forth elementary and secondary behavior codes (copy submitted). Make available a copy of Student Rights Information booklet (copy submitted). Maintain a students' grievance process (information submitted of operational program). Provide anti-shoplifting and anti-drug abuse programs. Maintain a Superintendent's Student Cabinet which is designed to enhance communication between senior high school students and chief administrators in the school district.

II. What kinds of programs within the school system and community do you suggest?

Provide trained and qualified consultants to analyze the needs and develop programs with the least possible risk. Alternative high school programs that motivate the student by providing financial remuneration, and skill training. Those that encourage the use of aides and police specialists in the administration of schools.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Serve to communicate with business and industry in the integration of educational programs in the communities as an adjunct of the public school program.

IV. What can LEAA do to assist local, state or regional school administrators?

EDUCATION AND DELINQUENCY PREVENTION

School System Virginia Beach City Public Schools State Virginia
Name Mr. E. E. Brickell, Sup't of Schools
Address School Adm Bldg., P O Box 6038
Virginia Beach, Virginia 33456

V. Who handles or supervises delinquency prevention activities in your system?

The Division of Secondary Education and the Division of Pupil Services; Mr. Carmen A. Cesta, Assistant in Pupil Behavior; Mr. Evies O. Cranford, Administrator for Intercultural Relations; Mr. Sidney L. Johnson, Asst. Sup't. of Schools for Secondary and Continuing Education; Mr. Arnold H. Berger, Asst. Sup't. of Schools for Public Services.

Are there other persons that should be contacted?

Lt. E. L. Erwin, Syracuse Police Department.

I. What is your system doing in delinquency prevention and control?

Have one of the earliest drug abuse curriculum guides for use in classroom; developed by professional staff members; discuss the delinquency prevention program and give lectures to the Virginia Beach Police Department, which works closely with the school system.

II. What kinds of programs within the school system and community do you suggest?

Support drug abuse and rehabilitation programs for the addict and potential users.

VI. Do you have some proposals? What are they?

Have no proposals pending.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Make funds more readily available for worthwhile projects in delinquency prevention. Provide direct grants to local school boards, local police departments, and other agencies.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Recommend that federal funds should be allocated through state agencies under guidelines sufficiently broad to meet local needs. Funding should be assured for sufficient time to permit long-range planning.

IV. What can LEAA do to assist local, state or regional school administrators?

Obtain feedback directly from students, teachers, and principals, who encounter juvenile delinquency each day.

Respondent: Dr. John T. Gunning

Position: Superintendent of Schools

Population Size Served: 100,000-250,000

Code No. BE-141

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Mr. R. P. Stenzhorn, Director of Adjustive Services, Virginia Beach City Schools, P O Box 6038, Virginia Beach, Virginia 23466

Are there other persons that should be contacted?

Lieut. Henry Capps, Commanding Officer, Juvenile Division, Virginia Beach Police Department, Princess Ann Station, Virginia Beach, Virginia 23456

VI. Do you have some proposals? What are they?

Not applicable

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Give greater encouragement to educational systems to apply for federal funds. Eliminate much of the bureaucratic red tape that frustrates people from a local area in their endeavors to seek out federal funds.

Respondent: Mr. Robert P. Stenzhorn

Position: Director of Adjustive Services

Population Size Served: not noted

Code No. BE-146

EDUCATION AND DELINQUENCY PREVENTION

School System Warren Consolidated Schools State Michigan
Name _____
Address 29900 Lorraine Boulevard
Warren, Michigan 48093

I. What is your system doing in delinquency prevention and control?

Attempt to provide students with more worthwhile goals for their lives.

II. What kinds of programs within the school system and community do you suggest?

Programs which provide enhancement of students' self-image with the use of leisure time and programs which emphasize the use of student interest and abilities in the wide range of opportunities available in the field of work.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide far more federal financial assistance to public schools for programs that can be developed in individual communities sponsored by the local school districts to serve the particular delinquency needs and problems that exist in the communities at various times.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide assistance to law enforcement agencies that will allow them to assist school administrators more than they are able to do under present funding and thinly spread services and personnel.

Rank 1

EDUCATION AND DELINQUENCY PREVENTION

School System Winston-Salem/Forsyth County Schools State No. Carolina
Name _____
Address P. O. Box 2513
Winston-Salem, North Carolina 27102

I. What is your system doing in delinquency prevention and control?

Operate a Project RATE (prevention of juvenile delinquency through Responsive Approach and Team Effort). An experimental project located in the heart of the urban Model Cities Area, the program provides intensive psychological, social work, and counseling services to about 250 elementary school students and their families from a staff of about three professionals. Maintain special education placement opportunities in the form of classes for the retarded, academically talented, emotionally disturbed, deaf, visually handicapped, crippled and health-impaired children and children with learning disabilities. Have a newly formed Opportunity Class for children with multiple emotional and learning problems who have been expelled from the regular school system. Operate several programs of services to youth which are development and preventive in character, including psychological, social work, and counseling services through the Pupil Personnel Department; Project Turnabout through the Youth Services Bureau providing limited counseling to students at the junior high school level having school and/or personal adjustment problems; Police-Liaison Officers working through the Winston-Salem Police Department and located in all junior high, high, and senior high schools for security purposes; Continuing Education Program funded through Title I and providing education, counseling and nursery services for all pregnant teenage girls; a Resident Schooling Program in the Juvenile Detention Center; the Neighborhood Youth Corps, providing employment in the schools for teenagers 14 years of age or above; and Vocational Rehabilitation Services for teenagers. Provide for access of children and their families to a number of community programs dealing with the prevention and rehabilitation of delinquency: temporary residential group care is offered through two Youth Opportunity Homes to potential and adjudicated delinquents; Project Return operating through the Youth Services Bureau works with rehabilitation and employment or education of youth returning from state correctional institutions; a Self-Improvement Center through Goodwill Industries operated for youth 16-18 years of age and has ties with the State Probation Commission; and the WS/FC Youth Council Service of the District Court System counsels juveniles who come to the attention of the courts. Cooperate with counseling programs in community agencies in delinquency prevention and control as part of youth development.

II. What kinds of programs within the school system and community do you suggest?

Believe a Police Cadet Program, as is now in progress in Flint, Michigan could show youth that conformity need not be stifling and "that there are other achievements more satisfying than delinquent acts; and that they themselves are capable of choosing and reaching acceptable goals based on pride of accomplishment through community service." Support leadership programs for both boys and girls in school along the lines of Project RATE. Institute some practical, vocational training at a younger age level in the regular school programs, perhaps at elementary or intermediate levels, for the prevention of expulsion and dropouts at the high school level. Support programs of parent involvement in the schools as seen in Fort Bragg, North Carolina schools and in California schools. Such programs teach parents how to pass along value systems, alternative choices, and the like, to their children in a constructive manner. Can deal here with drugs or vandalism or other topics.

V. Who handles or supervises delinquency prevention activities in your system?

Each building principal is responsible for the operation of all programs which exist in his school building except for adult evening school activities.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

None submitted. Questions the purpose of this request.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe that the role of the educational system would be to identify needs and operate programs within the area of emphasis referred to.

Respondent: David J. Young

Position: Director of Pupil Personnel Services

Population Size Served: 100,000-250,000

Code No. BE-147

Rank 7

EDUCATION AND DELINQUENCY PREVENTION

School System Worcester Public Schools State Maine
 Name _____
 Address Administration Bldg., 20 Irving Street
Worcester, Maine 01609

III. What can LEAA do to enhance delinquency prevention and/or re-entry activities within school systems?

Fund and expand existing programs under the direct guidance of the school system in the prevention of juvenile delinquency. No other agency or service deals with the broad range of children with the regularity of the schools. Provide valuable assistance in guiding implementation of funded programs, including securing of properly qualified persons, setting up tentative objectives and guidelines for operation, and in continuing technical assistance in resources for staff program development.

IV. What can LEAA do to assist local, state or regional school administrators?

Noted above.

V. Who handles or supervises delinquency prevention activities in your system?

Mrs. Josephine Schaffner, Director, Pupil Personnel Dept., WS/FC Schools,
 Box 2513, Winston-Salem, NC

Are there other persons that should be contacted?

Lt. Mack M. Goforth, Jr., Winston-Salem Police Dept., City Hall, Winston-Salem, NC;
 Mr. John Fries, Director, Youth Services Bureau of Wake Forest University, 110 N.
 Hawthorne Rd., Winston-Salem, NC; Mrs. Florence Creque, Director, Planned Varia-
 tions Program (Model Cities), 601 N. Main St, Winston-Salem, NC; Mr. James E.
 Burgess, Chief Caseworker, Family Counseling Services, 21st District Court Courthouse,
 Winston-Salem, NC.

VI. Do you have some proposals? What are they?

Are seeking continuing funding for Project RATE which is otherwise terminable at June 30, 1973. Would appreciate help in the continuation of this project.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Relationships with federal funding agencies have been good but are undergoing a transition at the present time with less direct federal funding being legislated and more revenue-sharing types of funding on the way. Federal funding sources have furnished technical assistance as needed and have assisted in identification of other sources which could be useful to the schools. They have also assisted in preparation of project proposals on occasion.

Respondent: Mrs. Caroline McPherson

Position: Coordinator, Project
RATF

Population Size Served: 100,000-250,000

Code No. BE-149

I. What is your system doing in delinquency prevention and control?

Approach delinquency prevention and control through the development of alternative educational programs and the employment of elementary school counselors and school adjustment counselors.

II. What kinds of programs within the school system and community do you suggest?

Programs directed toward the development of alternative educational programming which should involve community agencies as well as the school. The ultimate objective of alternative programming should be to create necessary change in the existing school program.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide information on model programs and research results as to their effectiveness. Provide financial support for the development of educational alternatives. Provide technical assistance in terms of consultants and workshops.

IV. What can LEAA do to assist local, state or regional school administrators?

EDUCATION AND DELINQUENCY PREVENTION

School System Public Schools State Ohio
 Name Division for Urban Affairs
 Address 20 West Wood Street
Youngstown, Ohio

V. Who handles or supervises delinquency prevention activities in your system?

Supervisor of Pupil Services and Supervisor of Program Development, Worcester Public Schools, Central Administration Building, 20 Irving Street, Worcester, MA 01609.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Not at this time.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The proper role of educational systems to federal funding agencies should be one of coordination and sharing. In the respondent's opinion, federal funding agencies should be very supportive of programs of large urban systems.

Respondent: Unidentified

Position: _____

Population Size Served: 100,000-250,000

Code No. BE-150

I. What is your system doing in delinquency prevention and control?

Employ 12 full-time visiting teachers who are certified to work with students and their parents to establish positive attitudes toward school and society. They also work with all social agencies doing the same type of work. The visiting teacher accompanies the student who is called by the Police Department or Juvenile Court and makes recommendations pertaining to later action and follow-up procedures.

II. What kinds of programs within the school system and community do you suggest?

Need a job-related type program which relates directly to the needs of youth (e.g., an expanded vocational program with on-the-job training features). Need community support in coordinating effort to complement school aims and programs.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Uncertain.

IV. What can LEAA do to assist local, state or regional school administrators?

Uncertain.

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Harold Kennedy, Coordinator for Visiting Teachers;
Miss Bea Arnold, Coordinator of Guidance Services;
Mr. E. G. Hallaman, Supervisor for Urban Affairs.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Federal funding agencies can not only provide the money necessary to assist educational systems, but they can also provide the element of path-breaking that is frequently needed.

Respondent: E. G. Hallaman

Position: Supervisor for Urban Affairs

Population Size Served: 100,000-250,000

Code No. BE-152

CITIES

POPULATIONS OF:

50,000-100,000
25,000- 50,000
and
20,000- 25,000

EDUCATION AND DELINQUENCY PREVENTION

School System Abilene Public Schools State Texas
 Name Mr. A. E. Wells, Superintendent
 Address Abilene, Texas

CITIES

POPULATIONS OF:
 50,000-100,000

I. What is your system doing in delinquency prevention and control?

Most attempts at delinquency prevention are oriented to vocational classes and shops, designing of programs within the confines of regular education, as well as programs of truancy control. However, once it becomes apparent that method for dealing with truants goes beyond the dictates of the Texas Compulsory School Law, charges are filed either against the youngster in Juvenile Court, or against the parents in Criminal Court. This type of approach has not been too successful to date.

II. What kinds of programs within the school system and community do you suggest?

Programs designed to keep youth in school.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Do not know.

IV. What can LEAA do to assist local, state or regional school administrators?

Do not know.

V. Who handles or supervises delinquency prevention activities in your system?

George T. Smith, Attendance Office-Counselor

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Know of no proposals in the area which have been funded or proposed to date.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Any prevention program must be localized if it is to be meaningful.

Respondent: George T. Smith

Position: Attendance Office-Counselor

Population Size Served: 50,000-100,000

Code No. BE-152a

School System City of Appleton School District No. 10
Name _____
Address 120 East Harris Street
Appleton, Wisconsin 54911

State Wisconsin

I. What is your system doing in delinquency prevention and control?

Have been piloting units on youth, criminal justice and the community in the sixth grade and junior high school. Now make the same unit available to any teacher who is interested in using it. Have expanded resource material in this area.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

EDUCATION AND DELINQUENCY PREVENTION

School System Township High School District State Illinois
Name _____
Address 799 West Kensington Road
Mount Prospect, Illinois

Note: Replies are composite from seven high schools in the district.

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Michael LeRoy, Fox Valley Council of Governments, Zuelke Building, 12th Floor, Appleton, Wisconsin 54911.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

I. What is your system doing in delinquency prevention and control?

Introduce students to police through a Police Counselor Program. Operate a Cooperative Work Agreement Program designed to identify potential school dropouts and work with them in unconventional ways to maintain school interest. Counselor Program of pupil personnel services provides a group problem-solving environment for 5-10 students who have common problems. Students meet regularly as a group and discuss their problems with each other under the guidance of the counselor. Work with various agencies in the community to lessen the problems of delinquency. Forest View High School operates an Educational and Maturation Program (EMP) for those students that are having emotional or adjustment problems, a Work Experience Career Exploration Program (WECEP) and other services similar to those described earlier. Attempt to work closely with parents to keep them fully informed as to the progress and the problems of their children. Utilize intense counseling program with individualized study. Work cooperatively with the community Youth Service Bureau. Employ various counselors, social workers, psychologists, and other service personnel. (Note: Copies of the Cooperative Work Agreement (CWA), the Educational Maturation Program (EMP) and information pertaining to the Work Experience and Career Exploration Program (WECEP) were supplied by the respondent.)

ii. What kinds of programs within the school system and community do you suggest?

Develop more comprehensive supervision and security system utilizing modern television cameras or alarms to deter vandalism. Provide greater information to the public concerning the costs of delinquency and vandalism. Support programs emphasizing public awareness and public responsibility to oneself and fellow men. Strive to encourage youth to take greater part in their school and community. Encourage the increase in the number of full-time juvenile officers within community police departments. Give assistance in the creation of agencies or bodies designed to coordinate community and school services as they pertain to juvenile problems. Give greater priority to family counseling and work programs. Provide for greater flexibility within the educational process. Encourage the development of programs as defined in Item I above.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Make available an education program for teachers and supervisory personnel that is designed to enhance delinquency control and prevention. At present, most schools tend to be walking through this area somewhat blindly. Finance such programs as the Wheeling Action Program as an excellent vehicle by which youth can be both educated and aided in correcting unacceptable social habits. Provide financial aid to local agencies and provide training for local people engaging in delinquency prevention. Send LEAA representatives to the schools and meet with school personnel to discuss the situation.

IV. What can LEAA do to assist local, state or regional school administrators?

Inform school systems as to what LEAA is doing to a greater extent than currently. Provide funds for in-service training. Provide current data concerning all other known programs such as the Wheeling High School Action Program and the like. Assist in the designing of curriculum programs for the teachers of the socially maladjusted.

Respondent: Mr. Lee Halberg

Position: Consultant

Population Size Served: 50,000-100,000

EDUCATION AND DELINQUENCY PREVENTION

School System Compton Unified School District State California
 Name Mr. Alonzo Crim, Superintendent
 Address 604 South Tamarind Avenue
Compton, California 90220

V. Who handles or supervises delinquency prevention activities in your system?

Righter S. Farris, Assistant Principal; the Assistant Principal for Administrative Services, the Assistant Dean of Students, the Police Counselor and other counselors in the schools. Dean of Students in each of the schools. Richard Stanowski, Director of Pupil Personnel Services; Walter Moist, Police Counselor; Norman Patberg, Assistant Principal for Administrative Services; Gary Tjarks, Dean of Students; Bill Daletski, Assistant Principal for Administrative Services, John Hershey High School, 1900 East Thomas Street, Arlington Heights, IL

Are there other persons that should be contacted?

The police and local Youth Service Bureau. Mr. Vena and Mr. Powell at Arlington High School, 502 West Euclid, Arlington Heights, IL; Mr. Tom Jauch, 3000 Central Road, Rolling Meadows, IL 60008; Mr. Paul Buchholz, Director of Juvenile Bureau, Arlington Heights Police Department, Arlington Heights, IL.

VI. Do you have some proposals? What are they?

Have no new proposals. Feel it would be wiser to elaborate upon the present programs with additional funding. Their success suggests that it would be more advantageous to move in this direction rather than inaugurate new programs.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Funding should be available for projects of prevention type and should be restrictive in scope or character. If an effective job is to be done, complete control should be maintained by the school district. While local agencies and schools should qualify for federal funding, there is a greater need for the federal government to adequately understand the local situation and the need of the schools to control how the funds are spent. "If federal funding agencies are established to benefit educational systems, we feel we should receive our fair share of the funds. In turn, we will have appropriate programs that will meet the needs of our young people."

Respondent: Edward H. Gilbert

Position: Superintendent

Population Size Served: 50,000-100,000

Code No. BE-156

I. What is your system doing in delinquency prevention and control?

Have a program to reduce vandalism and violence within the schools. Have developed a close working relationship with the County District Attorney's Office. The District Attorney has assigned an individual as liaison officer to the District and Mr. Richard Davis, Supervisor-Child Welfare and Attendance works as liaison officer for the schools to the District Attorney's Office. Both work together in the community and with the Chamber of Commerce in the attempt to solicit their active support. Have or are forming a committee of parents within each school area to suggest programs and/or methods whereby vandalism may be deterred on school site. Have initiated a recreation program after school and during week-ends. Have formed committee of preachers and principals who meet together to discuss ways of providing moral instruction to students of the District. Have adopted a revised Table of Organization which provides for greater cooperation between the Office of Child Welfare and Attendance and the Security Department. Have strengthened the Security Force of the District by adding five men at the start of the school year; have assigned Security personnel to each high school. Utilize 20 new mobile radios to maintain communications with Security Department.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

EDUCATION AND DELINQUENCY PREVENTION

School System Maine Township High School District 207 State Illinois
Name Richard R. Short, Superintendent
Address 1131 South Dee Road
Park Ridge, Illinois 60068

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

I. What is your system doing in delinquency prevention and control?

Offer courses which include units on crime (including juvenile), its prevention and control. Do not provide a course dealing solely with juvenile delinquency in curriculum. Attempt to deal with students apprehended on school grounds committing unlawful acts through own school disciplinary procedures without referral to local authorities. Work closely with parents in this effort. Have developed a set of guidelines regarding cooperation between school officials and police departments. (Respondent has submitted a copy of the Guidelines for Cooperation Between School Officials and Police Departments.)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

II. What kinds of programs within the school system and community do you suggest?

Support programs aimed at developing close cooperation with law enforcement forces in school district with school officials. Assist community agencies such as YMCA and Campus Life to have access to groups of youth.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Not aware of ways that LEAA can help enhance delinquency prevention efforts.

IV. What can LEAA do to assist local, state or regional school administrators?

No comment.

Respondent: Mr. Curtis H. Kennedy

Position: Deputy Superintendent

Population Size Served: 50,000-100,000

Code No. BE-169

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?

Primary responsibility for delinquency problems rests with the Deans of Students, boys and girls. The four Deans of Students are: Mr. Alex Begrowicz, Maine Township H.S. East, 2601 W. Dempster St., Park Ridge, IL 60068; Mr. Robert J. Cassidy, Maine Township H.S. North, 9511 Harrison Street, Des Plaines, IL 60016; Mr. Elbert Smith, Maine Township H.S. South, 111 South Dee Road, Park Ridge, IL 60068; and Mr. Fred M. Bencriscutto, Maine Township H.S. West, 1755 South Wolf Road, Des Plaines, IL 60018.

Are there other persons that should be contacted?

Additional information can be gained from the police departments of Des Plaines, Park Ridge, Niles, and Morton Grove, Illinois.

VI. Do you have some proposals? What are they?

Have not made any proposals.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Do not have a relationship to federal funding agencies in the juvenile delinquency area.

Respondent; Mr. Merlin W. Schultz

Position; Coordinator of Pupil Personnel Services

Population Size Served: 50,000-100,000

Code No. BE-173

School System Durham City Schools State North Carolina
Name _____
Address _____
Durham, North Carolina 27702

I. What is your system doing in delinquency prevention and control?

Have shared in a human relations workshop.

II. What kinds of programs within the school system and community do you suggest?

Human relations workshops.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Have news media stop headlining every little or big school fault or disruption.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide information for those responding to the questionnaire regarding best types of programs to put into operation.

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Each school principal.

Are there other persons that should be contacted?

State Department of Instruction, Raleigh, North Carolina.

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Allocate funds not categorically but rather generally to local school systems through the state departments of education, not through community action groups.

School System Board of Education State Illinois
Name Rufus Starks, Superintendent
Address School District 189
East St. Louis, Illinois

I. What is your system doing in delinquency prevention and control?

Assume that the entire educational program has some influence on delinquency prevention and that the attention given to attendance and truancy also is of importance. Believe that the pilot "Truancy Center" has a mitigating influence. Cooperate with police-community relations projects. Make school facilities available for Boy Scouts, Model Cities, Boys Clubs and recreational programs, etc. Maintain school recreational programs in school districts, especially during the summer. Cooperate with East St. Louis Model Cities Recreational Program.

II. What kinds of programs within the school system and community do you suggest?

Deal with the causes that generate the problem rather than spending so much energy on the problem.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide for full employment and equal employment opportunities. Need to have greater continuity in employment.

IV. What can LEAA do to assist local, state or regional school administrators?

No response.

Respondent: _____

Position: _____

Population Size Served: 50,000-100,000

Code No. BE-174

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Not applicable.

Are there other persons that should be contacted?

Unknown.

VI. Do you have some proposals? What are they?

Have a limited proposal for the development of a truant school, where an attendance officer would do an intake interview after truants have been picked up on the streets.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Lester J. Crow

Position: Director of Pupil
Personnel Services

Population Size Served: 50,000-100,000

Code No. BE-175

EDUCATION AND DELINQUENCY PREVENTION

School System Hazelwood School District State Missouri
 Name Administration Building
 Address 15955 New Hallsferry Road
Florissant, Mo 63031

I. What is your system doing in delinquency prevention and control?

Profit from an ongoing relationship with law enforcement agencies of local municipalities in St. Louis County. Permit juvenile officers of such agencies into the school system for educational purposes, sit in on discipline hearing, or maintain lines of communication between the school and/or the students and police. Participate in a cooperative police court-school project focused at the junior high school level (grades 7-9). In it one St. Louis County Police Detective and a Juvenile court social worker are involved in preventive approach in three junior high schools. Cooperate with the local police department in its "right-long" program, allow six to ten police officers to participate recreationally with approximately 25 potential juvenile delinquents on Saturday Mornings at one of the system's junior high schools.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: T. J. Lawson

Population Size Served: _____

Position: Associate Superintendent

Code No. BE-180

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: T. J. Lawson

Population Size Served: _____

Position: Associate Superintendent

Code No. BE-180

EDUCATION AND DELINQUENCY PREVENTION

School System Fullerton Union High School District State California
Name District Education Center
Address 211 West Commonwealth Avenue
Fullerton, California 92632

I. What is your system doing in delinquency prevention and control?

Are not doing anything in the system in the field of delinquency prevention and control, per se. Take a total view of students and attempt to work with them either in the classroom or in the counseling office.

II. What kinds of programs within the school system and community do you suggest?

Do not have a severe delinquency problem and feel the current procedures are working with troubled youth within the school and community.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Know nothing about LEAA.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Donald G. Hays, Ph.D., Administrator of Research and Pupil Services

Are there other persons that should be contacted?

Ms. Margaret Greer, Chief Probation Officer, Orange County, Orange County Probation Department, P. O. Box 10260, Santa Ana, California 92711

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Have submitted a number of projects for federal funding where system has felt the need but overall tend to prefer supporting "our own programs within our financial capability. We wish to draw upon federal funds where it meets specific needs when these needs cannot be met through normal financial resources."

Respondent: Dr. Donald G. Hays

Position: Administrator

Research and Pupil Services

Population Size Served: 50,000-100,000

EDUCATION AND DELINQUENCY PREVENTION

School System Galveston Independent School District State Texas
Name Eli Douglas, Superintendent
Address P. O. Box Drawer 660
Galveston, Texas 77550

I. What is your system doing in delinquency prevention and control?

Have developed a Guidance Center in the Galveston Schools at a new open space facility. Have developed an Early Childhood Learning Center for 2, 3, and 4 year old disadvantaged children. At present, 355 children are housed in two different facilities. Have assigned two counselors to work as security officers for the school district. They, working with security aides, have worked to bring peace and harmony to the student body.

II. What kinds of programs within the school system and community do you suggest?

No suggestions.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide federal funds for centers working with delinquent children. Currently they are ineligible for state funding.

IV. What can LEAA do to assist local, state or regional school administrators?

No comment.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Joe Woolley and Mr. Ray Dillon, P. O. Drawer 660, Galveston Independent School District, Galveston, Texas 77550.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Schools and federal agencies should cooperate to supplement and enhance areas of real need that cannot be served through local sources.

Respondent: Tom W. Porter

Position: Deputy Superintendent

Population Size Served: 50,000-100,000

EDUCATION AND DELINQUENCY PREVENTION

School System School District of Greenville County State So. Carolina
 Name Division of Special Services
 Address 37 Tindal Avenue
Greenville, South Carolina 29605

I. What is your system doing in delinquency prevention and control?

Employ a team of professional supportive personnel to provide individual assistance in delinquency prevention and control. Attempt to spot children with problems before outbreaks occur, or if that is not possible, to get the needed services for them as quickly as possible.

II. What kinds of programs within the school system and community do you suggest?

Programs aimed at reducing the amount of family conflict apparent in families today. Plans designed to coordinate an in-service program with the law enforcement agencies as to how best to handle family violence. Cooperate with the local mental health center and children's program at Pickens Hospital (Psychiatric Division) in learning early symptoms of delinquent behavior. Provide social workers to work with delinquent youth in conjunction with Vocational Rehabilitation Assn. Accept referrals from the family court intake officer of all youth between 14-17 who have committed offenses that will probably result in probation or more severe measures. Programs designed to encourage the development of vocational skills, and assist youth returning from correctional institutions to reenter the community with a minimum of tension and problem. Develop detention or temporary home facilities for clients who are not necessarily classified as youthful offenders and who are more likely to be runaways or victims of child abuse.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Believe that additional social worker support should be provided in local schools to enhance delinquency prevention and reentry activities (the efforts of school social workers employed under Title I of ESEA proves their value).

IV. What can LEAA do to assist local, state or regional school administrators?

Provide financial support for such programs as the family conflict proposal.

V. Who handles or supervises delinquency prevention activities in your system?

William M. Cox, School Social Worker and Mrs. Evelyn M. Harvley, ACSW, Assistant Director, Division of Special Services, School District of Greenville County, 37 Tindal Avenue, Greenville, So. Carolina 29605.

Are there other persons that should be contacted?

Bill Wheless, Public Affairs Director, TV Station WFBC, Rutherford Road, Greenville, SC; Mrs. Emelia Croft, Director, Family and Children's Service, Insurance Building, Greenville, SC.

VI. Do you have some proposals? What are they?

A Family Conflict Proposal.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

This District has welcomed federal funding and has used it to further the educational potential of the child.

Respondent: Mrs. Evelyn M. Harvley, ACSW

Position: Assistant Director

Division of Special Services

Population Size Served: 50,000-100,000

Code No. BE-184

EDUCATION AND DELINQUENCY PREVENTION

School System Kenosha Unified School District No. 1 State Wisconsin
 Name Deming Instructional Center
 Address 1715 - 62nd Street
Kenosha, Wisconsin 53140

I. What is your system doing in delinquency prevention and control?

Maintain a Home Visitor Program incorporating social work and counselor aspects. Provide an Educational Support Program (an out-of-school facility) that serves disruptive boys and girls at the 9th grade level or those who are 15 years of age. Offer supervised instruction and sustain guidance services. Work closely with all community social service agencies through the Office of Pupil Services to correlate services which reach out to the unwanted potential delinquent child. Share in a community task force coming to grips with the problem of juvenile crime, drugs, extortion and vandalism. Provide staff members as resource persons to service clubs in problems of child growth and development.

II. What kinds of programs within the school system and community do you suggest?

Recommend development of comprehensive elementary school guidance program to be administered by the Office of Pupil Services Personnel. Encourage the development of community teenage level centers (such as Shell Cross located in Philadelphia, PA). Make available state aids for persons holding a master's degree in guidance as well as persons holding a master's degree in social work.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Involve law enforcement department heads more closely with the constructive programs for youth. In Kenosha, law enforcement personnel by association regulations must receive time and one-half pay for any service to the community beyond their regular working day. "It would be to their advantage to improve their local image by serving as Cub Scout leaders, Boy Scout leaders, church leaders, etc. and last, to avoid punitive measures in dealing with juvenile centers."

IV. What can LEAA do to assist local, state or regional school administrators?

Work coordinately with pupil personnel workers and counselors in constructive programs within the school dealing with teenage problems as drug control.

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?

Martin Bach, Coordinator of Office of Pupil Services

Are there other persons that should be contacted?

Judge Floyd Guttormsen, Juvenile Court, 912 - 56th Street, Kenosha, WI.

VI. Do you have some proposals? What are they?

Have no proposals at present.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe that federal funding is necessary when critical problems exist in the community which that community cannot find funds to appropriately deal with that problem. "There is a need for immediate federal funds in the areas of elementary school guidance, counseling, more district-wide pupil personnel workers and programs and any other programs with merit that require additional money for adequate implementation." In many cases, federal funds focus the attention on the community problem that many citizens are complacent about. The federal government should sponsor support for only those programs which local communities cannot finance by themselves.

(Respondent has submitted a copy of "Guidance Services in the Kenosha Unified School District No. 1 - K-12" and a copy of the Journal of the International Association of Pupil Personnel Workers.)

Respondent: Martin BachPosition: CoordinatorOffice of Pupil ServicesPopulation Size Served: 50,000-100,000Code No. BE-190

EDUCATION AND DELINQUENCY PREVENTION

School System Lima Public Schools State Ohio
 Name Dr. Earl A. McGovern, Superintendent
 Address 515 South Calumet Avenue
Lima, Ohio 45804

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Frank Hanna, Coordinator of Pupil Personnel Services
 515 South Calumet Avenue
 Lima, Ohio 45804

Are there other persons that should be contacted?

Judge David L. Stenier, Juvenile and Probate Court,
 Allen County Courthouse
 Lima, Ohio

VI. Do you have some proposals? What are they?

No

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Would like to see general and not categorical financial aid from federal agency which could promote local solutions and might reduce the time and effort needed for accounting purposes which could be better spent helping children and actually working on delinquency prevention programs.

I. What is your system doing in delinquency prevention and control?

Have developed a rapid and steady increase of all vocational courses of study leading to the addition of the new one and one-half million dollar wing to an already large vocational area. Houses several vocational business programs, food services, data accounting, health occupations, cosmetology, and occupational work programs. Developed a special program on Vocational Options for Handicapped Children, which attempts to provide opportunity to educable mentally retarded students through a work shop approach. (partially funded by State Department of Education, Vocational Division). Have worked in cooperation with Dayton and Westlake School Systems, the State Department of Education, and the Educational Council of America to develop units of study relating to drugs, alcohol, and tobacco at the senior high level and behavior on the junior high level. Have developed a special volunteer tutoring program for children who are having learning difficulties or in some cases have become behavior problems. VIPS (Volunteers In Public-Schools) Program has 180 lay volunteers who assist students, primarily on the elementary level, with over 9,000 hours of volunteer tutoring in the last year. Have developed ACT (Action Council of Ten) groups at each of four secondary schools consisting of teachers, ministers, PTA representatives, and lay members on an equal bi-racial basis in order to seek community assistance and working out solutions to problems related to race. Encourage young and enthusiastic male teachers to serve as teacher-probation officers of the juvenile court, functioning directly in the schools where the students are located. Provide active cooperation with law and to adult probation officers of the local municipal in count of these courts. Have one police officer assigned regularly to school safety work: maintain liaison with law enforcement and city officials to develop plans for pupil safety, crowd control at athletic contests, emergency procedures and the like.

II. What kinds of programs within the school system and community do you suggest?

Support programs which encourage solutions at the local level and which demand parental and individual responsibility.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Assist the few states that are attempting to find a "school climate" in terms of responsibility in their efforts, and thereby help eliminate the loss of educational opportunities which result from so many legal efforts to achieve students rights.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide more specific information on activities of LEAA to all school administrators. Provide summaries of successful local programs to all school districts. Provide general information about drug problems.

Respondent: Mr. Merlyn C. Sykes

Position: Coordinator of
Educational Personnel

Rank 5

Population Size Served: 50,000-100,000

Code No. BE-194

EDUCATION AND DELINQUENCY PREVENTION

School System Mesa Public Schools State Arizona
 Name Dr. George N. Smith, Superintendent
 Address 39 South Hibbert
Mesa, Arizona 85202

I. What is your system doing in delinquency prevention and control?

Operate a rather complete program in special education for the educable mentally retarded, emotionally disturbed, physically handicapped, speech handicapped, hard-of-hearing, visually handicapped, and home bound. Maintain counseling programs at junior and senior high schools for students having difficulty adjusting to the normal school level. Operate "Opportunity Hall" in which a student sent to the facility with a small classload and trained personnel using group dynamics is helped back to the normal school setting. Operate program "Prehab" for those persons on drugs (a quasi-public agency sponsored by the Mesa Public Schools). Employ full-time psychologist assigned to the program and emphasize behavioral modification in a group dynamics setting. Operate an extensive athletic program for boys in and out of school. Work cooperatively with churches which also provide extensive youth-oriented activity for youth while not at school.

II. What kinds of programs within the school system and community do you suggest?

Programs designed to meet the needs of students. Special education programs, community-based programs sponsored by church or civic groups.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Very little. Delinquency prevention and reentry activities should be the function of the school, the parents and the community. Money itself will not do the trick. What is needed is dedication, public support, and a high degree of community interest.

IV. What can LEAA do to assist local, state or regional school administrators?

See question III above.

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

No single person is assigned this responsibility. The Director of Pupil Personnel Services, however, is charged with responsibility pertaining to special education, Opportunity Hall program, and other pupil-oriented types of programs.

Are there other persons that should be contacted?

Mr. Maurice Bateman, Mesa Parks and Recreation Director; Mr. Eldon Cooley, President, Mesa East Stake of the Church of Jesus Christ of the Latter-Day Saints, 1409 East First Place, Mesa, AZ 85203.

VI. Do you have some proposals? What are they?

Had one proposal seeking to establish a more effective relationship between police and the community that was not funded.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Federal agencies should provide a stimulation function. Are willing to accept federal monies for hardware, supplies and equipment but believe it a mistake to hire personnel utilizing federal funds. Federal funds could also be used for the construction of facilities.

Respondent: Dr. David O. Lloyd

Position: Executive Director

Pupil Personnel Services

Population Size Served: 50,000-100,000

Code No. BE-198

EDUCATION AND DELINQUENCY PREVENTION

School System Modesto City Schools State California
 Name Bert C. Corona, Superintendent
 Address 426 Locust Street
Modesto, California 95351

I. What is your system doing in delinquency prevention and control?

Employ counselors, community aides, work experience personnel, teachers, and administrative personnel for an estimated 2,100 average daily attendance students. Believe themselves to be about 95% effective in maintaining student commitment and preventing severe delinquent behavior. Work with police, probation, mental health, welfare and civic agencies to service the other 5%.

II. What kinds of programs within the school system and community do you suggest?

Operate programs for students ranging from the mentally gifted minor to the educationally handicapped minor. Operate a work experience program that aids youth in earning money. Provide career education information through Regional Occupational Program, Neighborhood Youth Program, and Vocational Educational Program. Also provide Continuing Education Program for adult dropouts.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide appropriate liaison and informational relationships to existing agencies.

IV. What can LEAA do to assist local, state or regional school administrators?

No response.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Clyde R. Hull, Supervisor of Child Welfare and Attendance (K-12), Modesto City Schools, 426 Locust Street, Modesto, CA 95351

Are there other persons that should be contacted?

Dale Graver, Probation Officer, Stanislaus County Probation Dept., P. O. Box 732, Modesto, CA

VI. Do you have some proposals? What are they?

Are investigating the possible establishment of a Youth Advisory Council.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Federal funding agencies may be supportive of the local community and maintain very broad guidelines in adopting financial support. Community agencies should be able to prove effectiveness or lose financial support.

Respondent: Clyde R. Hull

Position: Supervisor of Attendance and Special Child Welfare Services

Population Size Served: 50,000-100,000

EDUCATION AND DELINQUENCY PREVENTION

School System Public Schools of Newton, Mass. State Massachusetts
Name Division of Pupil Personnel Services
Address 88 Chestnut Street
West Newton, Massachusetts 02165

I. What is your system doing in delinquency prevention and control?

Maintain a chief effort in an outreach street counseling program called the Teen-Age Adjustment Program in which four counselor-teachers work with alienated youth in secondary schools. Students within the program are youth about to be excluded from school or who have already been excluded from school. Have done some work with 6th grade youth who show some symptoms of difficulty.

II. What kinds of programs within the school system and community do you suggest?

Outreach counseling programs which could be readily expanded and supported as in West Newton by a university-related counselor training program.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Offer support to programs that have demonstrated success in delinquency prevention and control. Publicize those that have good effects. Stimulate local and regional meetings of teachers, counselors, administrators, court, social agency and other staff interested in delinquency prevention.

IV. What can LEAA do to assist local, state or regional school administrators?

See answer III above.

V. Who handles or supervises delinquency prevention activities in your system?

Mr. John M. Culliname
Director of Pupil Personnel Services
and Special Education

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Mr. John M. Culliname

Position: Director, Pupil
Personnel Services
and Special Education

Population Size Served: 50,000-100,000

EDUCATION AND DELINQUENCY PREVENTION

School System Ogden City Schools State Utah
 Name Dr. William L. Garner, Superintendent
 Address 2444 Adams Avenue
Ogden, Utah 84401

I. What is your system doing in delinquency prevention and control?

Offer an adequate curriculum designed to meet the individual needs of students. Support several programs designed to specifically meet special needs of children including a low pupil-teacher ratio with heavy emphasis on counseling at the secondary level, utilization of home and hospital personnel for individual instruction for juvenile high school youth and pregnant girls; and contract services project with private educational programs in the community to deal with acting-out junior high school students. Utilize psychologist and social work assistants primarily in the elementary grades to assist teachers in more adequately dealing with students with problems of delinquency.

II. What kinds of programs within the school system and community do you suggest?

Combine the time spent on the delinquency problem with a part of community agencies, especially, the schools, Welfare Department, and juvenile court to combat the problem of delinquency. Place greater emphasis on the strengthening of the family unit.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

No response.

IV. What can LEAA do to assist local, state or regional school administrators?

No response.

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?
 Mr. William L. Garner, Superintendent and Dr. Gerald Raat, Department of Pupil Personnel.

Are there other persons that should be contacted?

The Honorable Roland Anderson, Judge of the Juvenile Court, First District, 924 24th Street, Ogden, Utah 84401, and Mr. Don Koldewyn, Director of Child Services, Family Services, 320 Healy Avenue, Ogden, Utah 84401

VI. Do you have some proposals? What are they?

Have not written proposals in this area which have not been funded to date.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Utilize the ideal model of federal funding as developed in relationship to HB874 funding for impacted areas. This approach has necessitated little red tape and minimized auditing procedures that consume so much time and effort. Recommend that all federal funding be placed under the general guide lines of HB874

Respondent: Dr. Verne W. Call

Position: Director of Pupil Personnel

Population Size Served: _____

EDUCATION AND DELINQUENCY PREVENTION

School System Oxnard Union High School District State California
Name _____
Address 30th South Case Street
Oxnard, California 93030

I. What is your system doing in delinquency prevention and control?

Are in search of information pertaining to delinquency prevention and education.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Ruben Navarro

Position: Asst. Superintendent

Population Size Served: 50,000-100,000

EDUCATION AND DELINQUENCY PREVENTION

School System Pasadena Independent School District State Texas
 Name _____
 Address 3010 Bayshore Drive
Pasadena, Texas

I. What is your system doing in delinquency prevention and control?

Have no formal method of dealing with the delinquency problem but to cooperate with all police agencies and juvenile probation offices when requested. Have planned to investigate programs in this area in the near future. Have almost completed a School-Community Guidance Center which will be staffed by school personnel, police, and county juvenile officers. Have plans to introduce a program for students who have dropped out of school and who are potential delinquents.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide information to school districts concerning what other districts are doing. Materials should be printed and results of programs tried should be presented.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Joseph Paulson, Counselor, Pupil Personnel Department, 3010 Bayshore Drive, Pasadena, TX 77502

Are there other persons that should be contacted?

Mrs. Doris S. Rosenberg, Juvenile Officer, So. Houston Police Dept., 1018 Dallas, So. Houston, TX 77002; Mr. L. S. Means, Chief of Police, Pasadena Police Dept., P. O. Box 6391, Bob Harris Station, Pasadena 77501; Larry Murdock, Community Youth Services, Harris County Juvenile Probation Office, 3540 W. Dallas, Houston, TX 77019; David Ray, Minister of Education, Burke Road Church of Christ, 2424 South Burke Road, Pasadena 77502.

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Joseph Paulson

Position: Counselor

Pupil Personnel Department

Population Size Served: 50,000-100,000

Code No. BE-209

EDUCATION AND DELINQUENCY PREVENTION

School System School District of the City of Pontiac State Michigan
Name _____
Address 350 Widetrack Drive, East
Pontiac, Michigan 48053

I. What is your system doing in delinquency prevention and control?
Work with the Juvenile Court and the Pontiac Youth Assistance Committee.

II. What kinds of programs within the school system and community do you suggest?
Programs designed to give individual help and support seem to be the most effective.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?
No response.

IV. What can LEAA do to assist local, state or regional school administrators?
Am not familiar with function and role of LEAA.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?
Director of Pupil Personnel Services, 1530 Widetrack Drive, East, Pontiac, Michigan 48058

Are there other persons that should be contacted?
Edgar W. Flood, Oakland County Youth Assistance, Oakland County Service Center, Pontiac, Michigan 48053

VI. Do you have some proposals? What are they?
No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?
School system needs to be involved in planning and implementation of any funded program coming into the area.

Respondent: Unidentified Position: _____

Population Size Served: 50,000-100,000

EDUCATION AND DELINQUENCY PREVENTION

School System Provo City Schools State Utah
Name Dr. Sherman W. Wing, Superintendent
Address 280 West 940 North, P. O. Box 816
Provo, Utah 84601

I. What is your system doing in delinquency prevention and control?

Support a school social worker to work with parents of the delinquent child in an effort to solve the problems that appear at a given time. If parents or student refuse to cooperate, refer the persons involved to the District Juvenile Court. Work with the Counseling Department of the school system toward solving as many problems as possible.

II. What kinds of programs within the school system and community do you suggest?

Develop a community agency group which makes each agency aware of the programs available in the others. Establish a community resource directory. Develop delinquency prevention teams including a member of the school administration, the counseling department, a teacher representative, psychologist, and social worker. Include resource people and others who deal directly with problems as needed. Meet weekly and discuss problems in student behavior and how to handle these problems, in relationship to the needs of families students are part of. Provide training for special services personnel in order to provide family counseling along with group and individual counseling to students in need.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Develop conferences that would bring school and law enforcement personnel together as was done by LEAA in Orem, Utah in the past. Help to find some of the problems inherent in truancy (respondent sees truancy as one of the most meaningful and fearful systems of school dropout that should be dealt with in our schools).

IV. What can LEAA do to assist local, state or regional school administrators?

See previous answer (III).

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

Edna A. Hill, Social Worker, Provo City Schools

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Have no proposals to present.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Approach Provo City Schools with ideas for juvenile delinquency prevention. Expect a positive response from the school system to any initiatives taken.

Respondent: Edna A. Hill,

Position: Social Worker

Population Size Served: 50,000-100,000

EDUCATION AND DELINQUENCY PREVENTION

School System Unified School District No. 1 State Wisconsin
Name Division of Pupil Services
Address 2230 Northwestern Avenue
Racine, Wisconsin 53404

I. What is your system doing in delinquency prevention and control?

Are currently operating a school for our most disruptive high school students. Program is flexible with emphasis on the affective needs of students. In operation for six years, the program has proved to be valuable although an obvious need is evident for more opportunities for children who cannot tolerate the normal pressures of school.

II. What kinds of programs within the school system and community do you suggest?

Bring the school system and community services together in a common facility to be used by both parties. Emphasis should be placed upon both the learning and social problems of the youth.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide opportunities for financial assistance for pilot projects within school systems.

IV. What can LEAA do to assist local, state or regional school administrators?

Support in-service education, national meetings and regional seminars to bring the problems of programs within the area to the attention of administrative personnel. Start educators to think in terms of delinquency prevention.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Leland E. Johnson, Director of Pupil Personnel, supervises staff of school social workers who relate to the problem students as well as maintain liaison to community agencies on a continuous interactional basis. The respondent also serves as the President of the Conference of Agency Executives which meets regularly to discuss mutual concerns relating to the community and its problems.

Are there other persons that should be contacted?

regularly to discuss mutual concerns relating to the community and its problems.

VI. Do you have some proposals? What are they?

At present, no programs specifically directed to delinquency and education are in operation. However, several are directed to disadvantaged youth.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Leland E. Johnson

Position: Director of Pupil Personnel

Population Size Served: 50,000-100,000

Code No. BE-214

EDUCATION AND DELINQUENCY PREVENTION

School System School District of the City of Reading State Pennsylvania
 Name Ralph C. Geigle, Superintendent
 Address Administration Bldg., 8th & Washington
Reading, Pennsylvania 19601

I. What is your system doing in delinquency prevention and control?

Increase counseling services to students with additional psychiatric and psychological consultation available through federal funding. Instituted new programs such as special education work/study at the secondary level; Vo-Tech Coop Program, concentrating on teaching saleable skills to potential dropouts; Reading Advancement Program (RAP), which attempts to salvage the destructive and/or disturbed secondary student; class for emotionally disturbed students (EAC) at the elementary level; Stimulating Educational Environment (SEE), a program to identify and re-direct misplaced students into the appropriate curriculum with the ultimate goal of the student reaching maximum potential; an effective elementary guidance program, established in 1962, with goals of early adjustment to learning, early detection of problems and positive attitude development toward school.

II. What kinds of programs within the school system and community do you suggest?

Greater flexibility in scheduling; broader and more relevant curricular offerings; an effective career education program (K-12); increased personnel counseling services. More effective and immediate response from community agencies providing a variety of necessary services to children; clarification to welfare, police, court, children's service agencies as to the areas of responsibility in cooperative procedures. Update all existing legal requirements which are now in conflict with the recent laws regarding the 18-year olds. Reconsideration of compulsory school attendance laws. Re-define parental neglect, the dependent child, etc.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Serve instrumentally in working toward solutions of some of the community-type programs listed in the previous question (II). Coordinate efforts to bring agencies in the community, including the schools, together in a setting where they will talk with each other and work out cooperative procedures in areas of responsibility. "Before much can be accomplished locally, this must happen on a larger scale with the powers that be (e.g., Department of Education, Department of Welfare, Mental Health, Law Enforcement, etc.)."

IV. What can LEAA do to assist local, state or regional school administrators?

Re-examine compulsory school attendance and truancy/delinquency laws. Re-examine state labor laws pertaining to minors; clarify the rights of 18-year-olds and how this relates to existing laws regarding minors.

CONTINUED

3 OF 6

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Many staff are involved.

Are there other persons that should be contacted?

Charles T. Steiner, Chief, Juvenile Probation Office, Berks County Courthouse, 6th and Court Streets, Reading, PA 19601; Juvenile Division of City Police, City Hall, 8th and Washington Streets, Reading, PA 19601; Mrs. Mary Wise Springer, Executive Director, Berks County Children's Services, Courthouse, 6th and Court Streets, Reading, PA 19601; John Berger, Executive Director, Family Guidance Center, 844 Center Avenue, Reading, PA; Richard Kline, Executive Director, Berks County Mental Health/Mental Retardation, Courthouse, 6th and Court Streets, Reading, PA 19601.

VI. Do you have any proposals? What are they?

Believe a much more aggressive program on the elementary grade level is needed to provide appropriate professional service to emotionally disturbed youth. Can only be done with state and/or federal help.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Specific programming should be left to the local schools. However, the local tax burden in the urban situation is so prohibitive that the monies are not always available for effective programming. While a school system needs money, it also needs broad definition and limits to its spending of that money. Federal funding agencies should provide the clearinghouse/coordination-type services which are very necessary.

Respondent: Ralph C. Geigle

Position: Superintendent

Population Size Served: 50,000-100,000

Code No. BE-215

School System Washoe County School District State Nevada
Name _____
Address 425 East Ninth Street
Reno, Nevada 89502

I. What is your system doing in delinquency prevention and control?

Work in cooperation with Reno YMCA and Omega House, a local youth drug rehabilitation center.

II. What kinds of programs within the school system and community do you suggest?

Need local experts with knowledge of the community who are willing to volunteer their time. "Creating new bureaucracies seems to be a plague on all our houses."

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Stop spending most of its funds on equipment to 'modernize' law enforcement agencies and start spending more of the money on some of the fine programs now extant in this community. Community currently maintains Drug Rehabilitation Program, Amigos (Big Brother), Y-Riders (motorcycle), and YMCA Summer Camping Program which includes group therapy.

IV. What can LEAA do to assist local, state or regional school administrators?

Are not aware of any LEAA programs which are available to the school districts for funding. Distribute information to schools pertaining to their eligibility.

Rank 31

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Lt. Francis Rea, Juvenile Division, Reno Police Department, Reno, Nevada;
Mr. Dave Austin, Reno YMCA, Reno, Nevada

VI. Do you have some proposals? What are they?

Not at present.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

"It is difficult to formulate concepts regarding the role of our educational system to federal funding agencies, because communication between federal agencies and the school district is not of the highest quality. Because of this, any discussion in this area would be pure speculation."

Respondent: Mel Kirchner

Position: Director of Testing and Guidance

Population Size Served: 50,000-100,000

Code No. BE-216

School System School District of Royal Oak State Michigan
Name Mr. Donald M. Currie, Superintendent
Address 400 Crooks Road
Royal Oak, Michigan 48073

I. What is your system doing in delinquency prevention and control?

More than 24 of the system's professional staff are active as volunteers in Judge Keith J. Leenhout's program entitled, "Volunteers in Probation". Staff members also serve both on the General Citizens Committee and the Case Study Committee of the Oakland County Probate Court Youth Protection Service. Meet monthly with command officers of the Royal Oak Police Department and the City Manager to discuss and resolve mutual problems concerning juvenile anti-social actions.

II. What kinds of programs within the school system and community do you suggest?

Programs which improve cooperation and articulation.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Evaluate Volunteers in Probation project and assist citizens in the community to understand their responsibility in delinquency prevention.

IV. What can LEAA do to assist local, state or regional school administrators?

Help communities understand that punishment alone does not work.

EDUCATION AND DELINQUENCY PREVENTION

School System San Angelo Public Schools State Texas
 Name _____
 Address 100 North Magdalen Street
San Angelo, Texas 76901

V. Who handles or supervises delinquency prevention activities in your system?

Principals and counselors within the school system.

Are there other persons that should be contacted?

Oakland County Probate Court.

VI. Do you have some proposals? What are they?

Volunteers in Probation (also known as Project Misdemeanant).

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: George A. Martin

Position: Director of Secondary Instruction

Population Size Served: 50,000-100,000

Code No. BE-218

I. What is your system doing in delinquency prevention and control?

Have combined the Drug Abuse and Crime Prevention Education Programs into one. Are attempting to initiate a new program and are working toward the development of a sound set of values, attitudes, leadership techniques and decision-making strategies in a classroom setting.

II. What kinds of programs within the school system and community do you suggest?

Believe that every individual must feel that someone is interested in him. Encourage the development of programs providing a positive alternative so that the possible delinquent will have something to occupy his leisure time in a constructive manner.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Make information available concerning programs effective in schools of similar enrollment throughout the United States.

IV. What can LEAA do to assist local, state or regional school administrators?

Devise some type of an evaluative instrument and conduct evaluations of various programs, making the results known. Use these results as guidelines so that school systems can move in a definite direction in the area of delinquency prevention.

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

School System Santa Barbara City Schools State California
 Name Pupil Personnel Services
 Address 720 Santa Barbara Street
Santa Barbara, CA 93101

V. Who handles or supervises delinquency prevention activities in your system?

Kirby Pugh, Supervisor of Health, Physical Education and Character Education,
 San Angelo Public Schools, 100 N. Magdalen St., San Angelo, TX 76901.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Yes. (Respondent includes a copy of the Drug Education Program proposal.)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The school system is currently working with five different federal agencies and the relationships between the agencies and the school system range from hostile to positive. Without identification of the federal agencies to which the question refers, the question is difficult to answer.

Respondent: Kirby Pugh

Position: Supervisor of Health,
 Physical Education and
 Character Education

Population Size Served: 50,000-100,000

Code No. BE-220

I. What is your system doing in delinquency prevention and control?

Director of Pupil Personnel Services is a member of a Juvenile Delinquency Prevention Commission (county-wide for past eight years), and works closely with the Probation Department as a member of a Juvenile Justice Commission. This Department within the schools works closely with allied agencies in a direct communication regarding control as well as prevention of delinquency.

II. What kinds of programs within the school system and community do you suggest?

Work in cooperation with the police; have a police officer assigned to Santa Barbara Schools in order to bring youth to a greater understanding of police role. Work with two delinquency prevention officers in the county to act as liaison with schools, agencies, and the like.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Expand Delinquency Prevention Officer Program currently financed with county funds and subject to curtailment.

IV. What can LEAA do to assist local, state or regional school administrators?

Assist with badly needed coordination of efforts through centrally organized council, which exists in Santa Barbara, working with staff which does not exist, to complete leg work.

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Director of Pupil Personnel Services
720 Santa Barbara Street
Santa Barbara, CA 93101

Are there other persons that should be contacted?

Santa Barbara County Probation Department
123 East Anapamu
Santa Barbara, CA 93102

VI. Do you have some proposals? What are they?

Are in process of planning something like a coordinating council with liaison but have not completed the proposal to date.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Agencies should be leader, cooperator, facilitator. However, red-tape and endless reports are excessively time-consuming and undermine the efforts supposedly being undertaken.

Respondent: Pupil Personnel Services Director Position: _____

Population Size Served: 50,000-100,000

Code No. BE-221

School System Santa Rosa City Schools State California
Name Dr. Mitchell Soso, Superintendent
Address P.O. Box 940, 211 Ridgeway Avenue
Santa Rosa, California 95402

I. What is your system doing in delinquency prevention and control?

Do not have programs that are specifically designed for delinquency prevention and control. Do have ongoing programs, however, that seek to foster proper attitudes and behavior of children and prevention of problems. Are continually concerned about the maintenance of positive attitudes toward children on the part of the entire staff. Have one high school counselor for each 350 students within the guidance program. Have five school psychologists and a child welfare and attendance worker. Provide a program of continuation education which is directed at those students who need or wish some special attention.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

School System Springfield Public Schools State Illinois
Name Dr. Earl D. Patton, Superintendent
Address 1900 West Monroe Street
Springfield, Illinois 62704

Are there other persons that should be contacted?

I. What is your system doing in delinquency prevention and control?

Operate intramural programs in both middle and high schools and counseling programs at all school levels. Provide psychological evaluation upon request of student or teacher. Provide social work services upon request of student or teacher. Have a truancy committee composed of local agency people as well as school people. Provide summer school programs.

VI. Do you have some proposals? What are they?

Are interested in exploring federal funding for guidance and counseling program, with some emphasis on the primary grades.

II. What kinds of programs within the school system and community do you suggest?

Programs supporting a closer cooperation between the school and community agencies (i.e., Family Court) with agencies accepting some of the responsibilities for punishment of delinquents. Believe that "what punishment is given now is done primarily through the school with the agencies in some cases providing a more desirable environment for the delinquent with little or no education taking place."

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

"Suggest that LEAA help in the establishment of detention centers in the community which would provide some type of punishment, possibly a difficult work program, which would make school attendance and proper behavior look good to them. At the same time, they would be getting any needed services from the community agency, i.e., psychological, psychiatric, social work. If the family needs this type of help, it should also be provided. The old army basic training program might be used as a model for this center."

Respondent: Dr. Quentin R. Bryan

Position: Asst. Superintendent,
Curriculum

IV. What can LEAA do to assist local, state or regional school administrators?

Nothing to add.

Population Size Served: 50,000-100,000

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

David I. Gates, Director, Pupil Personnel Department

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The school system's basic purpose is education of the children; therefore, they should be aware of and take advantage of federal funding that is available for this purpose.

Respondent: David I. Gates

Position: Director

Pupil Personnel Department

Population Size Served: 50,000-100,000

Code No. BE-225

School System Taylor School District

State Michigan

Name _____

Address 23033 Northline

Taylor, Michigan 48108

I. What is your system doing in delinquency prevention and control?

Operate elementary counseling program utilizing personnel in counseling capacity rather than as assistant principal on the grounds that children need more time than assistant principals are normally able to give in handling problems before they become too serious to handle. In 1972, 14 elementary school counselors served in 23 schools. Continuity is stressed with secondary school counselors picking up where elementary school counselors leave off. Counselors work with social, community and law enforcement agencies. Participate in Downriver Guidance Clinic in Lincoln Park, a nearby community. In 1971 services were provided to 332 families. Children and/or family units are referred to the Guidance Clinic for special services, largely in the diagnosis and treatment of out-patients. Protective services in a second anticipated clinic may include day treatment program for severely disturbed children, services for mentally retarded, a 24-hour crisis phone service and a foster home program.

II. What kinds of programs within the school system and community do you suggest?

Support a guidance clinic in the center of a low socioeconomic, problem-oriented community. A counseling center could serve as a "drop-in" center for youth, a family aid and counseling center, a place where neighbors could come to get assistance regarding such things as health, nutrition, budgeting, and child psychology. Such a center could also assist in helping individuals find solutions to problems such as lawn care, home repairs, and baby care.

Recommend elementary counseling programs as an effective means of juvenile delinquency prevention and control.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Assist in the funding of such programs as mentioned above, taking into consideration the fact that rural, suburban and urban needs are quite different in most instances. Solicit school districts and community agencies, evaluate their responses, and directly fund these districts on the basis of their local requests. LEAA should recognize that between 50-60 percent of juvenile offenders come from homes where there at least one parent is missing or where step-parents are common. Because of the counseling program, the re-entry of juvenile offenders into schools seems to be less of a problem in the Taylor District.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 5

EDUCATION AND DELINQUENCY PREVENTION

School System Tyler Independent School District State Texas
Name _____
Address 1319 West 8th Street, P. O. Box 237
Tyler, Texas 75701

V. Who handles or supervises delinquency prevention activities in your system?

A variety of individuals supervise facets of the delinquency prevention activities within the Taylor District:
(Over)

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Seek funding for Downriver Counseling Center which is part of the Detroit-Wayne County Mental Health Drug Program package which has been submitted to the National Institute of Mental Health for funding. The proposal calls for an expansion of the Tri-City Methadone Treatment Center in River Rouge to enable it to handle 100 heroin addicts; expansion of "Rehab Hope", a methadone detoxification center in Ecorse; the development of a methadone treatment clinic in Taylor to serve Taylor and Lincoln Park; the operation of two rehabilitative "Half-way Houses" for addicts, one to serve adults and the other to serve teenagers; and the establishment of two new "soft-drug" counselling centers for teens. Taylor students have utilized the Wyandotte Avenue-for-Love (a hotline for youth to use) and the "Lighthouse", a drop-in center for drug users in Melvindale.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe that the educational system and the federal funding agencies share a mutual responsibility for finding solutions to the delinquency prevention problem. Information concerning what funds are available, how they can be obtained, and to what benefit they might be used needs to be made available to each school district. LEAA should know more about the particular needs of schools also.

Respondent: Edward M. Devine

Position: _____

Population Size Served: 50,000-100,000

Code No. BE-227

Rank 4

I. What is your system doing in delinquency prevention and control?

Offer a unit on drug education in grades 4-12, in health or science classes; emphasize drug education throughout the year. Operate a pilot program in grades 5-8 in which well-chosen high school students visit with students in grades 5-8 to lead discussions and make talks. Operate a well-organized athletic program after school hours for junior and senior high school students. Several schools operate intramural programs and keep their gymnasiums open after school hours as long as students desire. Most schools provide outside basketball courts to community youths with free access. Operate a "nationally recognized" outdoor education program in which students in grades 5-6 spend three days in outdoor education activity at Camp Tyler, learning skills which prepare them for worthy use of leisure, even after school days are over. Provide facilities to Boy Scouts of America and other youth groups at reduced price. Support Tyler Youth Council Chapters on each high school campus; programs designed to orient new students and to combat delinquency. Cooperate with the Teen Jury composed of senior high school representatives who work with the Juvenile Court judge. Have sponsored several law conferences involving schools' administrators and the chief city law enforcement officials in a series of effective discussions on their common problems. Support visiting teachers to confer with both parent and student in the home.

II. What kinds of programs within the school system and community do you suggest?

A series of parental education workshops, featuring problems which are largely chosen by the parents themselves and staffed by highly qualified resource people. A series of conferences of counselors and classroom teachers designed to assist them in the identification of delinquent tendencies and suggested techniques for dealing with delinquent students. Special faculty advisors for students with delinquent tendencies (to be chosen by the student). Organization of a system-wide council composed of central office officials, several administrators, parents, and selected students to study annually the nature of disciplinary problems at each school and to advise the building principal accordingly.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Meet with school officials to determine whether an annual educational program of police activity can be sponsored in each school campus. Conduct surveys biannually to determine student attitude so that this information may be used in program planning. Coordinate planning that is being done. "Do not make prison life too inviting."

IV. What can LEAA do to assist local, state or regional school administrators?

Plan ways to identify school age youths who loiter in the community during school hours in violation of compulsory attendance laws, and deal with offenders who repeatedly violate this law.

EDUCATION AND DELINQUENCY PREVENTION

School System Upper Darby School District State Pennsylvania
 Name _____
 Address Lansdowne Avenue and School Lane
Upper Darby, Pennsylvania 19084

I. What is your system doing in delinquency prevention and control?

Do not have a specific program or series of courses which have the label delinquency prevention activities. Do have social studies units on law enforcement agencies, communications sessions to strengthen interpersonal relations, and visits by local police officers to discuss the law and law enforcement at the elementary level. On the junior high level, have social studies classes, informal counseling sessions dealing with materials which bear directly on the prevention of delinquency. At senior high, emphasis is placed upon planning a specific course in the law, civil rights, and justice. Consultative help is provided by the Governor's Justice Commission in the development of this course.

II. What kinds of programs within the school system and community do you suggest?

Programs that combine factual information and opportunities for deeper understanding of self and others. Those that teach youth an understanding of the law, their rights under the law, and some of the major causes of delinquency. Those that teach self-awareness and an awareness of relations with others.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Jack H. Davis, Secondary School Consultant and N. W. Kilgore, Director of Administrative Services for Tyler Public Schools, 1319 W. 8th St., Tyler, TX 75701

Are there other persons that should be contacted?

Ferrell Stanley, Chief Juvenile Probation Officer, 402 Smith County Courthouse, Tyler, TX; Mrs. Jim Browder, Tyler Youth Council, People's National Bank, Tyler, TX

VI. Do you have some proposals? What are they?

Yes, one dealing with a guidance center for students with delinquent behaviors (respondent includes copy).

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe there should always be a close, cooperative relationship between the school system and federal funding agencies, especially those concerned with funding for public school educational purposes. School systems should submit educationally sound proposals and should always strive to assure the success of the students, using the funds wisely and for the purposes stated in the proposal. Federal agencies should be objective at all times, approving projects where the need is greatest, if the school district administers its projects in a sound, fair manner.

Respondent: A. G. Hilliard

Position: Administrative Assistant
for Community Relations

Population Size Served: 50,000-100,000

Code No. BF-229

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Office of Pupil Services

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Kenneth E. Hall

Position: Director of Pupil Services

Population Size Served: 50,000-100,000

Code No. BE-230

School System Warren City Schools State Ohio
Name Dr. Richard A. Boyd, Sup't. of Schools
Address Administration Bldg., 261 Monroe St., NW
P. O. Box 391, Warren, Ohio 44482

I. What is your system doing in delinquency prevention and control?

Are embarking upon a program in conjunction with the Warren Police Department which will involve a constructive approach to police-student relationships. One uniformed policeman is assigned to each of the two senior high schools in Warren plus all the feeder schools on that side of town in order to provide an educational as well as an enforcement presence. He is used in sociology and government classes and is encouraged to develop good relationships with students in the elementary and junior high schools.

II. What kinds of programs within the school system and community do you suggest?

No ideas presented.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Provide funds for the maintenance and expansion of the current program.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

No single person has responsibility for the area; however, contact could be made with Mr. Abe R. Keefer, Director of Pupil Personnel.

Are there other persons that should be contacted?

Might contact: Children's Services Board, the Trumble County Guidance Center, and other agencies with associated interests.

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Richard A. Boyd

Position: Superintendent of Schools

Population Size Served: 50,000-100,000

Code No. BE-232

EDUCATION AND DELINQUENCY PREVENTION

BE-233

School System Waterloo Community Schools
Name _____
Address 1516 Washington Street
Waterloo, Iowa 50702

State Iowa

I. What is your system doing in delinquency prevention and control?

Operate extra-curricular athletic programs and other programs for students. Have a system of police liaison officers in both junior and senior high schools. Work with a Youth Aid Division of the local police department.

II. What kinds of programs within the school system and community do you suggest?

Police liaison programs seem to offer a high degree of hope. Provide for more experiment and research in these areas.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

School System Wayne Township Public Schools State New Jersey
Name David H. O'Grady, Superintendent
Address 50 N. Hillis Drive
Wayne, New Jersey 07470

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Chief Robert Bener, Chief of Police.

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Mr. L. E. Garlock
Dept. of Student Placement,
Attendance and Records

Position: Director

Population Size Served: 50,000-100,000

Code No. BE-233

I. What is your system doing in delinquency prevention and control?

Operate a Family Awareness Drug Education Program (respondent submits copy), founded on the premise that drug abuse and crime are co-breeders of the majority of the community's law enforcement problems.

II. What kinds of programs within the school system and community do you suggest?

No response.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

No response.

IV. What can LEAA do to assist local, state or regional school administrators?

No response.

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

N/R

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

N/R

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

N/R

School System Westminster School District State California
Name William E. Dolph, Superintendent
Address 14121 Cedarwood Avenue
Westminster, California 92683

I. What is your system doing in delinquency prevention and control?

Have little concern for juvenile delinquency since the Westminster School District is primarily an elementary (K-8) system only. Although the drug abuse problem is very small at present, the District has adopted a policy regarding "The Investigation of Pupil Drug Problems." (Respondent has submitted copy.)

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Respondent: David J. Curran

Position: Director, Secondary Education

Population Size Served: 50,000-100,000

Code No. BE-234

Rank 2

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

School System Wilkes-Barre Schools State Pennsylvania
 Name Walter C. Wood, District Sup't. of Schools
 Address 730 South Main Street
Wilkes-Barre, Pennsylvania 18701

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

None at present.

(Respondent has submitted a copy of Board Policy No. 7210, "Principles Regarding the Investigation of Pupil Drug Problems".)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

I. What is your system doing in delinquency prevention and control?

Teach senior high school courses in law and order. Have guidance counselors in each of the elementary and secondary schools who work with students having difficulties with the law. Do intensive work with students through home and school visitors in both home, school, and community, particularly those that have a tendency toward delinquency. Participate in a school refusal program, which involves the local Child Psychiatric Center, Child Welfare Agency, Juvenile Court, Home and School Visitors from the schools and the staff of the Children's Service Center. Work with the Family Service Agency to assist poor students to overcome present problems in school--disruptive behavior, poor peer relationships, school attendance problems, etc.

II. What kinds of programs within the school system and community do you suggest?

Encourage residential treatment centers for students who have been involved in delinquent acts so that home inadequacy may be overcome. Home might be staffed by foster parents and have services of psychologists and social workers as well as Probation Department of the Juvenile Court available. Develop much closer coordination of Juvenile Court with community agencies and facilities, particularly those in the school system.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funds for better recreational facilities and services. Increase funding within the school system for pupil personnel services so that additional personnel might be hired to give direct assistance to children whose present problems are in an early stage of development. Support changes in vocational school offerings so that clusters of occupations might be taught within the vocational area and less emphasis placed upon academic skills, particularly verbal ability.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide "in-service" program for pupil personnel services to help them deal more effectively with the delinquent child.

Respondent: Donald P. Stuckey

Position: Asst. Supt.

Population Size Served: 50,000-100,000

Code No. BE-236

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: R. Harold Saunders

Position: Director of Special Services

Population Size Served: 50,000-100,000

Code No. BE-238

School System Wyoming Public Schools
 Name Dr. Robert J. Davis, Superintendent
 Address 3575 Gladiolia Avenue, Southwest
Wyoming, Michigan 49509

State Michigan

I. What is your system doing in delinquency prevention and control?

Operate a Police-School Liaison Program for the four school districts in the community of Wyoming which comprise the area. (Respondent has attached information describing the Police-School Liaison Program and a copy of the grant application dealing with this matter).

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

School-Police Liaison Program

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Dr. Robert J. Davis

Position: Superintendent

Population Size Served: 50,000-100,000

Code No. BE-239

EDUCATION AND DELINQUENCY PREVENTION

School System Aberdeen Public Schools State South Dakota
 Name _____
 Address _____
Aberdeen, South Dakota 57401

CITIES

POPULATIONS OF:
 25,000-50,000

I. What is your system doing in delinquency prevention and control?

Maintain new programs identified as a Learner Needs Program, Special Reading Programs in junior high and high school, Special Disability Programs, and the like. Most are incidental to delinquency prevention.

II. What kinds of programs within the school system and community do you suggest?

Suggest a program of counselor services working in close relationship with a medical health center, child welfare agency and other state agencies.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Conduct workshops for teachers and teacher aides on how to work with law enforcement agencies to spot potential delinquency problems before they occur. Dispense information on the subject in question.

IV. What can LEAA do to assist local, state or regional school administrators?

Prepare teacher guides on the subject of delinquency and provide for court room visits during hearings for children to attend.

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Junior and senior high school counselors have general responsibility for delinquency problems.

Are there other persons that should be contacted?

Judge Lindau
Brown County Courthouse
Aberdeen, South Dakota 57401

VI. Do you have some proposals? What are they?

Have no proposals pending or funded.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe school system should be agency of records if federal funds are to be used during the school term for projects pertaining to delinquency prevention.

Respondent: Dawn B. Nerison

Position: Director of Elementary Education

Population Size Served: 25,000-50,000

Code No. BE-240

School System Anniston Public Schools State Alabama
Name _____
Address P. O. Box 1500
Anniston, Alabama 36201

I. What is your system doing in delinquency prevention and control?

Seek to develop qualities of citizenship and to prepare students morally and spiritually, mentally and physically to live in this world. Provide supportive aid through guidance counselors and administrators, classroom teachers and others. Emphasize student self-discipline and development of moral and spiritual values. Operate a Children's Development Center to meet the needs of mentally retarded children; a special education program provided at the junior high school involving classes for slow learners and other students who have had prior problems or previous experiences with the Juvenile Court; an extended day school for middle or upper teens who want to work and still pursue their education or for those who find the regular educational program too confining; operate Day Care and Headstart Centers; support an Opportunity Center which aids handicapped youth and adults by providing them with training skills and job opportunities; a rehabilitation center, which provides training and educational opportunities for disabled persons. Join with other local agencies in an inter-agency council for the civic, cultural, and social improvement of the community. Work cooperatively with a wide range of community agencies providing services to youth (YMCA, Boys' Clubs, church groups and the like). Work cooperatively with the Calhoun County Department of Pensions and Security in aiding families of low income and investigating home conditions "to evaluate the moral conditions that determine neglect of children." Work closely with Alabama State Employment Service to provide youth for summer work programs funded by the Neighborhood Youth Corps and for in-school work experience jobs and summer jobs with the school system. Assist the operations of a program called Producing Ambitious Youth (PAY) in which summer jobs under adult training and supervision are provided through federal funds for students in their early teens who have had little or no training or saleable skills. Have been working closely with the Calhoun-Cleburn Mental Health Center regarding problems of mental health, drugs, alcohol, and family disputes and difficulties.

II. What kinds of programs within the school system and community do you suggest?

A program similar to the U.S. Army's Character Guidance Program, now known as the Human Self-Development Program. Programs that teach and present material content in a manner that will develop character, honesty and integrity while relating topics from real-life situations. Encourage churches to accept greater responsibility for their students in teaching basic religious concepts and bringing moral content to bear on living experiences. Must be done on a moral, rather than evangelistic, level, however. Target students would be 4th grade through senior high school; might be done on a released time basis. Such a program should run for 9 months or a regular school term or year with evaluation to follow. "A strong set of moral and spiritual values is the best means through which boys and girls and men and women can combat delinquency."

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Place a greater stress upon moral and spiritual education. Emphasize self-education for self-discipline.

Rank 4

IV. What can LEAA do to assist local, state or regional school administrators?

Provide personnel trained and experienced in both preventive and corrective delinquency techniques to conduct seminars, forums, and workshops for school leaders, counselors, and selected classroom teachers. Provide information concerning the general problems of delinquency, purported causes, possible solutions, documentation of successful and unsuccessful efforts and plans, techniques and procedures to reduce, correct and prevent delinquency. Such workshops or other activities should include representatives from the Inter-Agency Council of a community and law enforcement personnel and lay citizens from city, county, or state levels. Provide funds for the employment of selected social workers whose training and experience qualify them for full-time attention to delinquency prevention and rehabilitation activities. Help the public better understand the problems of delinquency by providing a series of public service or public educational programs on TV dramatizing some of the causes of delinquency and the ways in which delinquency can be prevented, eliminated, or corrected. Encourage public support in a national delinquency prevention effort through radio and television spot announcements. A selected slogan might be "PDQ" (Prevent Delinquency Quickly). Secure assistance of young singing groups, TV personalities, civic clubs, and other citizens in leadership positions.

V. Who handles or supervises delinquency prevention activities in your system?

William J. Rutherford, Assistant Superintendent, Anniston City Schools, P. O. Box 1500, 1425 Woodstock Avenue, Anniston, AL 36201

Are there other persons that should be contacted?

Hon. E. Harvey Albea
Judge, Calhoun County
Juvenile and Domestic
Relations Court
Courthouse Annex
Anniston, AL

L. Michael Winshit
Chief Probation Officer
Calhoun County Juvenile
and Domestic Relations Ct.
Courthouse Annex
Anniston, AL

Mrs. Nancy S. Wesley
Coordinator, Guidance
and Special Education
P. O. Box 1500
Anniston, AL 36201

Mrs. Ora W. Flowers
Attendance Supervisor
P. O. Box 1500
Anniston, AL

Respondent has included a three-page additional listing of other contact persons within the school system.

VI. Do you have some proposals? What are they?

Yes, a preliminary proposal for a dropout prevention program (under Title VIII of ESEA of 1965). Program called PRIDE (Preventing-Reducing Instructional Dropouts Educationally). (Respondent attached copy of proposal).

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

No response.

Respondent: John L. Fulmer

Position: Superintendent

Population Size Served: 25,000-50,000

Code No. BE-242

EDUCATION AND DELINQUENCY PREVENTION

School System Azusa Unified School District State California
Name Mr. Dayton E. Dickey, Sup't.
Address 546 South Citrus Avenue, P.O. Box 500
Azusa, CA 91702

I. What is your system doing in delinquency prevention and control?

Have moved away from a traditional lockstep approach in schools and curricula over the past ten years with the hope of encouraging students to seek education mostly through their own selection; offer guidance and a wide selection of alternative classes, programs and vocational workshops, the idea being to help divert students from the juvenile justice system.

II. What kinds of programs within the school system and community do you suggest?

Need to work harder to make current programs work.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Richard K. Jackson

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

Have a Project Divert funded through the California Council of Criminal Justice under Title I, Part C of the federal Omnibus Crime Control and Safe Streets Act of 1968.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Schools and federal agencies should complement each other. There should be no conflict for the basic overall objectives of the school district. Projects should be initiated by teachers and those working in close contact with students; not written by top-level administrators or district personnel.

School System Independent School District No. 30
 Name _____
 Address 301 East Adams Boulevard
Bartlesville, Oklahoma 74003

State Oklahoma

I. What is your system doing in delinquency prevention and control?

Have increased staff of secondary school counselors in recent years to attempt to assist young people to make wise decisions. Have pioneered projects in the state to provide computer-assisted counseling, drug abuse education, and effective teaching.

II. What kinds of programs within the school system and community do you suggest?

Programs that involve the school, the home and the young in order to close the communication gap.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Special programs for dropouts or potential dropouts who are unable to adjust to the regular school program are needed.

IV. What can LEAA do to assist local, state or regional school administrators?

Respondent: Richard K. Jackson

Position: Consultant

Welfare and Attendance

Azusa Unified School District

Population Size Served: 25,000-50,000

Code No. BE-244

Rank 3

Note: Information concerning Azusa Project Divert submitted with letter.

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

School principals, counselors and teachers work cooperatively in the delinquency problems in each school. Guidance and counseling are under the leadership of the Assistant Superintendent.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

(Respondent submitted brochures on Bartlesville Total Information Support System and Region IX Drug Abuse Education Project.)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The local school system does and should continue to determine the needs of local students. School personnel, therefore, should be free to make their own determination of need and upon formal application should be supported in obtaining the necessary grants to carry out their programs. Federal funding agencies have the unique opportunity of disseminating information on successful projects and coordinating the efforts of individual school systems.

Respondent: Mr. Wayne Richardson

Position: Assistant Sup't.

Population Size Served: 25,000-50,000

Code No. BE-245

School System Bismarck Public Schools State North Dakota
Name Mr. Robert Miller, Superintendent
Address Bismarck, North Dakota 58501

I. What is your system doing in delinquency prevention and control?

Operate a career awareness program under the auspices of the State Vocational Department and the Bismarck School Board. Invite each incoming sophomore to come with his or her parents to a summer conference arranged with a counselor at which the results of the general aptitude test battery and explained and interpreted to parent and student.

II. What kinds of programs within the school system and community do you suggest?

Sponsor programs that will bring student and adult institutions together. The city sponsors an Awareness House which includes medical doctors, police force officers, and school officials and students.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide more funds for the support of such programs.

IV. What can LEAA do to assist local, state or regional school administrators?

Make state and local organizations more aware of the functions and directions of LEAA.

EDUCATION AND DELINQUENCY PREVENTION

School System Bossier Parish School Board State Louisiana
 Name John McConathy, Superintendent
 Address P. O. Box 218
Benton, Louisiana 71006

I. What is your system doing in delinquency prevention and control?

Support a Drug Education Program, a Communicable Disease Program (emphasis on venereal disease), a Neighborhood Youth Corps Program, and emphasize a vocational and technical education effort. Have cooperative work programs and special education cooperative work program.

II. What kinds of programs within the school system and community do you suggest?

Would like to see more funds made available to hire more and better qualified probation officers and to improve and upgrade present probation officers. Employ a board or evaluation team to hear the probation officers at regular intervals concerning problems of their assignees. Board should have the authority to make decisions concerning the child such as changes in the child's schedule in school, or a change of schools, remove and re-assign a foster home for a child, recommend mental and physical health therapy, make changes in welfare allotments, send youth back to judge for re-hearing and possibly return to state training institute, take youth out of present environment and place him in a camp similar to an old CCC camp.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Employ probation officers trained in the cooperative work programs to aid in the reentry activities of juveniles returning to an ordinary environment.

IV. What can LEAA do to assist local, state or regional school administrators?

See Item II above.

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Larry Otterson, Bismarck High School, 700 7th Street, Bismarck, North Dakota.

Are there other persons that should be contacted?

Mr. Edmond Nuetzman, Area Social Service Center North on Hwy 83, Bismarck, N. Dak.
 Mr. David Fisher, Juvenile Commissioner Juvenile Court, Box 386, Mandan, N. Dak.
 Mr. Thomas McGurren, Burleigh County, Bismarck, North Dakota
 Mr. Thomas L. Brewster, Administrative Head, State Youth Authority, State Capital Building, Bismarck, North Dakota

VI. Do you have some proposals? What are they?

Experiment with a good functional employment service operated directly out of high school pupil personnel office.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Provide federal funds to local educational systems with as few strings attached as possible.

Respondent: Mr. Dale Thorstenson

Position: Guide Instructor

Population Size Served: 25,000-50,000

Code No. BE-249

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

School System Berea City School District State Ohio
Name _____
Address 390 Fair Street
Berea, Ohio

I. What is your system doing in delinquency prevention and control?

Seek to coordinate school system's efforts with the local community's and with Juvenile Court's representatives. Attempt to involve private citizens, municipal government councils, as well as police authorities, in the planning and implementation of programs designed to combat successfully the delinquency problems.

II. What kinds of programs within the school system and community do you suggest?

Varied programs that meet different types of delinquency but which follow a general approach of problem stating, problem investigating, problem plan of action, problem action implementation, problem results, and study of results.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Increase the number of probation officials to work with delinquents. Reduce the caseloads of probation officials to enable them to give increased time and to help youths on probation.

IV. What can LEAA do to assist local, state or regional school administrators?

Conduct studies in inner-cities, suburban and rural areas as to causes of delinquency and make study results available to school districts, communities, and juvenile authorities.

V. Who handles or supervises delinquency prevention activities in your system?

Billy Hudson, Supervisor of Child Welfare and Attendance, P. O. Box 218, Benton, LA 71006

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

"We all need to help bridge the gap between the federal government agencies, courts, correctional institutions and the public school system. Too many times, we are prone to find fault with each other rather than trying to find methods to help the juvenile which, after all, is our main concern."

Respondent: John McConathy

Position: Superintendent

Population Size Served: 25,000-50,000

Code No. BE-250

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

James E. Brennan, Supervisor, Special Services, Berea City School District, 390 Fair Street, Berea, Ohio

Are there other persons that should be contacted?

Chief Thomas A. Dease, Brook Park Police Department, Holland Road, Brook Park, Ohio 44142; Chief John Magerko, Middleburg Heights Police Department, Bagley Road, Middleburg Heights, Ohio 44130. (Respondent names several others in letter.)

VI. Do you have some proposals? What are they?

No response.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Do participate with federal funding agencies in some areas at the present time when funds are available. This funding is helpful in providing services to students that could not be offered without the assistance of federal funds. Believe that if federal funds were to be made available for programs designed to combat delinquency, such funds could be used advantageously to reduce delinquency.

Respondent: James E. Brennan

Position: Supervisor, Special Services

Population Size Served: 25,000-50,000

Code No. BE-252

School System Laramie County School District No. 1
Name Dr. Joseph E. Lutjeharms
Address Administration Bldg., 253 Prairie Avenue
Cheyenne, Wyoming 82001

State Wyoming

I. What is your system doing in delinquency prevention and control?

Operate a Youth-Tutoring-Youth Program for and by youth having special school problems. Presuppose that students helping other students may help overcome the major problems faced by both students. (Respondent submitted copy of article describing program.)

II. What kinds of programs within the school system and community do you suggest?

Same as defined above.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funding for similar tutorial programs.

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Ms. Carol Arnold, School District No. 1, Administration Building, Cheyenne, Wyoming 82001.

Are there other persons that should be contacted?

Mr. John Rogers, Law Enforcement and Planning Agency, 600 East 25th Street, Cheyenne, Wyoming 82001.

VI. Do you have some proposals? What are they?

An unfunded proposal on a Youth Development and Juvenile Delinquency Prevention Program submitted originally to Model Cities; funding was not received.

(Respondent has included an article on the policies and programs related to a Youth-Tutoring-Youth Program, a copy of its progress report and a copy of the Model Cities funding request referred to above.)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Carol Arnold

Position: Coordinator, Youth Development Program

Population Size Served: 25,000-50,000

Code No. BE-255

School System Clinton Community Schools
Name Richard R. Wegner, Superintendent
Address Clinton, Michigan 49236

State Michigan

I. What is your system doing in delinquency prevention and control?

Have a well-defined student code which follows the pattern submitted by the State Department of Education. Maintain a strict accounting of student attendance and punctuality. Enforce detention systems.

II. What kinds of programs within the school system and community do you suggest?

Well-structured administrative-teacher program of student control.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

"Would suggest all possible pressure be placed on court systems and other juvenile governing agencies making it easier to prosecute juvenile offenders."

IV. What can LEAA do to assist local, state or regional school administrators?

Carry on in-service training sessions for all concerned dealing with youth problems.

Rank 1

EDUCATION AND DELINQUENCY PREVENTION

School System Cuyahoga Falls City School District State Ohio
Name _____
Address Administrative Offices, 431 Stow Street
Cuyahoga Falls, Ohio 44221

V. Who handles or supervises delinquency prevention activities in your system?

Principals within each building.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Work cooperatively with federal funding agencies.

Respondent: Richard R. Wegner

Position: Superintendent

Population Size Served: 25,000-50,000

Code No. BE-256

I. What is your system doing in delinquency prevention and control?

Do not have any written programs per se in this area. Operate through a Pupil Service Team of psychologists, attendance officers, visiting teacher and other school staff people in work toward prevention of such problems.

II. What kinds of programs within the school system and community do you suggest?

Programs which have a more positive effect than the current ones operating which bring students into negative contact with court controls. Feel greater demands should be put upon behavior of youth and less upon child-centered attitudes evident within the court at the present time.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Office of the Visiting Teacher/Attendance Officer

Are there other persons that should be contacted?

Judge William Cannell, Juvenile Court, Summit County

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Philosophies need to be changed and major attention re-directed to preventive work. This will also demand a reorganizing of some family values.

Respondent: Malcolm J. Anderson

Position: Visiting Teacher/
Attendance Officer

Population Size Served: 25,000-50,000

Code No. BE-258

School System Denton Public Schools State Texas
Name Dr. James M. Benjamin, Superintendent
Address 1205 University Drive, West
Denton, Texas 76201

I. What is your system doing in delinquency prevention and control?

Strive to assist children in development of wholesome self-concept and equip youth with the skills necessary to work and live in a complex world. Operate under the theme of "Excellence With Kindness", also recognizing that the affective educational component of the public schools is terribly inefficient. Have guidance counselors at elementary and junior high levels to provide group experience in decision- and value judgment-making. Support a program called DASH (Denton At School Help) in which college youth spend 2-3 hours per week with an elementary or junior high school age student with the goal of providing child with a youthful model who will give him personal attention and assist in the development of his self image and toward school success. At the present time, approx. 300 college youth and 20 high school students assist other youth in this program. (Program has been in operation for 3 years and its results appear to be mixed; but it is reasonable and practical for school system).

II. What kinds of programs within the school system and community do you suggest?

Preventive programs that begin early. The respondent has little faith in remedial or rehabilitation type programs. Any program designed in prevention should contain components that would encourage parents to provide more positive directions for their children. Must find some way to reach those students who do not participate in extracurricular activities, school activities or other features of the educational experience.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Have developed proposals which have not been funded involving local law enforcement agencies, probation officers, child welfare personnel and public schools.

IV. What can LEAA do to assist local, state or regional school administrators?

Suggest all funding come through the state because small school systems have neither the time nor the resources to deal with federal funding agencies individually.

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Dr. James M. Benjamin

Position: Superintendent

Population Size Served: 25,000-50,000

Code No. BE-260

EDUCATION AND DELINQUENCY PREVENTION

School System Elkhart Community Schools State Indiana
 Name _____
 Address 2720 California Road
Elkhart, Indiana 46514

I. What is your system doing in delinquency prevention and control?

Attempt to secure the most qualified personnel possible for the instructional program. Operate a Drug Education and Counseling Program under the direction of a Drug Abuse Coordinator at the secondary level. Coordinator works closely with students, parents, social agencies and Community Relations Division of the Elkhart Police Department. Tied into a one-time counseling service by professional therapists from a local psychiatric center, an on-going adult and peer counseling program and crisis counseling through a 24-hour telephone switchboard. Peer counseling involved the use of students who have previously experienced drug experimentation. Operate an Officer Resource Program funded by the Indiana Criminal Justice Agency which provides 2 police officers serving as a link between the schools and the law. Have operated for the last 2 years a program emphasizing delinquency prevention and control; monies are used in a direct attempt to develop the necessary structure to help the pre-delinquent and delinquent teenager and his parent.

II. What kinds of programs within the school system and community do you suggest?

Those designed to bring together the various resources in the community in a concerted effort to deal with the delinquency problem.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Design programs which can assist in the formation of structure for the youth when delinquency tendencies first appear. Program must be started early, be broad in scope and encompass the resources of the local community. Parents or parent substitutes must be included in any approach of meaning. Provide valuable assistance to local school administrators by encouraging and funding productive programs and serving as a clearinghouse for methods which work. Promote carefully planned conferences designed to bring together people and resources.

Rank 5

EDUCATION AND DELINQUENCY PREVENTION

School System Findlay City Schools State Ohio
 Name _____
 Address _____
Findlay, Ohio

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Michael Oyer, Chief Probation Officer, 315 South Second Street, Elkhart, IN 46514;
 Keith Harder, Director, Youth Service Bureau, 501 S. 4th St., Elkhart, 46514; Thomas
 Sherron, State Parole Agent, 1212 Prairie, Goshen, IN; Ed Ghrist, Juvenile Division,
 Elhart Police Dept., 133 E. Franklin St., Elkhart, IN.

VI. Do you have some proposals? What are they?

Seek additional funding for the Community Junior High School Project at a time
 when the school budget is being cut back by \$400,000.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

system

The role of the educational system to federal funding should be like the relationship of the school system to the Indiana Criminal Justice Agency in the past two years. They have generously funded and encouraged the project and permitted the school system to use additional local resources in the development and implementation of the project. They have required the respondent to attend orientation sessions and to give written and oral information and explanations of the project to Area 1 of the Indiana Criminal Justice Agency as well as the Task Force on Juvenile Delinquency for the State of Indiana. They have evaluated the program by visitation, observation, interviews, and quarterly reports.

Respondent: Louis M. Kauffman

Position: Director

Department of Pupil Services

Population Size Served: 25,000-50,000

Code No. BE-264

I. What is your system doing in delinquency prevention and control?

Provide the normal educational activities of counseling for both parents and pupils. Have secondary principals, guidance counselor, and Superintendent of Schools meet periodically at luncheon meetings with representatives of Findlay City Police Department, Hancock County Sheriff's Department, Hancock County Juvenile Court, and representative administrators for mutual discussions of delinquency prevention and control.

II. What kinds of programs within the school system and community do you suggest?

Have no suggestions to offer concerning the kinds of programs that might meet delinquency problems, either within the school system or community.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Have no answer.

IV. What can LEAA do to assist local, state or regional school administrators?

Have no answer.

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

School System	<u>Florence Public Schools, District No.1</u>	State	<u>South Carolina</u>
Name	<u>Mr. Henry L. Sneed, Jr., Sup't</u>		
Address	<u>109 West Pine Street</u>		
	<u>Florence, South Carolina 29501</u>		

V. Who handles or supervises delinquency prevention activities in your system?

No one person is authorized to speak for the Findlay City Schools concerning delinquency prevention. The person most close to the subject is Mr. Glenn Charles, Principal, Findlay Senior High School, 1200 Broad Avenue, Findlay, Ohio 45840.

Are there other persons that should be contacted?

Judge Robert Payne, Probate Court of Hancock County, Findlay, Ohio.

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Information concerning the availability of federal funds has not been readily disseminated to the schools in this area. Believe a real service could be performed by providing information on such possibilities.

Respondent: Robert Baker

Position: Superintendent

Population Size Served: 25,000-50,000

Code No. BE-268

I. What is your system doing in delinquency prevention and control?

Would like to establish a boarding home where problematic youth could be placed in a different environment for an extended period of time and work toward a settlement of a sense of value and moral responsibility.

Maintain a recreational program to cooperate with family court in the district. Work with local and state law enforcement personnel, local parent teachers associations, and other groups in the attempt to assist children in adjustments.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

EDUCATION AND DELINQUENCY PREVENTION

School System Lee County District School Board State Florida
 Name Ray L. Williams, Superintendent
 Address County Courthouse
Fort Myers, Florida 33901

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

I. What is your system doing in delinquency prevention and control?

Nothing unusual. Do the regular routine-type of action. Have six visiting teachers for a population of 23,000 students. Check all reported cases of delinquency by home visits. Take remedial action where possible. Work in close cooperation with County Juvenile Counselors.

II. What kinds of programs within the school system and community do you suggest?

Need a better system of discipline control than "our archaic system of suspensions". Suspension usually aggravates delinquency than solves it. Work-study programs help some but do not always serve students with no motivation toward anything either academic or work-oriented. Recommend a special school with a wide variation of programs and a strong counseling staff; however, money is too scarce to implement such a program locally.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Assist in the development of a common philosophy which both law enforcement agencies and schools can accept. Provide plan guidelines that would make reentry more effective.

IV. What can LEAA do to assist local, state or regional school administrators?

Plan workshops at the local level where school, county, city counselors, principals, visiting teachers, and law enforcement officers could work together to bring all viewpoints into focus.

Respondent: Henry L. Sneed, Jr.

Position: Superintendent

Population Size Served: _____

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Joseph Capshaw, Director, Pupil Personnel, Lee County Schools Annex, 2235 First Street, Fort Myers, Florida 33901.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Yes, are considering a special school for students with disruptive behavior or who have been suspended.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

"It is necessary that we have federal funding in order to carry out programs needed for the disadvantaged and the students of all levels with special problems. It would be much more efficient if the funds could be used for what they are needed instead of categorical."

Respondent: Ray L. Williams

Position: Superintendent

Population Size Served: County

Code No. BE-270

School System Gloucester City Public Schools State New Jersey
 Name Dr. Thomas W. Sykes, Superintendent
 Address Gloucester City, NJ 08030

I. What is your system doing in delinquency prevention and control?

Operate on the community education concept which provides many types of "after school hours" programs. Schools are open through the evening and Saturday. Attempt to educate the entire community from pre-school to golden age. Strive to keep juveniles busy in constructive tasks.

II. What kinds of programs within the school system and community do you suggest?

See answer I.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide information to local police on the value of enforcing present laws on the book, offer publications to school guidance counselors in the field of delinquency, provide counseling support in a Big Brother style for delinquents.

IV. What can LEAA do to assist local, state or regional school administrators?

Assist school personnel in getting community leaders to understand the possible consequences and assistance which can be rendered delinquents if they are identified early in their lives.

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?

School principals and guidance counselors.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Provide funds to school systems for work in the delinquency area.

Respondent: Thomas W. Sykes

Position: Superintendent

Population Size Served: 25,000-50,000

Code No. BE-274

School System Greeley Public Schools State Colorado
Name Dr. Kenneth E. Ripple, Superintendent
Address 811 - 15th Street
Greeley, Colorado 80631

I. What is your system doing in delinquency prevention and control?

Have minimal direct involvement in the field of delinquency prevention and control. Have recently agreed, however, to cooperate with a newly organized Youth Service Bureau. Work cooperatively with the Juvenile Court, providing a liaison officer to serve at the pleasure of the court. Maintain working relationships with probation and parole departments in an attempt to communicate with necessary school personnel in 16 other school districts in the judicial district when necessary.

II. What kinds of programs within the school system and community do you suggest?

Those which encourage the education of the community in general and school personnel in particular regarding delinquency problems affecting youth. Those which overcome the idea that delinquent behavior is only a concern for police and the courts. Those which inform or sensitize school personnel to the problems of the child in trouble..

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

See II above.

IV. What can LEAA do to assist local, state or regional school administrators?

Assist school administrators through closer communication as to present programs, procedures, institutions, needs and general philosophies of prevention and correction. Be aware that the area of delinquent behavior is probably toward the bottom of educator preparation.

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

School System Gulfport Municipal Separate School Dist. State Miss.
Name Gulfport, Mississippi
Address _____

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Charles M. Smith, Supervisor of Pupil Services

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Hope that the relationship of the local school district to federal funding agencies would be cooperative. All too frequently, there appears to be a competitive atmosphere established rather than one of cooperation and coordination. Local priorities and community needs should be considered. Seems unfortunate to force school systems into competition with other communities for projects which have little relationship to their own.

Respondent: Charles M. Smith

Position: Supervisor of Pupil Services

Population Size Served: 25,000-50,000

Code No. BE-275

I. What is your system doing in delinquency prevention and control?

Operate a continuing education center for five public school districts in Harrison County as a cooperative venture between the public schools and the Harrison County Family Court. The main thrust is oriented to getting dropouts back into regular school programs and indirectly to aid in the prevention of juvenile delinquency. Eligibility is limited to dropouts or potential dropouts who have been suspended or expelled or have indicated academic failure. Gear the educational program to the individual needs of each student as materials and equipment will permit.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Judge Lawrence Senski, Harrison County Family Court, Gulf Port, Miss. 39501

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Mr. Mercer Miller

Position: Assistant Sup't.

Population Size Served: _____

Code No. BE-276

School System Hazleton Area School District State Pennsylvania
Name _____
Address 950 Peace Street
Hazleton, Pennsylvania 18201

I. What is your system doing in delinquency prevention and control?

Present representatives of the State Police Motor Vehicle Division, State Police Juvenile Division, municipal officials and county officials to entire student bodies of three high schools and six junior high schools on occasion.

II. What kinds of programs within the school system and community do you suggest?

Same as I above.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

None.

IV. What can LEAA do to assist local, state or regional school administrators?

LEAA could suggest to HEW that units of study on law, law enforcement or the like be incorporated into the regular school curriculum at both junior and senior high school levels.

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Michael Minor, Vice-Principal, Hazleton High School, 9th & Wyoming Streets, Hazleton High School, Hazleton, Pennsylvania 18201.

Are there other persons that should be contacted?

Capt. Stephen Gondell, Juvenile Division, Hazleton City Hall, Hazleton, PA 18201; Lt. Joseph Calabrese, Juvenile Division, Hazleton City Hall, Hazleton, PA 18201; Robert Roman, Juvenile Probation Officer, Luzerne County Courthouse, Wilkes-Barre, PA.

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

School system must channel programs to the state.

Respondent: Lawrence E. Evangelista

Position: Director of Curriculum

Population Size Served: 25,000-50,000

Code No. BE-278

School System Hobbs Municipal Schools State New Mexico
 Name _____
 Address P. O. Box 1040
Hobbs, New Mexico 88240

I. What is your system doing in delinquency prevention and control?

Work at delinquency prevention and control system-wide but with particular emphasis at secondary level (grades 7-12). Primary emphasis of prevention and control rests with high school deans, secondary school counseling and guidance personnel, attendance counselors, drug abuse education coordinator, school nurse personnel, school principals and assistant principals, and classroom teachers. Offer approximately 140 courses grouped at three ability levels with additional offerings of vocational education in an effort to meet the educational needs of all students. Have no formal prevention and control program in the school system structure solely for prevention and control of delinquency. Believe the best programs for meeting the delinquency problem are in the areas of counseling and vocational education with the schools and community working together.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

LEAA can assist by sponsoring institutes and workshops for school personnel, distributing educational materials to schools for the use of school personnel, conducting research on delinquency problems and reporting the findings to the school systems, directing attention of the public to the significant change in the school system in our society which no longer makes it mandatory for a person to complete 12 years of school in order to be a productive and happy individual, and enlisting the understanding and support of the U.S. Department of Labor in relaxing work rules for students under 14 years of age, support an understanding of business and industry in working with school systems for joint sponsorship of vocational education.

IV. What can LEAA do to assist local, state or regional school administrators?

Work nationwide to foster a cooperative type of relationship between law enforcement agencies and the school system and to build the image of law enforcement personnel in the eyes of students. Provide more information about careers in law enforcement and place greater stress upon law enforcement as a rewarding and meaningful career.

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Joe Green, 1515 East Sanger Street, Hobbs Municipal Schools, Hobbs, NM 88240.

Are there other persons that should be contacted?

Capt. Robert R. Baree, Hobbs Police Department, Hobbs, NM 88240; Mr. Bob Carlton, Juvenile Officer, 805 N. Linam, Hobbs, NM 88240; Dr. Jody C. Smith, President, New Mexico Junior College, Lovington Highway, Hobbs, NM 88240.

VI. Do you have some proposals? What are they?

Have submitted no proposals to date. Desire information as to how this should be done and concerning what funds are available.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The Hobbs Board of Education believes that any federal funds received by the school district should be with no "strings attached", other than ordinary fiscal control and ethical expenditure of the funds. The relationship with federal agencies should be one of mutual respect.

(Respondent submitted copy of Hobbs Municipal School Student Discipline Policy, Children's Code: Penalty Assessment Misdemeanor, and Black and Gold Handbook.)

Respondent: R. N. Tydings

Position: Superintendent

Population Size Served: 25,000-50,000

Code No. BE-279

School System Iowa City Community School District State Iowa
Name _____
Address 1040 William Street
Iowa City, Iowa 52240

I. What is your system doing in delinquency prevention and control?

Provide more learning alternatives to meet the educational needs of individual youths. Are seeking to make relationships with students more humane.

II. What kinds of programs within the school system and community do you suggest?

Cooperate currently with a regional planning agency and a local non-profit agency sponsoring a counseling-oriented youth center (currently funded by LEAA). Suggest better coordination and utilization of all agencies relating to youth. Encourage development of Youth Service Bureaus. Expand career education opportunities along with training of staff to be more effective working with delinquent youth.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funds for innovative pilot projects. Expand funding for programs other than for adjudicated youth. Encourage projects that receive funds from different agencies and thus support an interdisciplinary approach to delinquency prevention. Overcome the redtape involved in many cooperative funding efforts.

IV. What can LEAA do to assist local, state or regional school administrators?

Disseminate information on successful projects. Allow less local control in funding guidelines in order to overcome current trends locally which emphasize hardware for police and programs only for adjudicated youth.

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

School System Janesville Public Schools State Wisconsin
 Name Office of Superintendent
 Address 315 South Jackson Street
Janesville, Wisconsin 53545

V. Who handles or supervises delinquency prevention activities in your system?

M. D. Harding, Director, Pupil Personnel Services; however, no one school official has been so designated.

Are there other persons that should be contacted?

Jeff Schabillian, President, United Action for Youth, 20 Evans St., Iowa City, IA;
 Bob Hilgenberg, Johnson County Regional Planning, 22½ S. Dubuque, Iowa City, IA.

VI. Do you have some proposals? What are they?

Are working on a proposal for a Youth Service Bureau.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The educational system and funding agencies should agree on specific goals and beyond that the funding agencies' main concern should be accountability and evaluation.

Respondent: M. D. Harding

Pupil Personnel Services

Position: Director

Population Size Served: 25,000-50,000

Code No. BE-280

I. What is your system doing in delinquency prevention and control?

Proposed a model delinquency prevention program in ninth grade social studies at Edison Junior High School in Janesville, entitled the HASPEG Citizenship Laboratory, supported by regional evaluators but did not receive funding from the State Council on Criminal Justice. Are operating a community action phase of the program that was not funded in an effort to turn potential juvenile delinquents around. Implement at the junior high level the Wisconsin Bar Association's pamphlet and Lawyer-Speaker Series on "You and the Law".

II. What kinds of programs within the school system and community do you suggest?

Suggest delinquency prevention through curriculum structured programs. Recommend total community involvement through application processes for federal or state funds striving for innovative programs.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Cooperation of justice agencies and educational institutions through a board set up in the community to coordinate projects of agencies that come into contact with juveniles on various levels. Recognize that the juvenile commits his second largest block of time to the educational institution (excepting dropouts). Eliminate biases from funding procedures. Encourage personnel in the area to understand the long-range commitment of the idea of prevention. Separate funds for delinquency prevention projects from those gained in competition with criminal justice agency applicants. Recognize that prevention must be approached on a different level than rehabilitation or treatment.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: R. H. Williams

Position: Social Studies Coordinator

Population Size Served: 25,000-50,000

Code No. BE-281

School System School District of Joplin, R-VIII
Name Jack F. Allman, Superintendent
Address 1717 East 15th Street
Joplin, Missouri 64801

State Missouri

I. What is your system doing in delinquency prevention and control?

Counsel students as their discipline problems increase while cooperating fully with the juvenile authorities in both city and county. Are often uncertain as to whom the school system should contact (i.e., parents, juvenile authorities, mental health clinic, or personal physician).

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 1

EDUCATION AND DELINQUENCY PREVENTION

School System Office of Superintendent of Schools State Florida
Name Armando J. Henriquez, Superintendent
Address Monroe County
Key West, Florida

I. What is your system doing in delinquency prevention and control?

Due to the workload of his staff, the respondent indicated that it would be impossible for him to furnish the information requested.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

An attendance officer, school nurses and guidance counselors work at all levels of the school system with children with a high frequency of discipline problems.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Jack F. Allman

Position: Superintendent of Schools

Population Size Served: 25,000-50,000

Code No. BE-282

Rank 0

V. Who handles or supervises delinquency prevention activities in your system?

School System Kirkwood School District, R-VII State Missouri
Name Dr. W. A. Shannon, Superintendent
Address Board of Education, 516 S. Kirkwood Road
Kirkwood, Missouri 63122

Are there other persons that should be contacted?

I. What is your system doing in delinquency prevention and control?

Operate counseling, teaching, advising and parent consultation services.
Cooperate with juvenile, civil and criminal courts.

VI. Do you have some proposals? What are they?

II. What kinds of programs within the school system and community do you suggest?

Suggest alternative schools in the community so planning, staffing, teaching, guiding and evaluating may be established by LEAA in local public schools with funds provided by LEAA.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Assist public schools in working with the problem earlier than is currently done by LEAA support. Assist school systems to operate alternative schools.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide funds for alternative school educational programs.

Respondent: Ned A. Simmons

Position: Asst. Superintendent
for Elementary Instruc-
tion

Population Size Served: 25,000-50,000

Code No. BE-283

Rank 1

EDUCATION AND DELINQUENCY PREVENTION

School System Lodi Unified School District State California
Name _____
Address 815 West Lockeford Street
Lodi, California 95240

V. Who handles or supervises delinquency prevention activities in your system?

Do not have one specific person handling these activities.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Would like to develop a proposal on an alternative school but know of no source for federal educational funds.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The proper role and/or relationship of the educational system to federal funding agencies is one of cooperation and planning, operating, financing and evaluating programs for children, youths and adults of common interest, concern and need.

Respondent: Dr. W. A. Shannon

Position: Superintendent

Population Size Served: 25,000-50,000

Code No. BE-284

I. What is your system doing in delinquency prevention and control?

Attempt to prevent delinquency by developing and maintaining meaningful educational programs. Operate such special programs as those for the educationally handicapped, the educably retarded and/or pregnant minors. Have a Continuation School for students who cannot adapt to the regular high school program. Have opportunity classes for 7th and 8th graders who are unmotivated. Strive to keep children and youth in school through relevant programs, counseling, and when necessary, law enforcement procedures. Emphasize career education and vocational education with the objective of providing each graduate with a saleable skill.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

School System Longbranch Public Schools State New Jersey
 Name Mr. William H. Meskell, Sup't.
 Address 391 Westwood Avenue
Longbranch, New Jersey 07740

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

I. What is your system doing in delinquency prevention and control?

Monitor activities of junior and senior high school students very carefully. Share in community project entitled Youth Horizons which serves youths ages 12 to 18. Funded by State Law Enforcement Agency, the project theoretically involves all students in the junior and senior high schools. Has sponsored such things as dialogue sessions between students and police.

II. What kinds of programs within the school system and community do you suggest?

Sponsor programs encouraging police, teachers and other authorities' dialogue with youth. Provide part-time employment opportunities for youth in the community in either of the private or public sectors.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide some method of developing part-time jobs for students during the school year and summer employment to reduce delinquency.

IV. What can LEAA do to assist local, state or regional school administrators?

Assist local school districts by providing funds for various employment and work-programs.

Respondent: James O. Linn

Position: Asst. Superintendent

Population Size Served: 25,000-50,000

Code No. BE-289

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Entire administrative team of the school system. H.S. Principal John E. Dugan has probably more responsibility than others.

Are there other persons that should be contacted?

Mr. Bo Reeves, Director of Youth Horizons, 180-182 Broadway, Longbranch, New, Jersey 07740.

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Need to reduce problem of uncertainty of funding and lessen the maze of paper work involved in obtaining funding. Intensify efforts in the work-study and youth employment areas by making part-time summer jobs available in the public sector; consider subsidizing some jobs even in the private sector.

Respondent: Mr. John E. Dugan

Position: Principal

Longbranch High School

Population Size Served: _____

Code No. BE-290

School System Lamphere Schools
 Name Dr. Lawrence H. J. Valade, Superintendent
 Address 235 East 13 Mile Road
Madison Heights, Michigan 48071

State Michigan

I. What is your system doing in delinquency prevention and control?

Sponsor in conjunction with a neighboring school system and city government two youth programs. One is a Crisis Center and the other a Center for Youth Activities. Cooperate with qualified youth-assigned police officers. Use both safety patrols and service squads to maintain order among children on their way to and from school and within the building. Provide home and family services by way of school social worker and diagnostician. Provide normal comprehensive educational program including extracurricular activities. Offer a sixth grade unit on Law and Legal Education. Cooperate with local police lecturer program.

II. What kinds of programs within the school system and community do you suggest?

Need youth centers with proper staffing. Suggest an intensive social work agency to assist families evidencing problems in their dealings with children.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide assistance to schools in dealing with problems of drug use, vandalism, and problems of truancy. Provide pertinent literature for parents, children and teachers.

IV. What can LEAA do to assist local, state or regional school administrators?

Unaware of the scope and goals of LEAA. Provide school systems with information concerning possible LEAA funding activities.

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

School System Jackson County Intermediate Education District State Oregon
Walter A. Commons, District Superintendent
1133 South Riverside
Medford, Oregon 97501

V. Who handles or supervises delinquency prevention activities in your system?

Principals or acting principals and teachers.

Are there other persons that should be contacted?

Officer Bernard Machrina, Madison Heights Police Department, Madison Heights, Michigan 48071.

VI. Do you have some proposals? What are they?

(Respondent has submitted booklet on "The Law in Improving Society," which is primarily a book of essays.)

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

If programs are to be funded for the prevention of delinquency, believe a conference of those agencies most vitally concerned should be promoted. Provision for adequate funding should be incorporated in order to buy time to do the job that must be done. Believe that efforts and funds should be devoted to evident needs rather than simply fostering further studies. Relationship of federal and school agencies should be a cooperative one with support and information being provided to both sides.

Respondent: Dr. Lawrence H. J. Valade

Position: Superintendent

Population Size Served: 25,000-50,000

Code No. BE-291

Rank 4

I. What is your system doing in delinquency prevention and control?

Have 12 elementary teachers designated as resource teachers to work with small numbers of identified, potential delinquent under-achievers. Operate an academic seminar at one of the two junior high schools working in a manner similar to the resource teacher approach used at elementary level, but only in academic subjects. Attempt to integrate the identified child into the elective program of the school. Operate a junior high school Behavior Intervention Program (BIP) sponsored by LEAA and directed by the Jackson County Intermediate Education District in cooperation with the Jackson County Juvenile Department. Program aims to reduce the number of referrals to the Juvenile Department; identify and work with potential delinquent children, academic under-achievers, their parents and teachers; promote cooperation and understanding between parents and teachers; provide individual and group counseling for all children brought into program; provide staff with insight into the life of the "acting-out" child, his school, and familial relationships; and provide liaison between the school and interested community agencies (program began in schoolyear 1972-73). Two junior high school deans do some crisis counseling with pre-delinquent and delinquent children; however, the elementary and junior high schools do not have counseling programs. Have two deans and four counselors at each of two high schools to work with delinquent and pre-delinquent children on matters of discipline, Selective Service counseling, and vocations, on a ratio of 1 to 400 students. Operate speech correction and tutoring programs. Have a Volunteers in Medford Schools (VIMS) program involving mothers or retired people who often work with pre-delinquents or under-achievers.

II. What kinds of programs within the school system and community do you suggest?

Programs which permit reduction of teaching loads and an emphasis upon the child's needs. Those which provide greater counseling opportunities for all children from pre-school through high school. Outreach programs that may be made available to parents by the school. Coordinate the community's existing agencies that are concerned with human resources to eliminate duplication of effort and waste. Those providing leadership necessary to coordinate "teams" from the concerned agencies in a positive mental health outlook for the community. Sponsor a misdemeanor parole and probation program at the District Court level in order to lessen bitterness, hatefulness, and overcrowding. Those which might expand the Juvenile Department work programs.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Continue financial support and provide inspiration. Encourage experimentation with alternative education programs; elaborate and expand counseling programs and pupil services; provide the means to individualized curriculum; and seriously consider the previous suggestions mentioned above.

EDUCATION AND DELINQUENCY PREVENTION

School System Board of Education, School District 67
Name _____
Address 9401 Waukegan Road
Morton Grove, Illinois 60053

State Illinois

IV. What can LEAA do to assist local, state or regional school administrators?

Assist with research, offer seminars and provide training sessions for teachers, administrators, and interested community members. LEAA should facilitate closer inter-agency cooperation to take advantage of all the community's resources in its fight with deviant behavior. Close inter-agency cooperation/coordination would do away with much waste and shot-gunning of efforts and public funds.

V. Who handles or supervises delinquency prevention activities in your system?

Don Darneille, Director of Secondary Education

Are there other persons that should be contacted?

Lauren Sawyer, Circuit Court Judge, Jackson County Courthouse, Medford, OR;
George Brown, Director, Juvenile Department, 1504 Armory Drive, Medford, OR;
Dick Munn, Supervisor, Children's Services Division, 843 E. Main, Medfore, OR;
Ralph Humphrey, Director of Instructional Programs;
Charles Winger, School Psychologist, Jackson County Intermediate Education District, 1133 S. Riverside, Medford, OR.

VI. Do you have some proposals? What are they?

N/R

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

LEAA has the role of funding projects and helping the local community with research and moral support. The community has the resources to make change in the area of delinquency and deviant behavior; however, necessary people need to be free to research, plan, and implement programs.

Respondent: Charles I. Winger

Position: Certified
School Psycho-
logist

Population Size Served: 25,000-50,000

Code No. BE-295

I. What is your system doing in delinquency prevention and control?

Have employed fulltime social worker for our elementary district of 1400 students located in three buildings. Individual serves Saturdays as Youth Director in the Juvenile Department of the local Police Department.

II. What kinds of programs within the school system and community do you suggest?

A K-8 drug abuse program as part of the science curriculum. Also make it possible for law enforcement officers to speak to students on topics of citizen responsibilities as they relate to law and order.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Support programs enhancing the improvement of delinquent's self-image and provide greater opportunities for academic and other kinds of success.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide schools with more resources to accomplish suggestions above.

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Richard Zembron, Visiting Counselor & Social Worker
Golf Junior High
9401 Waukegan Road
Morton Grove, IL

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Desire the assistance of federal sources; however, the procedural, accounting, funding, and other prerequisites cause much frustration within the educational community.

Respondent: Mr. W. Stoutt

Position: _____

Population Size Served: 25,000-50,000

Code No. BE-301

EDUCATION AND DELINQUENCY PREVENTION

School System Muskegon Public Schools State Michigan
Name _____
Address _____
Muskegon, Michigan 49440

I. What is your system doing in delinquency prevention and control?

Respondent indicated the general range of his personal involvement at various locations throughout the country and more recently as President of the Board of Directors of the Maurice Spear campus, designed specifically to work with delinquent youth in one of the southern counties of Michigan.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 0

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: W. L. Austin

Position: Superintendent

Population Size Served: 25,000-50,000

Code No. BE-302

EDUCATION AND DELINQUENCY PREVENTION

BE-303

School System Needham Public Schools State Massachusetts
Name _____
Address 1330 Highland Avenue
Needham, Massachusetts 02192

I. What is your system doing in delinquency prevention and control?

Have no formal program as such. Do have units in health, including drugs, from grades 6-12. Provide studies in junior high and commercial law, history, sociology at home and family living based on lessons in conflict theories.

II. What kinds of programs within the school system and community do you suggest?

Those which provide for close cooperation and participation of adults and students in and out of the school setting with supportive assistance from social services agencies and the police department.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide aid for procuring up-to-date audiovisual materials dealing with these problems.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide information concerning successful programs and materials which might be duplicated in local agencies.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

The principal of each school whose judgment is subject to review by the Superintendent of Schools and the School Committee.

Are there other persons that should be contacted?

Needham Youth Commission, Needham, Massachusetts 02192.

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Policing of school property should be a matter for cooperation between school and police department. Matters of wider implication such as drugs, car thefts, great increase in venereal disease, would necessarily call for close contact and communication between school, police, probation system, juvenile courts and other agencies at the state level. Believe, however, that the school department should not call for special federal funding on matters having to do with law enforcement.

Respondent: Asa Small

Position: Asst. Superintendent
of Schools

Population Size Served: 25,000-50,000

Code No. BE-303

CONTINUED

4 OF 6

EDUCATION AND DELINQUENCY PREVENTION

School System North Chicago Community High School State Illinois
Name Board of Education, District No. 123
Address 1717 - 17th Street
North Chicago, IL 60064

I. What is your system doing in delinquency prevention and control?

Has offered a positive school program for 19 years. Selects staff on the basis of their ability to communicate with students and set a good example. Design and maintain an extracurricular program to assist to think in positive rather than negative terms. Provide special personnel, social workers, and guidance counselors to work with students.

II. What kinds of programs within the school system and community do you suggest?

Believe elimination of the dress code has undermined the school's ability to influence students and to maintain discipline.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Programs designed to bring court and school into cooperative working relationships.

IV. What can LEAA do to assist local, state or regional school administrators?

Give the schools more authority in running their schools.

Rank 4

V. Who handles or supervises delinquency prevention activities in your system?

Assistant Principal with the assistance of other special staff members.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Give funds to schools without strings attached. Believe if the money is available and the goals are outlined that the school can do the necessary job.

Respondent: Mr. Lester J. Harman

Position: Superintendent

Population Size Served: 25,000-50,000

EDUCATION AND DELINQUENCY PREVENTION

School System Oceanside Unified School District State California
Name _____
Address 2111 Mission Avenue
Oceanside, California

I. What is your system doing in delinquency prevention and control?

Due to re-organization, this school district no longer exists.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 0

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Alfred D. LaFleur

Position: Asst. Superintendent,
Administrative Services

Population Size Served: 25,000-50,000

EDUCATION AND DELINQUENCY PREVENTION

School System Peabody School Department State Massachusetts
Name Robert S. Ireland, Superintendent
Address Peabody, Massachusetts 01960

I. What is your system doing in delinquency prevention and control?

Have two full-time school adjustment counselors who work with pupils in elementary grades and as consultants at the junior and senior high school levels in order to identify delinquent and pre-delinquent students as soon as possible at an early age level. Personnel in the Department of Student Personnel Services assist problem students and attend court sessions when they involve any student within the system.

II. What kinds of programs within the school system and community do you suggest?

Conduct weekly meetings with a consulting psychiatrist in matters pertaining to delinquent students. Work with parents to discuss their children's problems and school phobics.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funding for contracting services not readily identifiable to the school system. Support reentry communication programs which provide better liaison information between detention centers and the school systems. Provide ideas and funds for pre-programming of returning youth in schools and community prior to release.

IV. What can LEAA do to assist local, state or regional school administrators?

Organize local, regional and state schools and urban channels and some programs for individuals, structured for each person's needs.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Miss Mary A. Sweeney, Director of Student Personnel Services.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Are investigating funding for contracting supportive help for agencies such as Northshore Guidance Clinic in Salem and J. B. Thomas Psychiatric Unit.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Since the problems of each community may be unique, each system should be able to draw their own proposals and seek funding to implement these programs with constant communication with regional programs to tie into one another.

Respondent: Mary Sweeney

Position: Director of Student Personnel Services

Population Size Served: 25,000-50,000

EDUCATION AND DELINQUENCY PREVENTION

School System Sequoia Union High School District State California
 Name _____
 Address 480 James Avenue
Redwood City, California 94063

I. What is your system doing in delinquency prevention and control?

Work with all outside agencies in an effort to keep all students in an educational setting and to meet individual needs. Are developing a group program to assist those having academic difficulties at one of the system's schools; emphasis is placed on cultural awareness and functional strategies. Intervene to assist youth through counseling with students, parents, and school officials. Have a district mechanism for truancy hearings. Cooperate with state mandate and instruction regarding programs pertaining to alcohol, narcotics, dangerous drugs and safety education. Provide a drug counselor, campus aide, and school-community liaison within the school system. Place strong emphasis on counseling.

II. What kinds of programs within the school system and community do you suggest?

Those that provide for qualified counselors and social workers at the elementary level with follow-up programs as the students move through the educational system. Programs for group counseling at freshman level. Group guidance opportunities for students identified as delinquent or pre-delinquent. Broaden the existing youth law enforcement programs and continue "involvement of law enforcement in lieu of referral to probation."

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Make research material available to interested parties and provide or locate funds to support programs of value. Fund community projects that work with the family and school as the focal point. Make funds available for special delinquency prevention and control programs.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide information on programs that work to other school systems. Provide resource personnel for such efforts; consultants and evaluation when requested.

V. Who handles or supervises delinquency prevention activities in your system?

Vice-Principal-Dean and Vice-Principal-Guidance at each school; County Schools Office and Local Schools Office of Welfare and Attendance.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Have ideas for development if funding were available. Have under consideration alternative plans for students not motivated to attend school.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Give money back to the local areas so that they can work on the problems without so much redtape. Educational systems should apply for federal funding to meet the costs of developing and carrying out of special programs which could not otherwise be planned, instituted and implemented by school and/or district funds.

(Report supplied by several respondents. Also submitted were minutes of a Student Personnel Services staff meeting, "Notes for Contract Discussion", document on "Proposed Team Approach to Student and Adjustment Problems," forms used at outcome of District Truancy Hearing, information about juvenile delinquency activity in the District, copy of "Student Behavior Policy", and an annual report of the Department of Student Personnel Services.)

Respondent: T. W. Stephens

Position: Director, Student
Personnel Services

Rank 4

Population Size Served: 25,000-50,000

Code No. BE-320

EDUCATION AND DELINQUENCY PREVENTION

School System Stillwater Public Schools State Oklahoma
Name _____
Address 314 South Louis
Stillwater, Oklahoma 74074

I. What is your system doing in delinquency prevention and control?

With exception of the existing Drug Abuse Education Program, the system does not have a formalized course offered in juvenile delinquency. Cover various aspects of the subject in psychology and sociology classes.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Am not familiar with LEAA and its functions.

IV. What can LEAA do to assist local, state or regional school administrators?

Assist local educational agencies in making needs assessments including the identification of objectives, activities, and evaluation procedures.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Have no single individual charged with handling juvenile delinquency prevention activities. Principals work closely with county and regional agencies.

Are there other persons that should be contacted?

Jim Lunsford, Director of Counseling Services, Juvenile Court, Payne County Courthouse, Stillwater, OK.

VI. Do you have some proposals? What are they?

Do not have any proposals but are cooperating with Prof. Don Fromme, Department of Psychology, Oklahoma State University on a project related to this.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Feel that the proper role for educational agencies in relationship to federal funding is one that is indirect and coordinated through the Oklahoma State Department of Education. The respondent sees very little need for local educational agencies to work directly with the federal government in educational activities. Education is a function of the state.

Respondent: Wesley Beck, Jr.

Position: Asst. Superintendent

Population Size Served: 25,000-50,000

EDUCATION AND DELINQUENCY PREVENTION

School System Temple City Unified School District

State California

Name _____

Address 9516 East Longden Avenue

Temple City, California 91780

I. What is your system doing in delinquency prevention and control?

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 0

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Sgt. Fred Price, Los Angeles County Sheriff's Department, 211 Temple, Los Angeles, CA 90000

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Robert E. Lundgren

Position: Asst. Superintendent, Personnel & Projects

Population Size Served: 25,000-50,000

EDUCATION AND DELINQUENCY PREVENTION

BE-327

School System School District of the City of Troy State Michigan
Name Paul G. Liddicoat, Superintendent
Address 120 Hart Street
Troy, Michigan 48084

I. What is your system doing in delinquency prevention and control?
Cooperate with a local Troy Youth Protection Association, a branch of the Oakland County Probate Court, to give assistance to youth with problems which could possibly lead to juvenile delinquency and crime. Provide a fulltime caseworker for counseling of troubled youths. Have adopted a student code which provides some assistance in solving delinquency problems.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?
School principals are responsible for delinquency prevention.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Boyd R. Larson

Position: Asst. Superintendent
of Secondary Education

Population Size Served: 25,000-50,000

EDUCATION AND DELINQUENCY PREVENTION

BE-328

School System Urbana School District 116
Name Eugene R. Howard, Superintendent
Address 1704 East Washington Street
Urbana, Illinois 61801

State Illinois

I. What is your system doing in delinquency prevention and control?

Operate a TARGET program for Champaign County (Treatment for Adolescents Requiring Guidance and Educational Training) which is designed to work with and to give assistance to adolescents detained by the court. Provides detention services and offers intensive treatment and followup services to boys and girls between the ages of 13 and 17 years. By retaining the adolescent within the home community, the TARGET staff works to counsel the youth and his parents and to integrate the youth into the school and with his peers.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

TARGET was originally funded by the Illinois Law Enforcement Commission (ILEC); funding terminates in August, 1973.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Taylor Thomas

Position: Asst. Superintendent

Population Size Served: 25,000-50,000

Code No. BE-328

EDUCATION AND DELINQUENCY PREVENTION

School System Watertown Public Schools State Massachusetts
 Name Daniel G. O'Connor, Superintendent
 Address 30 Common Street
Watertown, Massachusetts

I. What is your system doing in delinquency prevention and control?

Instruct students on the dangers of the use of alcohol and drugs.

II. What kinds of programs within the school system and community do you suggest?

Provide for preventive education. Support counseling services for people who have already placed themselves in difficulty and provide assistance in the creation of sufficient community activities to lessen the possibility of juveniles' becoming delinquents (e.g., recreation programs, Boys Clubs, Big Brothers, etc.).

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Undertake a broad, in-school educational program on rights and responsibilities under the law before students come into contact with police and other official authorities. Make attempts to have former delinquents re-enter into settings which will contribute to their rehabilitation rather than encourage further delinquency. Encourage probation authorities to act as primary assistants of the re-entering delinquent rather than as watchdogs over his every move.

IV. What can LEAA do to assist local, state or regional school administrators?

Provide the expertise in the ranging educational programs dealing with delinquency prevention and control and which explore the legal and legislative aspects of the problem. Support substitutes for detention in houses of correction in the form of units similar to those of "Wilson Cottage" in Framingham, Massachusetts.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?
 No one person has such responsibility; however, school principals, the supervisor of attendance and adjustment counselors all work within this area.

Are there other persons that should be contacted?

The Multi-Service Center, Recreation Department, Town of Watertown; Policy Dept., Town of Watertown; Watertown Boys' Club, Hotline/Hotline, and Watertown Youth Service Center.

VI. Do you have some proposals? What are they?

No proposals at this time.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Federal funding agencies should broadly advertise various areas of available funding. After soliciting grant proposals, grants should be awarded above all on the basis of the merit of the proposal. Some flexibility should be allowed, but every attempt should be made to determine whether the goals of the proposal have been met. Evaluation by a third party is inherent. Successful programs should be funded at other locations.

Respondent: Daniel G. O'Connor

Position: Superintendent

Population Size Served: 25,000-50,000

Code No. BE-331

EDUCATION AND DELINQUENCY PREVENTION

School System Ohio County Schools
Name _____
Address 2205 National Road
Wheeling, West Virginia 26003

State West Virginia

I. What is your system doing in delinquency prevention and control?

Operate a Drug Education Program in grades 3, 5, 7, 9 and 11 (the Curriculum for the Drug Education Program in Ohio County Schools was submitted by respondent). A planned curriculum in criminal justice, law and society is under development. Have an operational Career Education Program in 7th and 8th grades which introduces students to the world of work.

II. What kinds of programs within the school system and community do you suggest?

Continuation of those mentioned above. Others programs might include: School Inter-Ethnic Sensitivity Group Discussion and Training; Community Adult Citizenship Discussion and Training; Community Agency Activity Offered After School Hours (YWCA, YMCA, church activities, etc.).

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funds for the purchase of equipment and/or provide pay for personnel. Enquire into the financial needs of a school system. LEAA should support programs that are working toward the prevention of delinquency and seem to be effective.

IV. What can LEAA do to assist local, state or regional school administrators?

Volunteer advice and counsel to schools and communities where needed.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Harland Carpenter, School Attendance Officer, 2203 National Road, Wheeling, West Virginia 26003.

Are there other persons that should be contacted?

Juvenile Court Division, City County Building, 16th and Chapline Street, Wheeling, West Virginia 26003.

VI. Do you have some proposals? What are they?

Yes, program aimed at adding career education to material of grades K-6 throughout the county. Have not developed the formal proposal because do not know to what government agency to submit it.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Federal funding agencies have as their purpose the funding of educational programs in a motivational sense. The hope is that each board of education will be able financially to continue these programs after government funds have ceased. Such is not always true. Additional programs mean additional funds in order to operate. Local boards of education often cannot continue advantageous programs government-funded and motivated because of lack of funds when government funds are ended. The role of an educational system is that it operates independently regardless of government funding.

Respondent: Phillip M. Reed

Position: Coordinator of Student Personnel

Population Size Served: County

EDUCATION AND DELINQUENCY PREVENTION

School System Woonsocket Senior High School State Rhode Island
 Name Mr. John Drury, Superintendent
 Address 777 Cass Avenue
Woonsocket, Rhode Island 02895

I. What is your system doing in delinquency prevention and control?

Have not developed an outstanding program in the field of delinquency prevention and control, but have many individuals who work on committees or as counselors, social workers, attendance officers, etc. to this end. Participate in a Woonsocket Education Federal Advisory Board which strives to develop programs in areas of unmet need as well as work to strengthen existing programs, both in school and throughout the community. Involves churches, police, social agencies and the schools. This Board also functions as a control of Title I funds. Have specialists in the counseling field who operate exclusively through counseling relationships either in groups or individually. Cooperate with the Community Drug Abuse Program which provides a counselor to groups needing after-school detention periods.

II. What kinds of programs within the school system and community do you suggest?

Fund community-based alternate learning programs for students who cannot cope with the more formal school situation. Should be run completely separate from the school including faculty and administration. Should provide scholastic credit, including a high school diploma (e.g., Parkway Plan in Philadelphia). Provide in-service training programs for teachers in affective education and develop through this approach a program K-12 which will encompass value clarification, family life education, and health. Provide incentive funds to schools for the development of programs in the area of human development and decision-making. Present a continuing public relations program aimed at letting the community know the problems of youth. Provide information concerning successful programs that have been carefully evaluated.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Serve as an information depository and provide funds for consultation to schools wishing to implement carefully evaluated programs operating successfully in other parts of the country.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Mrs. Ann M. de Nevers, Dean of Students, Woonsocket Senior High School

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Have an unfunded proposal for Alternate Learning Program within an existing school. (Respondent includes a copy of "An Alternate Program for the Alienated Student Within the School Setting" and "Breakdown in Relationships Between the Poor and Middle Class Professionals.")

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Mrs. Ann M. de NeversPosition: Dean of StudentsWoonsocket Senior High SchoolPopulation Size Served: 25,000-50,000Code No. BE-337

EDUCATION AND DELINQUENCY PREVENTION

School System Yuma Union High School District State Arizona
Name _____
Address 3150 Avenue A
Yuma, Arizona 85364

I. What is your system doing in delinquency prevention and control?

Place emphasis on providing out-of-school activities that would keep the pupil occupied. Success of the program has been eroded by the drug problem. Need help in devising prevention and rehabilitation programs.

II. What kinds of programs within the school system and community do you suggest?

Assistance in facing the drug and narcotics problem in the schools.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: W. A. Canode

Position: Superintendent

Population Size Served: 25,000-50,000

CITIES

POPULATIONS OF:
20,000-25,000

CITIES: POP. OF
20,000 - 25,000

EDUCATION AND DELINQUENCY PREVENTION

School System Andover Public Schools State Massachusetts
Name _____
Address 36 Bartlet Street
Andover, Massachusetts 01810

I. What is your system doing in delinquency prevention and control?

Operate a Guidance Department that engages in personal-social counseling, group counseling, career development, college placement, academic counseling, and referrals to mental health centers and rehabilitation placement. Counselors attend court sessions once a month to describe and discuss cases. Eight counselors attend four educational sessions with participants of the court as panelists (i.e., judge, probation officer, and Supervisor of Deputy Probation Officer as moderator). Counselors have attended a Drug Rehabilitation Center, Challenge House at Methuen, Mass. to become better acquainted with the reasons for drug abuse among young adults.

II. What kinds of programs within the school system and community do you suggest?

Offer programs for supervisors of deputy probation officers to teachers in school systems regarding law enforcement, rehabilitation for delinquents, characteristics of delinquent children, and family counseling of youth with court involvement.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Give joint grants to a school system and an employee of the court to set up programs suggested in Item II above.

IV. What can LEAA do to assist local, state or regional school administrators?

Place greater emphasis on better placement for delinquent youth than currently available in many residences. Share more information and provide better public relations among court staff and school personnel.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Chairman of Guidance Department and the Assistant Principal in the High Schools and Junior High Schools.

Are there other persons that should be contacted?

Thomas Kelley, Supervisor of the Deputy Probation Officers, Lawrence District Court, 381 Common Street, Lawrence, Massachusetts 01840; Officer Richard Aumais, Andover Police Department, Main Street, Andover, Massachusetts 01810.

VI. Do you have some proposals? What are they?

Have no proposals to date.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Federal funding should be given to school systems without obligation to facilitate better education, prevent societal problems and provide for research in vital statistics essentially needed in a very transitory, value-mixed world.

Respondent: Anita Charpentier

Position: Chairman, Guidance Department

Population Size Served: 20,000-25,000

Code No. BE-340

EDUCATION AND DELINQUENCY PREVENTION

School System School District of the City of Berkley State Michigan
 Name William G. Keane, Superintendent
 Address 3127 Bacon Avenue
Berkley, Michigan

I. What is your system doing in delinquency prevention and control?

Provide supportive agencies and Student Development Center, Awareness Clinic, Youth Assistance. Have staff meetings with resource persons from Oakland Schools and periodic meetings between high school administration staff and officials of the Berkley Police Department. Have an internal program in the form of Project Outreach in which the Project director also works in close relationship with police department personnel and social workers.

II. What kinds of programs within the school system and community do you suggest?

Provide a wider range of alternative educational experiences for youth who exhibit sociopathic behavior and who are disruptive to the regularly conducted classes. Might be patterned after the Alpha Program of Livonia, Michigan but geared more specifically to youth with delinquency problems. Provide more support for joint work-study approaches to problems.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Begin a broader dissemination of information for high school administrators.

IV. What can LEAA do to assist local, state or regional school administrators?

Investigate the applicability of the Police-School Liaison Program in the Flint Schools supported by the Mott Foundation.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

No one individual is so designated. Usually the Principal works in cooperation with the entire staff.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

N/A

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Suggest categorical aid with accountability as determination of each project or problem.

Respondent: William G. Keane

Position: Superintendent

Population Size Served: 20,000-25,000

Code No. BE-342

EDUCATION AND DELINQUENCY PREVENTION

School System Blytheville Public Schools State Arkansas
 Name L. D. Harris, Superintendent
 Address 614 Chickasawba, P. O. Box 1169
Blytheville, Arkansas 72315

I. What is your system doing in delinquency prevention and control?

Make every effort possible to prevent and control delinquency by adopting policies which specify regulations on attendance and behavior at schools and by encouraging principals, counselors, and social workers to work closely with students and parents. Work closely with county juvenile authorities and local police to work with delinquency problems.

II. What kinds of programs within the school system and community do you suggest?

Provide more funds for more juvenile workers and counselors in the county. Provide support for a Juvenile Center where young offenders can be kept in the county and not sent to state reform schools.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Encourage legislation for federal assistance to local communities and counties in securing juvenile centers and workers as outlined in Item II above.

IV. What can LEAA do to assist local, state or regional school administrators?

Encourage legislation to formulate programs similar to Civilian Conservation Corps (CCC) of the National Youth Corps which can provide a suitable framework for young delinquents needing work and skill training.

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?

The Principal and his staff in each of the schools. Also involved are a Social Services Office with a Director and two social workers who visit homes and confer with parents and juvenile authorities.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Have no proposals, primarily due to the fact that school system is not aware of any funds available for such purposes.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The local educational system and federal funding agencies are related in that the local systems should submit proposals, request funding, and provide evaluation of programs. The federal agencies should provide the funds, inspect the evaluation submissions to see that the funds are being used properly. At no time should the federal agency usurp the authority of the local agency in determining what type of project it develops or how they should operate it. Too much of this is going on now in the ESEA Title programs.

Respondent: L. D. Harris

Position: Superintendent

Population Size Served: 20,000-25,000

EDUCATION AND DELINQUENCY PREVENTION

School System Cahokia School District No. 187 State Illinois
 Name Office of Sup't. of Schools
 Address 1700 Jerome Lane
Cahokia, IL 62206

I. What is your system doing in delinquency prevention and control?

Refused opportunity to respond.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 0

EDUCATION AND DELINQUENCY PREVENTION

School System Carteret Public Schools State New Jersey
 Name _____
 Address Carteret, NJ 07008

I. What is your system doing in delinquency prevention and control?

Work closely with local Juvenile Bureau of Police Department. Utilize counseling and child study team to deal with disruptive behavior.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 1

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

School System Dover Public Schools State New Hampshire
Name Supervisory Union No. 11
Address Municipal Building
Dover, New Hampshire 03820

Are there other persons that should be contacted?

I. What is your system doing in delinquency prevention and control?

Maintain a close liaison with the Dover Police Department, the Juvenile Officer, and/or the Probation Officer within the district. Handle all school-related problems through school system's own disciplinary teams. School and community-related problems are handled in joint action by the Juvenile Officer and disciplinary personnel who tend to be assistant principals or principals in most cases. Work with Strafford County Guidance Clinic in questions relating to drug abuse.

VI. Do you have some proposals? What are they?

II. What kinds of programs within the school system and community do you suggest?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Assist in reducing the probation officer caseload to make probation officer more effective. Funds to provide for personnel are urgently needed.

IV. What can LEAA do to assist local, state or regional school administrators?

Respondent: Robert T. O'Donnell

Position: Superintendent

Population Size Served: 20,000-25,000

Code No. BE-346

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

School System Griffin-Spalding County School System State Georgia
Name Office of the Superintendent
Address P. O. Box 622
Griffin, Georgia 30223

I. What is your system doing in delinquency prevention and control?

Have a drop-out prevention and addiction program dealing with alcohol, tobacco, and drug problems for grades 5-12.

II. What kinds of programs within the school system and community do you suggest?

Same as noted in I above.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Prepare student for re-entry to schools from development centers.

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Kent Rosberg, Assistant Principal, Dover High School; Timothy Gormley, Principal, Dover Junior High School. Both can be reached c/o Dover School Department, Dover, New Hampshire 03820.

Are there other persons that should be contacted?

Lt. Joseph McCarthy, Juvenile Officer, Dover Police Department, Dover, New Hampshire 03820; Joseph Schiro, Strafford County Guidance Clinic, Wentworth-Douglass Hospital, Dover, New Hampshire 03820.

VI. Do you have some proposals? What are they?

Have provided a proposal to hire a youth resource person.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Have had a fine working relationship with federal agencies in the past. Are prepared to accept federal funds in order to get a job in delinquency prevention completed and to turn around some of the youth who are pre-delinquent or delinquent at an early age so that their lives may be more meaningful to them and they will become good citizens.

Respondent: Frederick C. Walker

Position: Superintendent

Population Size Served: 20,000-25,000

Code No. BE-350

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

School System Hastings Schools State Nebraska
Name Dr. Thomas N. Keating, Superintendent
Address Hastings, Nebraska 68901

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Johnny Louin
P.O. Box 622
Griffin, Georgia 30223

Are there other persons that should be contacted?

Mr. Ed. Crawford, Juvenile Probation Officer
Spalding County
Griffin, Georgia

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: _____

Position: _____

Population Size Served: 20,000-25,000

Code No. BE-356

I. What is your system doing in delinquency prevention and control?

Are in the process of developing a Volunteers in People program as a direct result of the PTA-LEAA sponsored Volunteers in Courts Conference held in Chicago in September, 1972 attended by a county judge, his probation officer, an assistant junior high school principal, and the local PTA president. Advisory committee will serve as coordinating agency to recruit volunteers, screen those who are recruited, and provide the necessary training and continuous in-service for the volunteers. The committee will also coordinate the recruitment of special needs persons to aid volunteers as resource persons. Do not operate a formal delinquency prevention program, as such, but do provide counselors at junior and senior high schools to work with the special needs of students. Counselors work in cooperation with court officers in assisting students on probation or parole.

II. What kinds of programs within the school system and community do you suggest?

Provide funding for a school-community psychologist or psychiatrist to work with children with problems. Have him serve in an advisory capacity to school personnel and parents.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Serve as a clearing agency to receive and distribute information on programs which show promise to the schools.

IV. What can LEAA do to assist local, state or regional school administrators?

See Item III above.

V. Who handles or supervises delinquency prevention activities in your system?

Is handled mostly by school counselors, the home visiting teacher and the administrative staff.

Are there other persons that should be contacted?

Richard Finnerty, Juvenile Probation Officer, Adams County Courthouse, Hastings, Nebraska 68901.

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Hastings Schools are currently using federal funds in some of its special programs.

Respondent: John Welch

Position: Asst. Principal

Hastings Junior High School

Population Size Served: 20,000-25,000

Code No. BE-357

EDUCATION AND DELINQUENCY PREVENTION

School System Hopewell Public Schools State VIRGINIA
 Name Office of Superintendent
 Address Hopewell, VA 23860

I. What is your system doing in delinquency prevention and control?

Maintain an Occupational Work Center described in enclosed brochure.

Currently operate Project HOW through Hopewell Occupational Work Center funded under Title III, ESEA Act of 1965. For unmotivated boys and girls who are potential dropouts two years behind grade level normal or above in intelligence.

II. What kinds of programs within the school system and community do you suggest?

Need a Community and School Involvement Program to meet needs of truant pre-delinquent with maladjustive behavior problems who is on school suspension.

Suggest development of a center where students can go for counseling and study and the like, if home situation is not a desirable environment in which to live. Need housing facilities as well as staff to work with parents and/or families.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?**IV. What can LEAA do to assist local, state or regional school administrators?**

Assist with financing and consultative assistance for programs mentioned above.

EDUCATION AND DELINQUENCY PREVENTION

School System Johnston Public Schools State Rhode Island
 Name Mr. Thomas J. Pezzullo, Acting Sup't. of Schools
 Address 80 Greenville Avenue
Johnston, Rhode Island 02919

I. What is your system doing in delinquency prevention and control?

Maintain a vocational educational program striving to offer students a functional curriculum which might have some effect upon their moral and social values. Three are in town; two are geared to potential dropouts and delinquents. In some instances, attendance among the participants was increased by 500%. The majority have gone on to respectable positions in the community.

II. What kinds of programs within the school system and community do you suggest?

Make a concerted effort, both community and school, to provide the potential delinquent with ideals that are not diametrically opposed to his previously learned values and with which he can identify.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

LEAA should devise a method by which young children can see the law enforcement officer as a human being and as a model for adequate human behavior.

IV. What can LEAA do to assist local, state or regional school administrators?

Inform the local schools of the function and line of communication of LEAA.

V. Who handles or supervises delinquency prevention activities in your system?

Guidance counselors working with visiting teacher.

Are there other persons that should be contacted?

Mr. John J. Willis, Probation Officer
 Juvenile and Domestic Relations Court
 Hopewell, VA 23860

VI. Do you have some proposals? What are they?

Have proposed funding of Community and School Involvement Program.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Provide funding for programs in delinquency prevention designed by school systems. In many instances, additional funds necessary to operate such programs are not available within the school system's budget.

Respondent: Mrs. Helen M. Thrift

Hopewell Public Schools

Hopewell, VA 23860

Position: Visiting Teacher

Population Size Served: 20-25,000

Code No. BE-359

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Thomas J. Pezzullo, Acting Superintendent of Schools
George M. Rose, Federal Coordinator

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

None at this time.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Assist in meeting the individual needs of the school department.

Respondent: Mr. Thomas J. Pezzullo

Position: Acting Superintendent

Population Size Served: 20,000-25,000

Code No. BE-360

School System Acalanes Union High School State California
Name _____
Address 1212 Pleasant Hill Road
Lafayette, California 94549

I. What is your system doing in delinquency prevention and control?

Operate a continuation high school for students who have failed all their subjects and are frequently placed on probation because of infractions of the law outside of school. Do not find it necessary to enter the field of delinquency prevention and control in this district.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent: Leland S. Russell
Acalanes Union High School District

Position: Asst. Superintendent-
Education

Population Size Served: 20,000-25,000

Code No. BE-361

EDUCATION AND DELINQUENCY PREVENTION

School System Mountain View-Los Altos Union High School State California
Name District, Daniel L. Predovich, Superintendent
Address 1299 Bryant Avenue
Mountain View, California 94040

I. What is your system doing in delinquency prevention and control?

Attempt to control delinquency in school system by developing a comprehensive curriculum meeting needs of all students, evaluating continually all certified and classified personnel in order to get the best teaching and service possible for the benefit of the students, utilizing a team effort from the entire staff in developing an atmosphere which will be conducive to learning, and having few rules that are, however, clearly communicated to the student body, and taking an administrative approach that most students want direction and desire discipline. Handle a small percentage of behavior problems that emerge through suspension, expulsion, opportunity programs, alternative modes of education, services of school psychologists and community agencies, or intervention by juvenile authorities.

II. What kinds of programs within the school system and community do you suggest?

A coordinated school and community recreation program. Programs bringing police officers to more active involvement in guidance procedures as they pertain to juvenile delinquents and family problems. Positive delinquency prevention personnel placed on school staffs to handle major delinquency problems. Stronger guidance services from outside agencies to help the troubled student or family. Human relations and sensitivity workshops for educational staff. Strong work-education programs. Stronger opportunity education programs.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Produce written material that will clearly explain the law relating to school delinquency for the benefit of school personnel, parents and students. Recommend stiffer penalties or fines for juveniles who consistently break the law. Make it possible for school personnel to become more involved with, and knowledgeable about, juvenile agencies. Help finance special schools for the purpose of helping delinquent students return to regular educational programs. Provide funds to help defray the cost of referral to private agencies or individuals.

IV. What can LEAA do to assist local, state or regional school administrators?

See Item III above.

EDUCATION AND DELINQUENCY PREVENTION

School System Chaffey Union High School District State California
Name Allan G. Smith, District Superintendent
Address 211 West Fifth Street
Ontario, California 91762

I. What is your system doing in delinquency prevention and control?

Provide students for the Ontario Youth Commission (three students from each of the two high schools and five other youths under 21 drawn at large) which makes studies and recommendations to the City Council in matters pertaining to youth in the community. Operate a compensatory education project providing for more positive changes in human relations, school attendance, and involvement in the school curriculum. More recently established Student Service Centers at the five high schools for the multiple purpose of providing vocational guidance information, job assistance, tutoring, and a place for students from all kinds of backgrounds to meet informally. Each student center, under the direction of the principal, is run by an advisory board made up of nine students who are elected by the student body.

II. What kinds of programs within the school system and community do you suggest?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Dr. Frederick Chancellor, Director of Personnel; Richard P. Mesa, Director of Human Relations; Dr. Donald Davies, Dean of Students, Los Altos H.S.; Joel Marcus, Dean of Students, Awalt H.S.; and Ron Rescigno, Dean of Students, Mountain View H.S.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Do not have any proposals at present. Would like information relative to what opportunities exist.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe that the relationship of the educational system to the federal funding agencies should be one in which the system would benefit as an individual district as well as contributing to the body of knowledge on delinquency prevention for the entire country. The system should be guided by the federal government but have the option of being locally flexible.

Respondent: Daniel L. Predovich

Position: Superintendent

Population Size Served: 20,000-25,000

Code No. BE-362

Rank 3

EDUCATION AND DELINQUENCY PREVENTION

School System New Kensington-Arnold School District State Pennsylvania
Name Dr. P. F. Sluser, Sup't.
Address New Kensington, PA 15068

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

I. What is your system doing in delinquency prevention and control?

Organized a "Soul Patrol" made up of black and white students to patrol football and basketball games. Has been very effective in reducing incidents at such contests.

II. What kinds of programs within the school system and community do you suggest?

Sponsorship of more groups of the type of "Soul Patrol".

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Assist in the identification of possible delinquents and organization of such programs as intramural athletics, junior achievement programs, art-craft programs and the like.

IV. What can LEAA do to assist local, state or regional school administrators?

Respondent: Lyle H. Fry

Position: Asst. Superintendent-Educational Services

Population Size Served: 20,000-25,000

Code No. BE-366

EDUCATION AND DELINQUENCY PREVENTION

School System Unified School District No. 250 State Kansas
 Name Dr. Jack L. Reed, Sup't., Board of Education
 Address 510 Deill, P.O. Box 298
Pittsburg, Kansas 66762

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Richard Brown, Athletic Director
 Mr. Richard Romito, Asst. High School Principal
 Mr. Frank Link, Juvenile Officer-City of New Kensington

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Actively engage in Title I programs which are primarily oriented to other than delinquent students. Would suggest the funding of similar programs for juvenile delinquents. Believe that source of assistance must come from federal agencies inasmuch as local and state agencies have little money with which to work.

Respondent: Frank G. Oliver

Position: Asst. to the Superintendent

Population Size Served: 20,000-25,000

Code No. BE-369

I. What is your system doing in delinquency prevention and control?

Provide guidance and counseling services from grades 7 through 12 to assist each youth to know himself and develop a healthy image of self as a worthwhile contributing member of society. Are instituting a program of career education at all grade levels which will allow students to explore the entire world of work so that they may make an intelligent choice concerning an occupation. Have special education programs for all age children, including a Center for the Trainable Retarded, classes for the educable retarded through grade 12 and specially staffed classes for youth with emotional problems. Also, operate several work-study programs for 40 students on a half-day employed and half-day in class basis. Participate in the Neighborhood Youth Corps program under the direction of the Southeast Kansas Community Action Program which provides part-time employment for youth while they are enrolled in school. Have activity programs including athletics, organizations, clubs, school parties and dances. Guidance counselors, social psychologists and special learning teachers and principals meet once a month with Crawford County Probate Judge and social workers to coordinate efforts and to focus on possible delinquency prevention. Have structured programs in drug abuse education, family living, social issues and good citizenship.

II. What kinds of programs within the school system and community do you suggest?

Suggest programs along the lines of those described in Item I above, plus continuation of the County's planning to develop a Children's Court Center for short-range detention for juveniles who may either just need a temporary home or whose case may be pending disposition or other alternatives.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Could use funds for a Dropout Prevention Program.

IV. What can LEAA do to assist local, state or regional school administrators?

V. Who handles or supervises delinquency prevention activities in your system?

Dr. Jack L. Reed, Superintendent
 Unified School District No. 250
 P. O. Box 298
 Pittsburg, Kansas 66762

Are there other persons that should be contacted?

Mr. Richard Loffswald,
 Probate Judge of Crawford County
 Courthouse Bldg.
 Girard, Kansas

VI. Do you have some proposals? What are they?

Have been seeking a source of funding for a Dropout Prevention Program involving community-school counselors.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Believe the proper role of the federal agency is to provide funds to assist in the solution of problems which have been identified and documented and which require a proper program and fiscal accountability.

Respondent: Dr. Jack L. Reed

Position: Superintendent

Population Size Served: 20,000-25,000

Code No. BE-373

EDUCATION AND DELINQUENCY PREVENTION

School System	<u>Pullman Public Schools</u>	State	<u>Washington</u>
Name	<u>Max Snyder, Superintendent</u>		
Address	<u>628 South Grand</u>		
	<u>Pullman, Washington 99163</u>		

I. What is your system doing in delinquency prevention and control?

Have worked to reduce hostility within the high school environment as a means of preventing delinquent behavior. Concentrate on removing the adverse conditions which often caused adult-student confrontations. Are working on plans for a community-based high school program for students not able to adjust to a more structured school system. Have recently participated in Operation Alternatives, a program of the Bureau of Narcotics and Dangerous Drugs (BNDD).

II. What kinds of programs within the school system and community do you suggest?

Cooperate with a community-wide agency to coordinate efforts pertaining to delinquency prevention. Establish cooperative probation counseling programs.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide funds for suburban and community schools where other federal programs cannot. Provide research funds to study the relationship between a school environment and anti-social, pre-delinquent and delinquent behavior. Determine what can be done to make the high school environment more conducive to socially responsible behavior.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 1

EDUCATION AND DELINQUENCY PREVENTION

School System District School Board - Seminole County State Florida
 Name John G. Angel, Superintendent
 Address 202 East Commercial Avenue
Sanford, Florida 32771

I. What is your system doing in delinquency prevention and control?

Are presently working closely with law enforcement officers to apprehend vandals, delinquents and drug violators who are referred to the Division of Youth Services for group and individual counseling. Coordinate the rehabilitation of student violators with the County Juvenile Office.

II. What kinds of programs within the school system and community do you suggest?

Have recently requested federal funds to incorporate a Social Adjustment Program to provide a therapeutic classroom situation for chronically disruptive students on each secondary campus. Believe such programs can help to meet the needs of students who would otherwise be suspended or expelled from school.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Provide information about successful programs in other school systems.

IV. What can LEAA do to assist local, state or regional school administrators?

Assist school systems to obtain federal funds to carry out worthwhile delinquency prevention programs.

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

None at present. Contact J. Ivan Bowers, Director, Pupil Personnel Services, District School Board, Seminole County, 315 South Maple Avenue, Sanford, FL 32771.

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

Yes, as mentioned in Item II. (Respondent has included a copy of "Social Adjustment Education: A Proposal for the Seminole County School District Board.")

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

"Our role is to request funds sufficient to carry out worthwhile projects that will provide needed service for education in particular and society in general."

Respondent: John G. Angel

Position: Superintendent

Population Size Served: 20,000-25,000

Code No. BE-376

EDUCATION AND DELINQUENCY PREVENTION

School System Vacaville Unified School District State California
 Name Dr. Carl F. Heinz, Superintendent
 Address 751 School Street
Vacaville, California 95688

I. What is your system doing in delinquency prevention and control?

Cooperate closely with the local police and sheriff's department in presenting a positive police role within the educational setting. Emphasize individual exploration and research when facilities are available and can be adapted. Place strong emphasis upon district-wide reading program.

II. What kinds of programs within the school system and community do you suggest?

Recognize importance of having most outstanding, well-trained teachers at lower grade levels, especially primary level.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Assist schools in developing programs of mutual concern by providing information, serving as a consultant in attempting to overcome problems and actually taking part in classroom activities. Provide more funds for career and vocational programs throughout the school system at all levels.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

The local school principal

Are there other persons that should be contacted?

VI. Do you have some proposals? What are they?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

The development of meaningful programs in schools is handicapped by the failure of federal funding agencies to appreciate the needs of the good, average, middle-of-the-road student, to contact the grass roots personnel in conceiving and developing programs, to provide funds for innovation of new programs, to reimburse school systems for costs immediately, or to provide long-term funding in areas where it has been pre-determined but specific results will not be apparent until programs have been in operation for some time.

Respondent: Carl F. Heinz

Position: Superintendent

Population Size Served: 20,000-25,000

Code No. BE-382

EDUCATION AND DELINQUENCY PREVENTION

School System Vincennes Community School Corporation State Indiana
Name Wayne E. Ader, Superintendent
Address 221 North 5th Street
Vincennes, Indiana 47591

I. What is your system doing in delinquency prevention and control?

Have initiated a Police-School Liaison Program encompassing the services of police officers within the school system to deal with public relations and juvenile delinquency prevention and control.

II. What kinds of programs within the school system and community do you suggest?

Make the public cognizant of the school system's interest in delinquency prevention and not punitive recourse. Utilize the services of a liaison officer to establish rapport with the community and with potential delinquents.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

Not aware of any assistance available to school systems from LEAA.

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 3

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Capt. Carl Woodall, Vincennes City Police Department, Vincennes Community School Corporation, Vincennes, Indiana 47591.

VI. Do you have some proposals? What are they?

No.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Federal funding agencies should provide the school system with monies, equipment, and guidance in areas deemed necessary by the local school administration with little outside supervision.

Respondent: Donald J. Fishback

Position: Director of Federal Programs

Population Size Served: 20,000-25,000

EDUCATION AND DELINQUENCY PREVENTION

School System Adams County School District No. 50 State Colorado
 Name Iver C. Ranum, Superintendent
 Address 7200 North Lowell Boulevard
Westminster, Colorado 80030

I. What is your system doing in delinquency prevention and control?

Operate an "Open Doors" program which provides an alternative method of education for youth who have dropped out of school. Classes are held in the late afternoon or evening hours and offer scholastic credit leading to a high school diploma. Program features a strong vocational and work-study emphasis. Have actively supported a county-wide Youth Services Bureau which serves as a referral agency to the youth in the county needing psychological, medical, or drug counseling. Two of the full-time Bureau staff of four serve as vocational coordinators for all vocational programs throughout the county and serve as resource people to local districts concerning vocational education. They also assist youth to obtain employment where possible. Have contracted in the past four years with the local community mental health center for school mental health teams consisting of two clinical psychologists, two MSW social workers, and one mental health counselor for each of six secondary schools. These teams implement concepts and practices of mental health within the public school setting and provide a full range of mental health services and consultation to school personnel, students, parents, and community agencies. The teams also work closely with the juvenile probation counselors. Mental health teams conduct behavior modification courses for parents of delinquent children and provide for family counseling, especially in drug abuse prevention. Work with a liaison person from the county probation office in each of the secondary schools. This person has authority to call meeting of the youth's teachers, counselor, mental health worker, probation counselor to develop a new program for meeting the needs of the youth. Periodically refers students to state vocational rehabilitation services. Provide program for educationally handicapped who experience educational, perceptual, or behavioral problems. Are developing a tutorial program in which college students will tutor probationers five nights a week for a semester.

II. What kinds of programs within the school and community do you suggest?

Provide funds for tutoring programs, for remuneration to students who have a low level of motivation for academic work. Support work-study alternatives. Develop programs taking advantage of natural resources such as camping, hiking, and skiing. Concentrate on efforts to teach "parenting" behavior to parents of pre-school children as well as to parents of older youth.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within the school systems?

Redefine in broader terms the potential relationships between LEAA and local school districts. Believe at present time that LEAA restricts direct funding to school districts. Provide funds for reentry programs based upon behavior modification principals and practices and for intensive counseling of probationers and parolees. Provide workshops in the area of delinquency prevention for school personnel.

IV. What can LEAA do to assist local, state or regional school administrators?

See Item III above.

Rank 5

V. Who handles or supervises delinquency prevention activities in your system?
 Have no particular individual assigned this responsibility.

Are there other persons that should be contacted?

Donald Pittman, Juvenile Probation Officer, 1931 East Bridge Street, Brighton, Colorado 80601; Hon. Judge James J. Delaney, 1931 East Bridge Street, Brighton, Colorado 80601.

VI. Do you have some proposals? What are they?

A tutoring program for probationers either at junior or senior high schools. Program would provide remedial instruction and additional options for attempting resolutions of some social adjustment problems experienced by probationers (respondent has submitted copy of program proposal).

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

Respondent's understanding is that the school district is open to programs utilizing federal funding provided that the important quality of local control is maintained. Federal funding to assist the objectives of the school district is desirable and valuable.

Respondent: Richard L. Helgeson, Ph.d
Adams Co. Mental Health Center
School Mental Health Team
7200 Lowell Boulevard
Westminster, Colorado 80030

Position: _____

Population Size Served: 20,000-25,000

EDUCATION AND DELINQUENCY PREVENTION

School System Willoughby-Eastlake City Schools State Ohio
 Name Arthur S. Holloway, Superintendent
 Address Willoughby, Ohio 44094

V. Who handles or supervises delinquency prevention activities in your system?

Are there other persons that should be contacted?

Mr. John Thomas
 Chief Probation Officer
 Lake County Courthouse
 Painesville, Ohio

VI. Do you have some proposals? What are they?

I. What is your system doing in delinquency prevention and control?

Share in a model program with the Lake County Juvenile Court.

II. What kinds of programs within the school system and community do you suggest?

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Respondent: Arthur S. Holloway
Willoughby-Eastlake City Schools
Willoughby, Ohio 44094

Position: Superintendent

Population Size Served: 20,000-25,000

Rank 3

Code No. BE-385

EDUCATION AND DELINQUENCY PREVENTION

School System Woodland Public Schools State California
 Name _____
 Address 175 Walnut Street
Woodland, California 95695

I. What is your system doing in delinquency prevention and control?

Respondent answered primarily for Woodland High School which does not have a single program directed toward the specific goal of delinquency prevention. Do teach units on dangers of drug abuse, good citizenship, and current problems. Students are encouraged to govern themselves. Cooperate with local enforcement agency in the sponsoring and training of Police Cadets.

II. What kinds of programs within the school system and community do you suggest?

Encourage community committees to develop individualized programs to meet local problems.

III. What can LEAA do to enhance delinquency prevention and/or reentry activities within school systems?

IV. What can LEAA do to assist local, state or regional school administrators?

Rank 1

V. Who handles or supervises delinquency prevention activities in your system?

Mr. Lacky, Principal of Woodland H.S.; Mrs. Carroll, Dean of Girls; Mr. Gutierrez, Dean of Boys and Mrs. Podgasky, Counseling Chairman. All can be reached at Woodland H.S., 21 North West Street, Woodland, California 95695.

Are there other persons that should be contacted?

Mrs. Dan Stewart, 1208 Midway Drive, Woodland, California.

VI. Do you have some proposals? What are they?

Do not have any proposals.

VII. What do you believe to be the proper role and/or relationship of your educational system to federal funding agencies?

"Schools should expend their energies in teaching. Programs designed for the schools should be developed in such a way that they can contribute to what they do best. If a program is large enough to include the total community, then those agencies should assume those parts where they logically can contribute the most. Programs that set out to indoctrinate, particularly at the secondary level, are a lost cause before they start. It is much more effective to permit high school students to confront problems as the problem unfolds naturally in several different courses than to develop a course with specific aims of preventing delinquencies."

Respondent: S. Howard DelpPosition: Vice-PrincipalWoodland High SchoolPopulation Size Served: 20,000-25,000Code No. BE-386

APPENDIX A

STATE BOARDS OF EDUCATION

Mr. LeRoy Brown State Superintendent of Schools State of Alabama State Department of Education Montgomery, Alabama 36104	SBE-1	Dr. Sidney P. Marland, Jr. Commissioner of Education Department of Health, Education and Welfare Office of Education 404 Maryland Avenue, S.W. Washington, D. C. 20202	SBE-9
Dr. Cliff R. Hartman State Department of Education Alaska Office Building, Room 326 Juneau, Alaska 99801	SBE-2	Mr. Floyd T. Christian State Superintendent of Public Instruction State Superintendent's Office Tallahassee, Florida 32304	SBE-10
Mr. W. P. Shofstall State Superintendent's Office State Capitol Building, Suite 165 Phoenix, Arizona 85005	SBE-3	Mr. Jack P. Nix State Superintendent's Office 242 State Office Building Atlanta, Georgia 30303	SBE-11
Mr. A. W. Ford State Commissioner of Education State Department of Education Little Rock, Arkansas 72201	SBE-4	Dr. Shiro Amioka Superintendent of Public Instruction State Superintendent's Office P. O. Box 2360 Honolulu, Hawaii 96804	SBE-12
Mr. Wilson Riles Superintendent of Public Instruction State Department of Education 721 Capitol Mall Sacramento, California 95814	SBE-5	Mr. D. F. Engelking State Superintendent of Public Instruction State Department of Education Boise, Idaho 83702	SBE-13
Mr. Bryan W. Hansford Commissioner of Education State Commissioner's Office State Office Building Colfax at Sherman Denver, Colorado 80203	SBE-6	Mr. Michael Bakalis Superintendent of Public Instruction State Superintendent's Office 302 State Office Building Springfield, Illinois 62706	SBE-14
Mr. William J. Sanders Commissioner of Education State Department of Education Hartford, Connecticut 06115	SBE-7	Mr. John Loughlin State Superintendent of Public Instruction State Superintendent's Office Indianapolis, Indiana 46206	SBE-15
Dr. Kenneth C. Madden State Superintendent of Public Instruc- tion Department of Public Instruction State House Annex P. O. Box 191 Dover, Delaware 19901	SBE-8		

Mr. Paul F. Johnston SBE-16
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Des Moines, Iowa 50319

Mr. C. Taylor Whittier SBE-17
Commissioner of Education
State Department of Public
Instruction
State Capitol Building
Topeka, Kansas 66601

Mr. Wendell P. Butler SBE-18
Superintendent of Public Instruction
State Superintendent's Office
Frankfort, Kentucky 40601

Mr. William J. Dodd SBE-19
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Mr. Carroll R. McGary SBE-20
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Augusta, Maine 04330

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State Superintendent's Office
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Baltimore, Maryland 21201

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182 Tremont Street
Boston, Massachusetts 02108

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Mr. Hubert Wheeler SBE-26
Commissioner of Education
State Department of Education
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Jefferson City, Missouri 65102

Ms. Dolores Colburg SBE-27
State Superintendent of Public
Instruction
State Department of Education
Helena, Montana 59601

Mr. Cecil E. Stanley SBE-28
Commissioner of Education
State Department of Education
Lincoln, Nebraska 68509

Mr. Burnell Larson SBE-29
Superintendent of Public Instruction
State Superintendent's Office
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Mr. Newell J. Paire SBE-30
Commissioner of Education
State Commissioner's Office
Concord, New Hampshire

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State Commissioner of Education
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State Education Building
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State Superintendent's Office
Raleigh, North Carolina 27602

Mr. M. F. Peterson SBE-35
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State Department of Public Instruction
Bismarck, North Dakota 58501

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Superintendent of Public Instruction
State Superintendent's Office
Columbus, Ohio 43214

Dr. Scott Tuxhorn SBE-37
Superintendent of Public Instruction
State Superintendent's Office
State Capitol Building
Oklahoma City, Oklahoma 73105

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State Superintendent of Public
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State Superintendent's Office
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Salem, Oregon 97310

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Secretary
Department of Education
Harrisburg, Pennsylvania 17126

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Office of the Commissioner of Education
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Providence, Rhode Island 02908

Mr. Cyril B. Busbee SBE-41
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State Superintendent's Office
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State Superintendent of Public
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Austin, Texas 70761

Mr. Walter D. Talbot SBE-45
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State Superintendent's Office
Salt Lake City, Utah 84114

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State Superintendent's Office
Richmond, Virginia 23216

Mr. Louis Bruno SBE-48
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Olympia, Washington 98501

Mr. Daniel B. Taylor SBE-49
State Superintendent of Schools
State Department of Education
Charleston, West Virginia 25321

Mr. William C. Kohl SBE-50
Superintendent of Public Instruction
State Superintendent's Office
Madison, Wisconsin 53702

Mr. Harry Roberts SBE-51
Superintendent of Public Instruction
State Superintendent's Office
Cheyenne, Wyoming 82001

APPENDIX B

BOARDS OF EDUCATION
MAJOR AMERICAN CITIES*

Population: 250,000 and over

Mr. Conrad Ott BE-1 Superintendent of Schools 70 North Broadway Akron, Ohio 44308	Mr. Paul W. Briggs BE-10 Superintendent of Schools 1380 East 6th Street Cleveland, Ohio 44114
Dr. John W. Letson BE-2 Superintendent of Schools 224 Central Avenue, S.W. Atlanta, Georgia 30303	Mr. John Ellis BE-11 Superintendent of Schools 270 East State Street Columbus, Ohio 43215
Dr. Jack L. Davidson BE-3 Superintendent of Schools 6100 North Guadalupe Austin, Texas 78752	Mr. Nolan Estes BE-12 Superintendent of Schools 3700 Ross Avenue Dallas, Texas 75204
Mr. Roland N. Patterson BE-4 Superintendent of Schools 3 East 25th Street Baltimore, Maryland 21218	Mr. Howard L. Johnson BE-13 Superintendent of Schools 414- 14th Street Denver, Colorado 80202
Mr. Raymond L. Christian BE-5 City Superintendent of Schools Board of Education, Drawer 10007 Birmingham, Alabama 35202	Mr. Norman Drachler BE-14 Superintendent of Schools 5057 Woodward Detroit, Michigan 48202
Mr. William H. Ohrenberger BE-6 Superintendent of Schools 15 Beacon Street Boston, Massachusetts 02108	Dr. H. E. Charles BE-15 Superintendent of Schools Box 1710 El Paso, Texas 79999
Mr. Joseph Manch BE-7 Superintendent of Schools City Hall, Room 712 Buffalo, New York 14202	Mr. J. G. Truelson BE-16 Superintendent of Schools 3210 West Lancaster Fort Worth, Texas 76107
Dr. James F. Redmond BE-8 Superintendent of Schools Board of Education 228 North LaSalle Street Chicago, Illinois 60601	Mr. Tiechiro Hirata BE-17 District Superintendent of Schools 1037 South Beretania Street Honolulu, Hawaii 96814
Superintendent of Schools BE-9 230 East 9th Street Cincinnati, Ohio 45202	Superintendent of Schools BE-18 3800 Richmond Houston, Texas 77027

*Where city board of education was not available, county board of education was contacted.

Mr. Stanley Campbell BE-19
Superintendent of Schools
120 East Walnut
Indianapolis, Indiana 46204

Mr. Cecil Hardesty BE-20
County Superintendent of Schools
508 Duval County Courthouse
Jacksonville, Florida 32202

Dr. Robert A. Coyle BE-21
Superintendent of Schools
John F. Kennedy Memorial Building
100 Newkirk Street
Jersey City, New Jersey 07306

Dr. Andrew S. Adams BE-22
Superintendent of Schools
Kansas City Board of Education
Kansas City, Missouri 64100

Mr. W. Odie Wright BE-23
Superintendent of Schools
701 Locust Avenue
Long Beach, California 90813

Dr. Newman Walker BE-24
Superintendent of Schools
Fourth at Broadway
Louisville, Kentucky 40202

Mr. E. C. Stimbart BE-25
City Superintendent of Schools
Memphis Board of Education
Memphis, Tennessee 38101

Mr. E. L. Whigham BE-26
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Miami, Florida 33132

Mr. R. P. Goresha BE-27
Superintendent of Schools
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Mr. John B. Davis, Jr. BE-28
Superintendent of Schools
Minneapolis Board of Education
Minneapolis, Minnesota

Superintendent of Schools BE-29
Nashville Board of Education
Nashville, Tennessee

Mr. Franklyn Titus BE-30
Superintendent of Schools
Board of Education
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Newark, New Jersey 07102

Mr. Carl J. Dolce BE-31
Superintendent of Schools
New Orleans Board of Education
New Orleans, Louisiana

Mr. Calvin E. Gross BE-32
Superintendent of Schools
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Brooklyn, New York 11201 (NYC)

Mr. Edwin L. Lamberth BE-33
City Superintendent of Schools
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Norfolk, Virginia

Mr. Marcus A. Foster BE-34
Superintendent of Schools
1025 - 2nd Avenue
Oakland, California 94606

Dr. Bill J. Lillard BE-35
Superintendent of Schools
Oklahoma City Board of Education
Oklahoma City, Oklahoma 73106

Mr. Owen A. Knutzen BE-36
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Mr. R. W. Blanchard BE-40
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St. Louis, Missouri 63101

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Superintendent of Schools
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St. Paul, Minnesota

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San Diego, California 92103

Mr. Thomas A. Shaheen BE-48
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Mr. Charles S. Knight BE-49
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San Jose, California 95114

Mr. Forbes Bottomley BE-50
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Mr. Alvin E. Morris BE-56
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428 South Broadway
Wichita, Kansas 67202

Population: 100,000-250,000

Dr. James Hepinstall BE-57
Superintendent of Schools
Board of Education
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Albany, New York 12207

Dr. Tom Wiley BE-58
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Dr. John C. Albohm BE-59
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Alexandria, Virginia 22313

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Mr. Lester Silverstone BE-67
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Superintendent of Schools
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Des Moines, Iowa 50307

Mr. D. H. Peckenpaugh BE-81
Superintendent of Schools
Duluth Board of Education
Duluth, Minnesota

Mr. John E. Dwyer BE-82
Superintendent of Schools
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500 North Broad Street
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Dr. Robert J. LaPenna BE-83
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Dr. Wilmer K. Bugher BE-84
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Superintendent, Flint Public Schools
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Mr. Lester Grile BE-87
Superintendent of Schools
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Fort Wayne, Indiana 46802

Mr. William J. Bolt BE-88
Superintendent of Schools
40775 Fremont Boulevard
Fremont, California 94538

Mr. Erwin A. Dann BE-89
Superintendent of Schools
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Mr. David H. Paynter BE-90
Superintendent of Schools
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Garden Grove, California 92640

Mr. Gordon L. McAndrew BE-91
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Mr. Burtis E. Taylor BE-92
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Mr. C. Robert Muth BE-93
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Greensboro School District
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Mr. Medill Bair BE-97
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 Knoxville Board of Education
 Knoxville, Tennessee 37917

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 Superintendent of Schools
 Lincoln Board of Education
 Lincoln, Nebraska

Mr. Floyd W. Parsons BE-108
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Mr. Julius Gholson BE-111
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Mr. Harold Collins BE-113
 Mobile County Superintendent of
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Mr. Walter McKee BE-114
 Montgomery County Superintendent of
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Mr. J. R. Hayden BE-115
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 New Bedford, Massachusetts 02740

Mr. Gerald Barbaresi BE-116
 Superintendent of Schools
 200 Orange Street
 Hall of Records
 New Haven, Connecticut 06510

Mr. G. J. McIntosh BE-117
 City Superintendent of Schools
 Box 1277, Warwick Station
 Newport News, Virginia 23601

Mr. James M. Higginbotham BE-118
 County Superintendent of Schools
 P. O. Box 271
 Orlando, Florida 32802

Mr. Stuart Openlander BE-119
 Superintendent of Schools
 6726 Ridge Road
 Parma, Ohio 44129

Mr. Ralph W. Hornbeck BE-120
 Superintendent of Schools
 351 South Hudson Avenue
 Pasadena, California 91109

Mr. Michael Gioia BE-121
 Superintendent of Schools
 Board of Education
 City Hall Annex
 137 Ellison Street
 Paterson, New Jersey 07505

Mr. Claude E. Norcross BE-122
 Superintendent of Schools
 3202 North Wisconsin
 Peoria, Illinois 61603

Dr. M. E. Alford BE-123
 City Superintendent of Schools
 Box 998
 Portsmouth, Virginia 23705

Mr. Richard Briggs BE-124
 Superintendent of Schools
 150 Washington Street
 Providence, Rhode Island 02903

Mr. C. L. Hooper BE-125
 City Superintendent of Schools
 601 Devereaux Street
 Raleigh, North Carolina 27605

Mr. Emmett R. Berry, Jr. BE-126
 Superintendent of Schools
 3954 - 125h Street
 Riverside, California 92501

Dr. Robert G. Salisbury BE-127
 Superintendent of Schools
 201 South Madison Street
 Rockford, Illinois 61101

Mr. Thomas Southard BE-128
 County Superintendent of Schools
 Box 4688
 Clearwater, Florida 33518

Mr. A. C. Wiscombe BE-129
 Superintendent of Schools
 440 East-First South
 Salt Lake City, Utah 84111

Mr. George L. Caldwell BE-130
 Superintendent of Schools
 799 F Street
 San Bernardino, California 92410

Mr. Charles F. Kenney BE-131
 Superintendent of Schools
 1405 French Street
 Santa Ana, California 92701

Superintendent of Schools BE-132
 Savannah Board of Education
 Savannah, Georgia

Mr. Eugene Lanza BE-133
 District Superintendent of
 Schools
 425 North Washington Avenue
 Scranton, Pennsylvania 18503

Mr. D. L. Kennedy BE-134
 Parish Superintendent of Schools
 501 Courthouse
 Shreveport, Louisiana 71101

Mr. Donald Dake BE-135
 Superintendent of Schools
 South Bend, Indiana 46623

Dr. Albert L. Ayars BE-136
 Superintendent of Schools
 West 825 Trent Avenue
 Spokane, Washington 99201

Mr. John E. Deady BE-137
Superintendent of Schools
195 State Street
Springfield, Massachusetts 01103

Dr. J. E. Kuklenski BE-138
Superintendent of Schools
940 North Jefferson
Springfield, Missouri 65802

Superintendent of Schools BE-139
195 Hillandale Avenue
Stamford, Connecticut 06902

Mr. J. Roland Ingraham, Jr. BE-140
Superintendent of Schools
701 North Madison
Stockton, California 95202

Dr. John T. Gunning BE-141
Superintendent of Schools
409 West Genesee Street
Syracuse, New York 13219

Dr. Angelo Guadrone BE-142
Superintendent of Schools
Box 1357
Tacoma, Washington 98401

Dr. Merle R. Bolton BE-143
Superintendent of Schools
415 West 8th
Topeka, Kansas 66603

Superintendent of Schools BE-144
2335 Plaza Del Amo
Torrance, California 90509

Mr. Ercell I. Watson BE-145
Superintendent of Schools
9 South Stockton Street
Trenton, New Jersey 08611

Mr. E. E. Brickel BE-146
City Superintendent of Schools
Box 6038
Virginia Beach, Virginia 23456

Mr. Olin L. Adams, Jr. BE-147
Superintendent of Schools
29900 Lorraine
Warren, Michigan 48093

Mr. Michael F. Wallace BE-148
Superintendent of Schools
20 South Elm Street
Waterbury, Connecticut 06702

Mr. Marvin Ward BE-149
Superintendent of Schools
Box 2513
Winston-Salem, North Carolina 27102

Mr. John J. Connor, Jr. BE-150
Superintendent of Schools
Administration Building
20 Irving Street
Worcester, Massachusetts 01609

Mr. James F. Gallagher BE-151
Acting Superintendent of Schools
162 McLean Avenue
Yonkers, New York 10705

Mr. R. F. Viering BE-152
Superintendent of Schools
20 West Wood Street
Youngstown, Ohio 44503

Population: 50,000-100,000**

Mr. A. E. Wells BE-152a
Superintendent of Schools
Box 981
Abilene, Texas 79604

Mr. J. J. Cordell BE-153
County Superintendent of Schools
Dougherty County Board of Education
Albany, Georgia 31702

Dr. Charles M. Hill BE-154
District Superintendent of Schools
1415 - 7th Avenue
Altoona, Pennsylvania 16603

Mr. Orlyn Zieman BE-155
Acting Superintendent of Schools
120 East Harris Street
Appleton, Wisconsin 54911

Dr. Edward Gilbert BE-156
Superintendent, School District 214
799 West Kensington Road
Mount Prospect, Illinois 60056
(Arlington Heights)

Mr. Urban J. D. Leavitt BE-157
District Superintendent of Schools
1085 Peoria Street
Aurora, Colorado 80010

Mr. Alvin N. Zachrich BE-158
Superintendent of Schools
1800 Columbus Avenue
Bay City, Michigan 48706

Mr. W. Norman Wampler BE-159
Superintendent of Schools
16703 South Clark Avenue
Bellflower, California 90706

Mr. Paul T. O'Hare BE-160
Superintendent of Schools
523 North 29th Street
Billings, Montana 59101

Mr. F. M. Atkinson BE-161
Superintendent of Schools
Independent School District No. 271
10025 Penn Avenue, South
Bloomington, Minnesota 55431

Mr. William Rowe BE-162
Superintendent of Schools
985 Farmington Avenue
Bristol, Connecticut 06010

Mr. Robert I. Sperber BE-163
Superintendent of Schools
333 Washington Street
Brookline, Massachusetts 02146

Mr. Robert E. Shanks BE-164
Superintendent of Schools
245 East Magnolia Boulevard
Burbank, California 91503

Mr. E. C. Clark BE-165
Superintendent of Schools
67 Legare Street
Charleston, South Carolina 29401

Mr. Robert Hall BE-166
Superintendent of Schools
1155 Marikress Road
Cherry Hill, New Jersey 08034

Mr. George Menbrino BE-167
Superintendent of Schools
141 Grape Street
Chicopee, Massachusetts 01013

Mr. W. F. Shershin BE-168
Superintendent of Schools
Clifton District Board of Education
Clifton, New Jersey 07013

Mr. Alonzo A. Crim BE-169
Superintendent of Schools
604 South Tamarind Street
Compton, California 90220

**One-third of the cities in this population group were contacted.

Mr. Robert D. Brenton BE-170
Superintendent of Schools
207 Scott Street
Council Bluffs, Iowa 51501

Mr. Edward D. Morgan BE-171
Superintendent of Schools
375 Mayfair Avenue, Room 214
Daly City, California 94015

Mr. George A. Leonard BE-172
Superintendent of Schools
North Dearborn Heights School District
Dearborn Heights, Michigan 48127

Dr. Richard R. Short BE-173
Superintendent, District 207
Dempster and Potter Streets
Park Ridge, Illinois 60068
(Des Plaines)

Mr. Lew W. Hannen BE-174
City Superintendent of Schools
Box 2246
Durham, North Carolina 27702

Mr. Rufus Starks BE-175
Superintendent, District 189
240 North Sixth Street
East St. Louis, Illinois 62201

Mr. Paul R. Lawrence BE-176
Superintendent, District 46
4 South Gifford
Elgin, Illinois 60120

Mr. G. B. Smittle BE-177
Superintendent of Schools
348 - 5th Street
Elyria, Ohio 44035

Mr. Scott D. Thompson BE-178
Township District Superintendent
1600 Dodge Avenue
Evanston, Illinois 60204

Mr. Robert J. Nagle BE-179
Superintendent of Schools
417 Rock Street
Fall River, Massachusetts 02723

Mr. C. O. McDonald BE-180
Superintendent of Schools
7011 Howdershell Road
Hazlewood, Missouri 63042
(Florissant)

Mr. L. L. Murdy BE-181
Superintendent of Schools
211 West Commonwealth
Fullerton, California 92632

Mr. Eli Douglas BE-182
Superintendent of Schools
Box 660
Galveston, Texas 77550

Mr. Harold Wenaas BE-183
Superintendent of Schools
1100 - 4th Street, South
Great Falls, Montana 59401

Dr. J. F. Hall BE-184
County Superintendent of Schools
420 North Pleasantburg Drive
Drawer 5575, Station B
Greenville, South Carolina 29602

Mr. James H. Fry BE-185
Superintendent of Schools
332 Dayton Street
Hamilton, Ohio 45011

Mr. Lowell Jackson BE-186
Superintendent of Schools
12227 South Hawthorne Way
Hawthorne, California 90250

Dr. Dean B. Pruette BE-187
Superintendent of High Point School
District
English Road
High Point, North Carolina 27261

Mr. A. Neil Galluzzo BE-188
Superintendent of Schools
401 South Inglewood
Inglewood, California 90301

Mr. George R. Gordon BE-189
Superintendent of Schools
164 Orange Avenue
Irvington, New Jersey 07111

Mr. Donald Smitley BE-190
Superintendent of Schools
625 - 52nd Street
Kenosha, Wisconsin 53140

Mr. F. C. Delana BE-191
Lafayette Parish Schools
P. O. Drawer 2158
Lafayette, Louisiana 70501

Superintendent of Schools BE-192
Lakewood Board of Education
Lakewood, Colorado

Mr. J. W. Nixon BE-193
Superintendent of Schools
1701 Victoria
Laredo, Texas 78040

Mr. E. A. McGovern BE-194
Superintendent of Schools
515 South Calumet Avenue
Lima, Ohio 45804

Mr. Wayne R. Peters BE-195
Superintendent of Schools
375 Merrimack Street
Lowell, Massachusetts 01852

Mr. James L. McGuinness BE-196
42 Franklin Street
Lynn, Massachusetts 01905

Mr. Robert E. Glass BE-197
Superintendent of Schools
270 West Sixth Street
Mansfield, Ohio 44902

Mr. George N. Smith BE-198
Superintendent of Schools
549 North Stapley
Mesa, Arizona 85201

Mr. Paul Lefever BE-199
Superintendent of Schools
59 Tindall Road
Middletown, New Jersey 07748

Mr. Bert C. Corona BE-200
Superintendent of Schools
426 Locust Street
Modesto, California 95351

Mr. J. L. Larson BE-201
Superintendent of Schools
165 North Columbus Avenue
Mount Vernon, New York 10550

Mr. Ralph M. Gantz BE-202
Superintendent of Schools
27 Hillside Place
New Britain, Connecticut 06050

Mr. Aaron Fink BE-203
Superintendent of Schools
265 Watertown Street
Newton, Massachusetts 02158

Mr. George E. Miller BE-204
Superintendent of Schools
27th and Poplar
North Little Rock, Arkansas 72114

Mr. J. E. Lynch BE-205
Superintendent, District 229
Oak Lawn School District
Oak Lawn, Illinois

Mr. W. L. Garner BE-206
Superintendent of Schools
2444 Adams Avenue
Ogden, Utah 84401

Mr. Harold Stewart BE-207
Superintendent of Schools
228 Algoma Boulevard
Oshkosh, Wisconsin 54901

Mr. Joseph W. Crosby BE-208
Superintendent of Schools
Box 592
Oxnard, California 93030

Mr. George A. Thompson BE-209
Superintendent of Schools
Box 1799
Pasadena, Texas 77501

Mr. Charles E. Shea, Jr. BE-210
Superintendent of Schools
Administration Building
Park Place, Rhode Island 02860
(Pawtucket)

Mr. C. B. Garrison BE-211
Superintendent of Schools
1021 Laurel Street
Pine Bluff, Arkansas 71601

Mr. Dana Whitmer BE-212
Superintendent
Pontiac Public Schools
350 Wide Track Drive, East
Pontiac, Michigan 48058

Mr. Sherman Wing BE-213
Superintendent of Schools
P. O. Box 816
Provo, Utah 84601

Mr. C. Richard Nelson BE-214
Superintendent of Schools
2230 Northwestern Avenue
Racine, Wisconsin 53404

Mr. Ralph C. Geigle BE-215
District Superintendent of Schools
8th and Washington Streets
Reading, Pennsylvania 19601

Mr. Marvin E. Picollo BE-216
County Superintendent of Schools
425 East 9th Street
Reno, Nevada 89502

Mr. J. A. Kinder BE-217
Superintendent of Schools
Rochester School District
Rochester, Minnesota 55901

Mr. D. Currie BE-218
Superintendent of Schools
4000 Crooks Road
Royal Oaks, Michigan 48073

Dr. G. T. Troester BE-219
Superintendent of Schools
St. Joseph School System
St. Joseph, Missouri 64501

Mr. G. B. Wadzeck BE-220
Superintendent of Schools
100 North Magdalen
San Angelo, Texas 76901

Mr. Norman B. Scharer BE-221
Superintendent of Schools
720 Santa Barbara Street
Santa Barbara, California 93101

Mr. Mitchell Soso BE-222
Superintendent of Schools
211 Ridgeway Avenue
Santa Rosa, California 95401

Mr. William A. Anderson BE-223
Superintendent of Schools
1221 Pierce
Sioux City, Iowa 51105

Mr. Leo C. Donahue BE-224
Superintendent of Schools
81 Highland Avenue
Somerville, Massachusetts 02143

Mr. Earl D. Patton BE-225
District Superintendent of Schools
1900 West Monroe
Springfield, Illinois 62704

Mr. Edwin A. Cox BE-226
Superintendent of Schools
5344 Main Street
Stratford, Connecticut 06497

Mr. S. Kachaterian BE-227
Superintendent, Township District
24715 Wick Road
Taylor, Michigan 48180

Mr. Roswell F. Clukey BE-228
202 Broad Street
Tonawanda, New York 14150

Mr. Jim Plyler BE-229
Superintendent of Schools
Box 237
Tyler, Texas 75701

Mr. H. Curwen Schlosser BE-230
District Superintendent of Schools
Lansdowne Avenue and School Lane
Upper Darby, Pennsylvania 19084

Mr. Patrick O. Rooney BE-231
Superintendent of Schools
120 East Santa Clara Street
Ventura, California 93001

Mr. David Moberly BE-232
261 Monroe, Northwest
Warren, Ohio 44483

Mr. Gene T. Lubera BE-233
Superintendent of Schools
1516 Washington Street
Waterloo, Iowa 50702

Mr. David H. O'Grady BE-234
Superintendent of Schools
Board of Education
50 Nellis Drive
Wayne, New Jersey 07470

Mr. Charles O. Richter BE-235
Superintendent of Schools
7 Whiting Lane
West Hartford, Connecticut 06119

Mr. William E. Dolph BE-236
Superintendent of Schools
14121 Cedarwood Avenue
Westminster, California 92683

Mr. Arthur P. Antin BE-237
Superintendent of Schools
5 Homeside Lane
White Plains, New York 10605

Mr. Walter C. Wood BE-238
District Superintendent of Schools
730 South Main Street
Wilkes-Barre, Pennsylvania 18701

Mr. Robert Davis BE-239
Superintendent
Wyoming Public Schools
3574 Gladiola, Southwest
Wyoming, Michigan 49509

Population: 25,000-50,000***

Mr. Roger H. Hanson BE-240
Superintendent of Schools
Aberdeen School System
Aberdeen, South Dakota 57401

Mr. Walter L. Hetzel BE-241
Superintendent of Schools
6th and Clark Avenue
Ames, Iowa 50010

Mr. George L. Layton BE-242
City Superintendent of Schools
Board of Education
Box 1500
Anniston, Alabama 36201

Superintendent of Schools BE-243
Athens Board of Education
Athens, Georgia 30601

Mr. Dayton E. Dickey BE-244
Superintendent of Schools
Box 500
Azusa, California 91702

Mr. E. Hamon BE-245
Superintendent of Schools
Bartlesville School System
Bartlesville, Oklahoma 74003

Mr. K. Lane Miller BE-246
District Superintendent of Schools
2600 West Main Street
Belleville, Illinois 62221

Mr. C. Donald Jess BE-247
Superintendent of Schools
Bergenfield High School
Bergenfield, New Jersey 07621

Mr. Kenneth Peters BE-248
Superintendent of Schools
255 South Lasky Drive
Beverly Hills, California 90212

Mr. Robert Miller BE-249
Superintendent of Schools
Bismarck School System
Bismarck, North Dakota 58501

Mr. Emmett Cope BE-250
Parish Superintendent of Schools
P. O. Box 218
Benton, Louisiana 71006

Mr. Royal K. Tice BE-251
Superintendent of Schools
16945 West North Avenue
Brookfield, Wisconsin 53005

Mr. Frank Mayer BE-252
Superintendent of Schools
390 Fair Street
Berea, Ohio 44017

Dr. Brank Proffit BE-253
City Superintendent of Schools
Box 938
Burlington, North Carolina 27215

Mr. E. D. Archambault BE-254
Superintendent of Schools
903 Washington
Cedar Falls, Iowa 50613

Dr. Joe Lutjeharms BE-255
Superintendent of Schools
Cheyenne School District 1
Cheyenne, Wyoming 82001

Mr. R. Wegner BE-256
Superintendent of Schools
Clinton School System
100 East Franklin Street
Clinton, Michigan 49236

Mr. Vincent Sarnowski BE-257
Superintendent of Schools
Thomas Street
Cranford, New Jersey 07016

Mr. Harold Wilson BE-258
Superintendent of Schools
431 Stow Street
Cuyahoga Falls, Ohio 44221

Mr. R. G. Dunne BE-259
County Superintendent of Schools
Box 2118
DeLand, Florida (Daytona Beach)

Mr. James M. Benjamin BE-260
Superintendent of Schools
1205 West University Drive
Denton, Texas 76201

Mr. Frank Poulos BE-261
Superintendent of Schools
Grace Street
Dover, New Jersey 07801

Mr. Michael O. Emlaw BE-262
Superintendent
East Detroit Schools
15700 Nine Mile Road
East Detroit, Michigan 48021

Mr. Edward R. Martin BE-263
Superintendent of Schools
255 Taunton Avenue
East Providence, Rhode Island 02914

Mr. Harold E. Oyer BE-264
Superintendent of Schools
228 West Franklin Street
Elkhart, Indiana 46514

Superintendent of Schools BE-265
O. T. Autry High School
Enid, Oklahoma 73701

Mr. Robert Ritchie BE-266
Superintendent of Schools
306 East Whittier
Fairborn, Ohio 45324

Mr. N. Smith BE-267
Superintendent of Schools
1721 Walnut Street
Carrollton, Texas 75006
(Farmers Branch)

Mr. C. Robert Baker BE-268
Superintendent of Schools
1001 Blanchard Avenue
Findlay, Ohio 45840

Mr. H. L. Sneed BE-269
Superintendent of Schools
109 West Pine Street
Florence, South Carolina 29501

Mr. R. L. Williams BE-270
County Superintendent of Schools
Lee County Courthouse
Fort Myers, Florida 33901

Mr. John H. Martin BE-271
Superintendent of Schools
P. O. Box 50
Freeport, New York 11520

Mr. Oliver W. Melchior BE-272
Superintendent of Schools
Administration Building
Cathedral Avenue
Garden City, New York 11534

Superintendent of Schools BE-273
Genesee School District
7347 Genesee Road
Genesee, Michigan 48437

Mr. Thomas Sykes BE-274
Superintendent of Schools
Cumberland and Joy Streets
Gloucester City, New Jersey 08030

Mr. Kenneth E. Ripple BE-275
Superintendent of Schools
811 - 15th Street
Greeley, Colorado 80631

***One-fifth of the cities in this population group were contacted.

Superintendent of Schools BE-276
Gulfport School System
Gulfport, Mississippi 39501

Mr. William Ciopan BE-277
Acting Superintendent of Schools
11410 Charest
Hamtramck, Michigan 48212

Mr. Henry F. Paterson, Jr. BE-278
District Superintendent of Schools
950 Peace Street
Hazleton, Pennsylvania 18201

Mr. R. N. Tydings BE-279
Superintendent of Schools
P. O. Box 1040
Hubbs, New Mexico 88240

Mr. James M. Reusswig BE-280
Superintendent of Schools
1040 William Street
Iowa City, Iowa 52240

Mr. Fred R. Holt BE-281
Superintendent of Schools
315 South Jackson Street
Janesville, Wisconsin 53545

Mr. Jack F. Allman BE-282
Superintendent of Schools
Joplin School System
Joplin, Missouri 64801

Mr. Armando Henriquez BE-283
County Superintendent of Schools
P. O. Drawer 1430
Key West, Florida 33040

Dr. W. A. Shannon BE-284
Superintendent of Schools
516 South Kirkwood Road
Kirkwood, Missouri 63122

Mr. W. W. Read BE-285
County Superintendent of Schools
Box 391
Bartow, Florida 33830

Mr. W. H. Simpson BE-286
District Superintendent of Schools
2721 Ridge Road
Lansing, Illinois 60438

Mr. Paul Dunkelberger BE-287
District Superintendent of Schools
1000 South 8th Street
Lebanon, Pennsylvania 17042

Mr. James J. O'Brien BE-288
Superintendent of Schools
16 North Elizabeth Avenue
Linden, New Jersey 07036

Mr. Raymond M. Jansen BE-289
Superintendent of Schools
815 West Lockeford Street
Lodi, California 95240

Mr. William H. Meskill BE-290
Superintendent of Schools
6 West End Court
P. O. Box 1
Long Branch, New Jersey 07742

Mr. Lawrence Valade BE-291
Superintendent
Lamphere Public Schools
235 East Thirteen Mile Road
Madison Heights, Michigan 48071

Mr. C. E. Jones BE-292
Superintendent of Schools
1514 South 14th Street
Manitowoc, Wisconsin 54220

Mr. Bernard K. McKenzie BE-293
Superintendent of Schools
121 East River Boulevard
Marion, Indiana 46952

Mr. R. N. Bickert BE-294
Superintendent of Schools
120 East State
Mason City, Iowa 50401

Mr. Richard C. Langton BE-295
Superintendent of Schools
500 Monroe
Medford, Oregon 97501

Mr. Robert C. Hemberger BE-296
Superintendent of Schools
8880 Lake Shore Boulevard
Mentor, Ohio 44060

Mr. J. H. Gaudet BE-297
Superintendent of Schools
Green End Avenue and Valley Road
Middletown, Rhode Island 02840

Mr. Edward C. Bates BE-298
Superintendent of Schools
1500 Escuela Parkway
Milpitas, California 95035

Dr. Kenneth J. Kroger BE-299
Superintendent of Schools
222 Miami Terrace
Mishawaka, Indiana 46544

Mr. A. Roland Walker BE-300
Superintendent of Schools
123 South Montebello Boulevard
Montebello, California 90640

Mr. William J. Stoutt BE-301
Superintendent, School District 67
9401 Waukegan Street
Morton Grove, Illinois 60053

Superintendent of Schools BE-302
Muskegon Public Schools
349 West Webster
Muskegon, Michigan 49441

Mr. William Powers BE-303
Superintendent of Schools
1330 Highland Avenue
Needham, Massachusetts 02192

Mr. Virgil Staples BE-304
Superintendent of Schools
4333 South Sunny Slope Road
New Berlin, Wisconsin 53151

Mr. John Wallace BE-305
Superintendent of Schools
90 Welles Drive, North
Newington, Connecticut 06111

Mr. George Evans BE-306
Superintendent, School District 5
700 Hale Street
Normal, Illinois 61761

Mr. L. J. Harman BE-307
Superintendent of Schools
1717 - 17th Street
North Chicago, Illinois 60064

Mr. Alfred D. LaFleur BE-308
Superintendent of Schools
555 South Nevada Street
Oceanside, California 92054

Superintendent of Schools BE-309
Parkersburg School System
Parkersburg, West Virginia 26101

Mr. Donald Dunnam BE-310
Superintendent of Schools
75 Central Street
Peabody, Massachusetts 01960

Mr. James E. Owen BE-311
City Superintendent of Schools
Board of Education
Box 460
Phenix City, Alabama 36867

Mr. Allen Robson BE-312
Superintendent
Ponca City School System
Ponca City, Oklahoma 74601

Mr. T. E. Fannin BE-313
Superintendent of Schools
Gallia and Water Streets
Portsmouth, Ohio 45662

Superintendent of Schools BE-314
Prichard School System
Prichard, Alabama 36610

Mr. George Sommers BE-315
District Superintendent of Schools
200 South Sheldon Street
Rantoul, Illinois 61866

Mr. Charles Kelley BE-316
Superintendent of Schools
153 Beach Street
Revere, Massachusetts 02151

Mr. Paul C. Garrison BE-317
Superintendent of Schools
Administration Building
300 Whitewater Boulevard
Richmond, Indiana 47374

Mr. Herbert F. Johnson BE-318
Superintendent of Schools
Shepherd Street
Rockville Centre, New York 11570

Mr. Kermit L. Eastman BE-319
Superintendent of Schools
St. Cloud School District
13th Avenue and 7th Streets
St. Cloud, Minnesota 56301

Mr. George P. Chaffey BE-320
Superintendent of Schools
480 James Avenue
Redwood City, California 94063
(San Carlos)

Mr. Carl E. Wilsey BE-321
133 Mission Street
Santa Cruz, California 95060

Mr. Henry Counsman BE-322
Superintendent of Schools
425 Main Street
Sayreville, New Jersey 08872

Dr. L. R. Westfall BE-323
Superintendent of Schools
Shawnee School System
Shawnee, Oklahoma 74801

Mr. J. G. McCracken BE-324
Superintendent of Schools
Spartanburg School System
Spartanburg, South Carolina 29301

Dr. Gene Pingleton BE-325
Superintendent of Schools
Stillwater School System
Stillwater, Oklahoma 74074

Mr. M. John Rand BE-326
Superintendent of Schools
9516 East Longden Avenue
Temple City, California 91780

Mr. P. G. Liddicoat BE-327
Superintendent of Schools
120 Hart
Troy, Michigan 48084

Mr. R. H. Braun BE-328
Superintendent, School District 116
101 McCullough
Urbana, Illinois 61801

Mr. W. F. Bruce BE-329
Superintendent of Schools
Vicksburg School System
Vicksburg, Mississippi 39180

Mr. Lucian Colucci BE-330
Superintendent of Schools
485 Main Street
Wakefield, Massachusetts 01880

Mr. Raymond R. Delaney BE-331
Superintendent of Schools
Watertown School System
30 Common Street
Watertown, Massachusetts 02172

Superintendent of Schools BE-332
Weirton School System
Weirton, West Virginia 26062

Mr. O. M. Shultz, Jr. BE-333
Superintendent of Schools
503 Missouri
West Memphis, Arkansas 72301

Superintendent of Schools BE-334
West Seneca School System
West Seneca, New York 1424

Superintendent of Schools BE-335
Wheeling School System
Wheeling, West Virginia 26003

Mr. Donald V. Grote BE-336
Superintendent
School District 39
615 Locust Road
Wilmette, Illinois 60091

Population: 20,000-25,000****

Mr. John R. Thorson BE-339
Superintendent, District 68
1250 South Ardmore
Villa Park, Illinois 60181
(Addison)

Mr. Kenneth Seifert BE-340
Superintendent of Schools
36 Bartlet Street
Andover, Massachusetts 01810

Mr. Wayne Teague BE-341
City Superintendent of Schools
Board of Education, Box 911
Auburn, Alabama 36830

Mr. Donald Roe BE-342
Superintendent
Berkley Public Schools
3127 Bacon
Berkley, Michigan 48072

Mr. L. D. Harris BE-343
Superintendent of Schools
614 Chickasawba
Blytheville, Arkansas 72315

Mr. Earl D. Freeland BE-344
Superintendent of Schools
Junior High School Building
Bridgeton, New Jersey 08302

Mr. Eugene Rodemich BE-345
Superintendent, District 187
1700 Jerome Lane
Cahokia, Illinois 62206

Mr. Edward J. Condon BE-337
Superintendent of Schools
70 North Main Street
Woonsocket, Rhode Island 02895

Mr. W. A. Canode BE-338
Superintendent of Schools
400 - 6th Avenue
Yuma, Arizona 85364

Mr. Robert T. O'Donnell BE-346
Superintendent of Schools
Carteret High School
Carteret, New Jersey 07008

Superintendent of Schools BE-347
Columbia Board of Education
Columbia, Tennessee 38401

Mr. Walter Ploetz BE-348
Superintendent of Schools
3744 East Ramsey Avenue
Cudahy, Wisconsin 53110

Mr. Austin Spilhaus BE-349
County Superintendent of Schools
Palm Beach County Board of Education
Box 2469
West Palm Beach, Florida 33402
(Delray Beach)

Mr. Frederick C. Walker BE-350
Superintendent of Schools
Municipal Building
Dover, New Hampshire 03820

Mr. Frank Marlow BE-351
Superintendent of Schools
Education Administration Building
East 54th Street
East Paterson, New Jersey 07407

Mr. Jack R. Singer BE-352
Superintendent of Schools
3200 Walford Avenue
Eureka, Colorado 95501

****One-fifth of the cities in this population group were contacted.

Mr. Max Bruner BE-353
County Superintendent of Schools
Okaloosa County Board of Education
County Courthouse
Crestview, Florida 32536
(Fort Walton Beach)

Mr. Hugh M. Watson BE-354
Superintendent of Schools
Williams Street
Glastonbury, Connecticut 06033

Mr. Ronald D. Wine BE-355
Acting District Superintendent
2115 Grand Avenue
Grand Junction, Colorado 81501

Mr. D. B. Christie BE-356
County Superintendent of Schools
Spalding County Board of Education
Box 262
Griffin, Georgia

Mr. Thomas N. Keating BE-357
Superintendent of Schools
419 North Hastings
Hastings, Nebraska 68901

Mr. Allen J. Warren BE-358
Superintendent of Schools
9145 Kennedy
Highland, New Jersey 46322

Mr. Charles W. Smith BE-359
City Superintendent of Schools
Box 270
Hopewell, Virginia 23860

Mr. John D. DiSanto BE-360
Superintendent of Schools
80 Greenville Avenue
Johnston, Rhode Island 02919

Mr. J. Ross Reagan BE-361
Superintendent of Schools
1212 Pleasant Hill Road
Lafayette, California 94549

Mr. Paul W. Major BE-362
Acting Superintendent of Schools
Box 640
Mountain View, California
(Los Altos)

Mr. Eli A. Kane BE-363
Superintendent of Schools
Municipal Building
Valley Brook Avenue
Lyndhurst, New Jersey

Mr. David F. Byrne BE-364
Superintendent, District 212
3400 North Rose
Franklin Park, Illinois (Melrose Pk)

Mr. Charles King BE-365
Superintendent of Schools
434 Milburn Avenue
Milburn, New Jersey 07041

Mr. Allan G. Smith BE-366
Superintendent of Schools
211 West 5th Street
Ontario, California 91762
(Montclair)

Mr. J. Easton Parratt BE-367
Superintendent of Schools
147 East, 5065 South
Murray, Utah 84107

Dr. D. Scott BE-368
Superintendent of Schools
410 South Commercial Street
Neenah, Wisconsin 54956

Mr. W. F. Jefferson BE-369
District Superintendent of Schools
Route 56 at 7th Street
Administration Building
New Kensington, Pennsylvania 15068

Mr. John A. McGuire BE-370
Superintendent of Schools
1828 Mineral Spring Avenue
North Providence, Rhode Island 02904

Mr. James A. Painter BE-371
Superintendent of Schools
2420 Woodson Road
Overland, Missouri 63114

Mr. Lesly H. Meyer BE-372
Superintendent of Schools
Administration Building
11 Fifth Street
Petaluma, California 94952

Mr. Earl R. Bevan BE-373
Superintendent of Schools
1310 North Broadway
Pittsburg, Kansas 66762

Mr. Max Snyder BE-374
Superintendent of Schools
628 South Grand
Pullman, Washington 99163

Mr. Robert F. Van Wagner BE-375
Acting Superintendent of Schools
710 Locust Street
Roselle, New Jersey 07203

Mr. John Angel BE-376
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Sanford, Florida 32771

Mr. T. J. Norris BE-377
Superintendent of Schools
Sedalia Board of Education
Sedalia, Missouri 65301

Mr. Forest M. Fouts BE-378
Superintendent of Schools
Box B
South Pasadena, California 91030

Mr. A. D. Kornegay BE-379
City Superintendent of Schools
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Statesville, North Carolina 28677

Mr. R. G. Salisbury BE-380
Board of Education
97 Maple Street
Summit, New Jersey 07901

Mr. Hans Lantzsch BE-381
Superintendent
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2603 Charlton Road
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Superintendent of Schools
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Vacaville, California 95688

Mr. Wayne E. Ader BE-383
Superintendent of Schools
300 North 6th Street
Vincennes, Indiana 47591

Mr. Iver C. Ranum BE-384
Superintendent of Schools
7200 North Lowell Boulevard
Westminster, Colorado 80030

Mr. A. S. Holloway BE-385
Superintendent of Schools
38106 Euclid
Willoughby, Ohio 44094 (Willowick)

Mr. Kenneth O. Johson BE-386
Superintendent of Schools
175 Walnut Street
Woodland, California 95695

APPENDIX C

STATE AND LOCAL BOARDS OF EDUCATION
Alphabetical Listing by State

STATE BOARDS OF EDUCATION

State of Alabama Department of Education (SBE-1)
 Alaska State Department of Education (SBE-2)
 Arizona Department of Education (SBE-3)
 State of California Department of Education (SBE-5)
 Colorado Department of Education (SBE-6)
 State of Connecticut Board of Education (SBE-7)
 Florida State Department of Education (SBE-10)
 State of Georgia Department of Education (SBE-11)
 State of Hawaii Department of Education (SBE-12)
 State of Idaho Department of Education (SBE-13)
 State of Illinois Office of the Superintendent (SBE-14)
 State of Indiana Department of Education (SBE-15)
 Iowa Department of Public Instruction (SBE-16)
 Kansas State Department of Education (SBE-17)
 Commonwealth of Kentucky Department of Education (SBE-18)
 State of Louisiana Department (SBE-19)
 State of Maine Department of Educational and Cultural Services (SBE-20)
 Maryland State Department of Education (SBE-21)
 Commonwealth of Massachusetts Department of Education (SBE-22)
 Minnesota Department of Education (SBE-24)
 Missouri State Department of Education (SBE-26)
 State of Nebraska Department of Education (SBE-28)
 State of New Mexico Department of Education (SBE-32)
 New York State Education Department (SBE-33)
 State of North Carolina Board of Education (SBE-34)
 North Dakota Department of Public Instruction (SBE-35)
 Ohio Department of Education (SBE-36)
 Oklahoma State Department of Education (SBE-37)
 Oregon Board of Education (SBE-38)
 Vermont Department of Education (SBE-40)
 South Carolina Department of Education (SBE-41)
 South Dakota Department of Public Instruction (SBE-42)
 Texas Education Agency (SBE-44)
 Utah State Board of Education (SBE-45)
 Virginia State Department of Education (SBE-47)
 State of Washington Department of Public Instruction (SBE-48)
 State of West Virginia Department of Education (SBE-49)
 Wisconsin Department of Public Instruction (SBE-50)
 Wyoming Department of Education (SBE-51)

LOCAL BOARDS OF EDUCATION

ALABAMA

Anniston Public Schools (BE-242)
 Birmingham Board of Education (BE-5)
 Huntsville City Schools (BE-99)

ARIZONA

Mesa Public Schools (BE-190)
 Tucson Public Schools (BE-53)
 Yuma Union High School District (BE-338)

ARKANSAS

Blytheville Public Schools (BE-343)
 Little Rock Public Schools (BE-108)

CALIFORNIA

Acalanes Union High School (BE-361)
 Anaheim Union High School District (BE-62)
 Azusa Unified School District (BE-244)
 Berkeley Unified School District (BE-66)
 Chaffey Union High School District (BE-366)
 Compton Unified School District (BE-169)
 Fremont Unified School District (BE-88)
 Fullerton Union High School District (BE-181)
 Garden Grove Unified School District (BE-90)
 Huntington Beach Union High School District (BE-98)
 Los Angeles Unified School District (BE-289)
 Modesto City Schools (BE-200)
 Mountain View - Los Altos Union High School (BE-362)
 Oceanside Unified School District (BE-308)
 Oxnard Union High School District (BE-108)
 Pasadena Unified School District (BE-120)
 Riverside Unified School District (BE-126)
 San Diego City Schools (BE-47)
 Santa Ana Unified School District (BE-131)
 Santa Barbara City Schools (BE-221)
 Santa Rosa City Schools (BE-222)
 Sequoia Union High School District (BE-320)
 Temple City Unified School District (BE-326)
 Vacaville Unified School District (BE-382)
 Westminster School District (BE-236)
 Woodland Public Schools (BE-386)

COLORADO

Adams County School District #30 (EE-384)
Greeley Public Schools (EE-273)

FLORIDA

Brevard County School Board (EE-86)
Buck County Public Schools (EE-26)
Hillsborough County Public Schools (EE-31)
Key West Office of Superintendent of Schools (EE-283)
Lee County District School Board (EE-270)
Orange County School Board (EE-116)
Seminole County District School Board (EE-376)

GEORGIA

Atlanta Public Schools (EE-2)
Griffin-Spalding County School System (EE-356)

ILLINOIS

Cabokia School District No. 126 (EE-345)
Chicago Board of Education (EE-8)
East St. Louis Board of Education (EE-174)
Main Township High School District 207 (EE-173)
Morton Grove Board of Education, School District 67 (EE-301)
Mount-Prospect Township High School District 214 (EE-156)
North Chicago Community High School (EE-337)
Peoria Public Schools, District 150 (EE-122)
Urbana School District 116 (EE-328)

INDIANA

Elkhart Community Schools (EE-264)
Evansville-Vanderburgh School Corporation (EE-84)
Gary City Schools (EE-51)
Indianapolis Public Schools (EE-19)
South Bend Community School Corporation (EE-135)
Vincennes Community School Corporation (EE-383)

IOWA

Des Moines Public Schools (EE-80)
Iowa City Community School District (EE-280)
Waverly Community Schools (EE-233)

KANSAS

Kansas City Public Schools (EE-102)
Wichita Public Schools (EE-56)
Unified School District No. 250 (EE-379)

CONTINUED

5 OF 6

KENTUCKY

Fayette County Public Schools (KE-106)

LOUISIANA

Bossier Parish School Board (LE-250)
East Baton Rouge Parish School Board (LE-64)
New Orleans Public Schools (LE-31)

MAINE

Worcester Public Schools (ME-150)

MARYLAND

Baltimore City Public Schools (DE-4)

MASSACHUSETTS

Andover Public Schools (DE-340)
Boston City School Committee (DE-6)
Needham Public Schools (DE-363)
Newton Public Schools (DE-203)
Rushby School Department (DE-310)
Watertown Public Schools (DE-331)

MICHIGAN

Berkley City School District (DE-342)
Clinton Community Schools (DE-256)
Detroit Board of Education (DE-14)
Flint Community Schools (DE-85)
Grand Rapids Board of Education (DE-93)
Lansing Schools (DE-29)
Lansing School District (DE-104)
Muskegon Public Schools (DE-302)
Pontiac City School District (DE-212)
Royal Oak School District (DE-218)
Taylor School District (DE-227)
Troy City School District (DE-327)
Warren Consolidated Schools (DE-147)
Wyoming Public Schools (DE-239)

MINNESOTA

Duluth Public Schools (DE-81)
Duluth Municipal Separate School District (DE-276)
Minneapolis Public Schools (DE-28)

MISSOURI

Maxwell School District (DE-180)
Joplin School District, R-VIII (DE-282)
Kansas City School District (DE-22)
Kirkwood School District, R-VII (DE-284)
St. Louis Public Schools (DE-44)

NEBRASKA

Hastings Schools (DE-357)
Lincoln Public Schools (DE-107)

NEVADA

Clark County School District (DE-105)
Washoe County School District (DE-216)

NEW HAMPSHIRE

Dover Public Schools (DE-350)

NEW JERSEY

Carteret Public Schools (DE-346)
Elizabeth Board of Education (DE-82)
Gloucester City Public Schools (DE-274)
Longbranch Public Schools (DE-290)
Wayne Township Public Schools (DE-234)

NEW MEXICO

Albuquerque Public Schools (DE-58)
Nobbs Municipal Schools (DE-279)

NEW YORK

New York City Board of Education (DE-32)
Rochester City School District (DE-42)
Syracuse City School District (DE-161)

NORTH CAROLINA

Durham City Schools (DE-174)
Greensboro Public Schools (DE-94)
Winston-Salem/Forsyth County Schools (DE-149)

NORTH DAKOTA

Bismark Public Schools (DE-249)

OHIO

Berea City School District (BE-252)
Canton City Schools (BE-70)
Cincinnati Public Schools (BE-9)
Columbus Public Schools (BE-11)
Cuyahoga Falls City School District (BE-256)
Dayton Public Schools (BE-78)
Findlay City Schools (BE-268)
Lima Public Schools (BE-194)
Warren City Schools (BE-232)
Willoughby-Eastlake City Schools (BE-385)
Youngstown Public Schools (BE-152)

OKLAHOMA

(Bartlesville) Independent School District No. 30 (BE-245)
Oklahoma City Public Schools (BE-35)
Stillwater Public Schools (BE-325)

OREGON

Jackson County Intermediate Education District (BE-295)
Portland Public Schools (BE-40)

PENNSYLVANIA

Allentown City School District (BE-60)
Hazleton Area School District (BE-278)
New Kensington-Arnold School District (BE-369)
Reading City School District (BE-215)
Scranton School District (BE-133)
Upper Merion School District (BE-230)
Wilkes-Barre Schools (BE-238)

RHODE ISLAND

Johnston Public Schools (BE-360)
Providence Public Schools (BE-124)
Woonsocket Senior High School (BE-337)

SOUTH CAROLINA

Florence Public Schools, District #1 (BE-269)
Greenville County School District (BE-184)
Richland County School District 1 (BE-75)

SOUTH DAKOTA

Aberdeen Public Schools (BE-240)

TENNESSEE

Knoxville City Schools (BE-103)

TEXAS

Abilene Public Schools (BE-152a)
Austin Independent School District (BE-3)
Corpus Christi Independent School District (BE-77)
Dallas Independent School District (BE-12)
Denton Public Schools (BE-260)
Galveston Independent School District (BE-182)
Lubbock Public Schools (BE-110)
Pasadena Independent School District (BE-209)
San Angelo Public Schools (BE-220)
San Antonio Independent School District (BE-77)
Tyler Independent School District (BE-229)

UTAH

Ogden City Schools (BE-206)
Provo City Schools (BE-213)

VIRGINIA

Alexandria City Schools (BE-50)
Arlington Public Schools (BE-61)
Hampton City Schools (BE-96)
Hopewell Public Schools (BE-359)
Portsmouth Public Schools (BE-123)
Richmond Public Schools (BE-41)
Virginia Beach City Public Schools (BE-166)

WASHINGTON

Pullman Public Schools (BE-574)

WASHINGTON, D.C.

Public Schools of the District of Columbia (BE-55)

WEST VIRGINIA

Ohio County Schools (BE-335)

WISCONSIN

Appleton City School District No. 10 (BE-155)
Janesville Public Schools (BE-281)
Kenosha Unified School District No. 1 (BE-190)
Madison Public Schools (BE-112)
Milwaukee Public Schools (BE-27)
Racine Unified School District No. 1 (BE-214)

WYOMING

Laramie County School District No. 1 (BE-255)

APPENDIX D

FUNDED LEAA REGIONAL PROGRAMS
IN DELINQUENCY PREVENTION

CHALLENGE HOUSE: A HALFWAY HOUSE FOR EX-FELONS (Region I)

Provide transitional residence and aid for 30 ex-felon residents returning to the community. \$81,673; \$168,775 total. (12 months). Recipient: Governor's Committee on Crime, Delinquency and Criminal Administration (Rhode Island). Grant No. 72-ED-01-0001.

PROGRAM ALTERNATIVES TO INSTITUTIONALIZATION (Region I)

Create a short-term alternative to institutionalization of delinquent youths in the 15-17 year old age bracket. Consists of an intensive two-stage, 60-day training period divided into a 30-day basic forestry camp and 30-day Outward Homeward Bound Program. \$91,760; \$125,477 total. (6 months). Recipient: Committee on Law Enforcement and Administration of Criminal Justice (Boston). Grant No. 72-ED-01-0002.

MODEL POLICE UNIT (Region I)

Provide travel, tuition and subsistence for two members of the Portland, Maine, Model Police Unit at the Delinquency Control Institute of the University of Southern California. \$15,500; \$48,988 total. (12 months). Recipient: Maine Law Enforcement Planning and Assistance Agency. Grant No. 72-DF-01-0001.

CRISIS INTERVENTION CENTER (Region I)

Provides funds for a drop-in center under the Office of Youth Services for purposes of early detection, intervention and prevention of delinquent behavior. \$38,180; (12 months). Recipient: Governor's Committee on Crime and Delinquency (New Hampshire). Grant No. 72-DF-01-0024.

MASSACHUSETTS DOMESTIC ACTION PROGRAM (Region I)

Provide an enjoyable and stimulating recreational experience for young people 9-14 years not normally able to have summer camping experiences. Includes educational and enrichment courses as well as informal discussions regarding drug prevention. \$50,000; \$135,000 total (4 months). Recipient: Committee on Law Enforcement and Administration of Criminal Justice (Boston). Grant No. 72-DF-01-0030.

ECONOMIC AND SELF DEVELOPMENT PROGRAM FOR YOUTH (CALL-A-TEEN) (Region I)

Provide means of motivation for income and self-improvement of crime susceptible youth compatible with continuing public school education where possible. \$45,521; \$72,287 total. (12 months). Recipient: Governor's Committee on Crime, Delinquency and Criminal Administration (Rhode Island). Grant No. 72-DF-01-0025.

COMMUNITY-BASED GROUP HOME PROJECT (Region I)

Funds for establishment of six community-based correctional residential treatment centers within the state to serve as alternatives to large institutions in the rehabilitation process for approximately 120 youths. \$235,000; \$367,378 total. (8 months). Recipient: Committee on Law Enforcement and Administration of Criminal Justice (Boston, Mass.). Grant No. 72-ED-01-0003.

TRI-RYC, INC., GIRLS AND BOYS RESIDENTIAL YOUTH CENTER (Region I)

Support hard-core youths' attempts to readjust through employment or school; assist families in aiding youth; develop a facility in which programs may be offered; research obstacles faced by these youths and their families. \$123,995; \$264,520 total. (12 months). Recipient: Connecticut Planning Committee on Criminal Administration. Grant No. 72-ED-01-0008.

YOUTH AID BUREAU CONTINUATION (Region I)

To continue and increase the effectiveness of the Portland, Maine, Police Department's Youth Aid Bureau and to enable members of the Department's other divisions to become more acquainted with juvenile handling and juvenile Aid Bureau techniques. \$19,225; \$74,738 total. (12 months). Recipient: Maine Law Enforcement Planning and Assistance Agency. Grant No. 72-DF-01-0006.

COMMUNITY-BASED RESIDENTIAL CENTER FOR JUVENILE OFFENDER REHABILITATION (Region I)

Provide temporary carry-over funding for 204 Depot, Inc., a community-based residential treatment center for juvenile offenders in Bennington County, Vermont. The facility provides an alternative to incarceration for juvenile offenders based on the Highfields model. \$5,000; \$1,666 total (?). (3 months). Recipient: Vermont Governor's Commission on Crime Control and Prevention. Grant No. 72-ED-01-0013.

ESTABLISHMENT OF JUVENILE DIVISION, BURLINGTON POLICE DEPARTMENT (Region I)

Provide continued support over a four-month period to the Burlington Police Department's Juvenile Division. The Division handles all juvenile complaints and works with various youth and community agencies in an effort to develop a juvenile delinquency control program for the City of Burlington. \$5,000; \$5,850 total. (3 months). Recipient: Governor's Commission on Crime Control and Prevention (Vermont). Grant No. 72-DF-01-0032.

BOSTON HIGH SCHOOL CRISIS RESPONSE PROGRAM (Region I)

Provide funds to hire minority teaching interns from local university education programs; aid newly-formed student-faculty-parent school advisory council; and encourage cooperative efforts between the School Department, the Police Department, and other city and community agencies in school disorder and violence prevention planning. \$64,910; \$86,614 total. (15 months). Recipient: Massachusetts Committee on Law Enforcement and Administration of Justice. Grant No. 72-DF-01-0017.

REGION IV

PRE-DELINQUENT IDENTIFICATION AND TREATMENT (Region IV)

Provide services that establish criteria and identification of delinquency proneness or pre-delinquency, and that divert the identified pre-delinquent from the criminal justice system to prevent further potential delinquency. (No information on fund amounts or time limits.) Recipient: Not listed. Florida Block Grant C-2.

(JUVENILE DELINQUENCY PREVENTION) (Region IV)

Initiate, improve or expand those programs designed to divert youth from entry into the criminal justice system. (No information on funds, time or recipient). Georgia Action Program No. 12 Block Grant.

(SCHOOL DELINQUENCY PREVENTION DEMONSTRATION) (Region IV)

Provide educational, vocational and recreational activities for pre-delinquents and their families, and special classroom help and therapy for delinquents in lieu of institutionalization. (No information on funds or time.) Recipient: Kentucky Educational System. Kentucky Block Grant F-3b.

PROVIDE PROGRAMS FOR IDENTIFICATION AND PREVENTION OF POTENTIALLY DELINQUENT BEHAVIOR (Region IV)

Establish programs that will provide for adult guidance, comprehensive evaluation, and the improvement of services to pre-delinquent youth. Devise a model for determining what children are apt to become delinquent by providing realistic research into the causes of delinquency. (No information on funds, time or recipient.) North Carolina Block Grant g-25.

ESTABLISH COMMUNITY-BASED RECREATIONAL PROGRAMS FOR YOUTH - PROGRAM C-1 (Region IV)

Provide community-based recreational programs for juvenile offenders to provide adequate group therapy and counseling, to keep juvenile offenders in school, and to return them to an improved home environment as soon as possible. (No information on funds, time or recipient). South Carolina Block Grant (Functional category C).

REGIONAL DEMONSTRATION PROGRAM OF YOUTH-DELINQUENCY SERVICES (Region IV)

Provide a 10-county, regionwide program of detention, probation, after-care and training. Training provided for staff, law enforcement personnel, judges and community resource groups to insure maximum utilization of the new services and to provide a coordinated, comprehensive range of services. \$141,000; \$188,723 total. (12 months). Recipient: Alabama Law Enforcement Planning Agency. Grant No. 72-ED-04-0001.

EXPANDED SCHOOL RELATIONS BUREAU (Region IV)

Expand the School Relations Bureau of the Youth Aid Division of the Montgomery, Alabama, Police Department. The Bureau works to protect school property; foster better relationships among students, parents, school administrators and law enforcement officers; safeguard the moral and physical welfare of students and be available for counsel with students and parents. \$147,739; \$262,002 total. (12 months). Recipient: Alabama Law Enforcement Planning Agency. Grant No. 72-DF-04-0050.

JUVENILE DELINQUENCY AND PUBLIC EDUCATION DEMONSTRATION PROJECT (Region IV)

Provide funds for operating expenses to provide Jacksonville, Florida, with a coordinated program, involving police, schools, juvenile courts, and the Department of Child Services, with the objective of diverting juvenile cases from criminal process and permitting a juvenile justice system to concentrate on cases in which need for coercive authority has been demonstrated. \$150,000; \$262,757 total. (12 months). Recipient: Florida Inter-Agency Law Enforcement Planning Council. Grant No. 70-DF-139.

POLICE YOUTH SPECIALIST, JACKSONVILLE, FLORIDA (Region IV)

Continue the initially funded 13 youth specialists and further support their efforts to divert juvenile cases from criminal process. Reduce the number of juvenile referrals to the criminal process, enhance the image of criminal justice, identify potential delinquents and channel youth activities into areas of useful endeavors. \$75,000; \$125,000 total. (12 months). Recipient: Governor's Council on Criminal Justice (Florida). Grant No. 71-DF-829.

CORAL GABLES YOUTH DIALOGUE AND CRIME PREVENTION PROJECT (Region IV)

Provide for a special unit within the Coral Gables Police Department specifically designed to prevent youth/community and youth/police conflicts at the junior high, high school, and college levels. \$50,732; \$123,796 total. (12 months). Recipient: Governor's Council on Criminal Justice (Florida). Grant No. 72-DF-04-0039.

ESTABLISHMENT OF COMMUNITY TREATMENT PROGRAMS FOR YOUTHFUL OFFENDERS (Region IV)

Provide for the establishment of five juvenile half-way homes and group homes in the five regional and local areas of Mississippi for the purpose of providing an alternative to commitment to a state correctional institution for delinquents and pre-delinquents appearing in the State's Youth Courts. \$250,000; \$419,466 total. (12 months). Recipient: Division of Law Enforcement Assistance, Office of the Governor (Mississippi). Grant No. 71-DF-805.

CAMPUS ORDER: MODEL, MANUAL, WORKSHOP, ATLANTA, GEORGIA (Region IV)

Provide for a three-part project aimed at assisting those responsible for prevention of disorder on the 27 campuses of Georgia University system. Three parts of the project include: the design of a model for handling problems of student unrest; development of a manual based on the model and detailing procedures to deal with potential and actual violence on campuses; and holding of a three-day workshop for university administrators, security officers, faculty, students and local law enforcement and criminal justice agency persons. \$29,250; \$48,789 total. (12 months). Recipient: Bureau of State Planning and Community Affairs (Georgia). Grant No. 71-DF-881.

NEW DIRECTIONS IN CAMPUS LAW ENFORCEMENT (Region IV)

Bring together teams from 25 major colleges and universities to develop new perspectives, new remedies, and new ways to prevent campus disruptions. \$60,625; \$98,423 total. (12 months). Recipient: Georgia Bureau of State Planning and Community Affairs. Grant No. 71-DF-965.

YOUTH OUTREACH DELINQUENCY PREVENTION PROJECT (Region IV)

Provide the Kentucky Department of Child Welfare with funds to develop a juvenile delinquency prevention project in a three-county region in the heart of southern Appalachia. \$43,216; \$72,026 total. (12 months). Recipient: Commission on Law Enforcement and Crime Prevention (Kentucky). Grant No. 70-DF-410.

SEMINARS ON CAMPUS DISORDER PREVENTION AND CONTROL (Region IV)

Bring together teams of campus security directors, deans of students, and chiefs of police from college and university communities into two two-week seminars in order to develop and be exposed to plans for the prevention and control of campus disorders. \$42,763; \$64,967 total. (12 months). Recipient: Kentucky Crime Commission. Grant No. 71-DF-876.

NATIONAL JUVENILE COURT FOUNDATION AND PTA - JUDICIAL CONCERN FOR CHILDREN VOLUNTEER TRAINING PROGRAM (Region IV)

Train volunteers in the PTA to meet the needs of juvenile courts for a great number of services to children in trouble with the ultimate goal of actively involving the 12 million PTA members in service projects for juvenile courts and schools to prevent delinquency. \$85,661; \$154,096 total. (12 months). Recipient: Mississippi Division of Law Enforcement Assistance. Grant No. 71-DF-972.

SPECIALIZED JUVENILE DELINQUENCY TRAINING, MISSISSIPPI BAND OF CHOCTAW INDIANS (Region IV)

Train eight employees of the Choctaw Youth Rehabilitation Project in child development, child management, counseling techniques, recreation, community organization and use of available resources and security measures. \$3,500; \$6,708 total. (3 months). Recipient: Division of Law Enforcement Assistance (Mississippi). Grant No. 70-DF-239.

VOCATIONAL REHABILITATION FAMILY COURT PROGRAM (Region IV)

Provide specialized probation-related services to five South Carolina communities. Included in these services are counseling, foster home placement, work and recreational programs, job training, and special education. \$250,000; \$338,743 total. (12 months). Recipient: South Carolina Law Enforcement Assistance Program. Grant No. 71-DF-807.

YOUTH RESIDENTIAL CENTER (Region IV)

Permit the City of Chattanooga to develop a community-based residential program for 50 youth 15-20 years of age who initially have been referred by the Juvenile Court to the Division of Vocational Rehabilitation for counseling and evaluation for admission to Youth Residential Center. \$95,371; \$158,891 total. (12 months). Recipient: Tennessee Law Enforcement Planning Agency. Grant No. 70-DF-142.

COMPREHENSIVE PROGRAM FOR PREVENTION OF CRIME AND DELINQUENCY (Region IV)

Conduct an initial study of crime and delinquency and develop a proposal which links law enforcement with efforts to reduce and prevent deviant behavior, primarily among youth. Provide immediate and continuous guidance services and counsel. \$9,300; \$15,508 total. (12 months). Recipient: Tennessee Law Enforcement Planning Agency. Grant No. 70-DF-320.

PROBLEM JUVENILE COUNSELING AND REHABILITATION CENTER (Region IV)

Provide local juvenile authorities with a workable alternative to the traditional juvenile corrections system and institutionalization and reduce the juvenile probation caseload by 200 cases each year. \$55,000; \$92,222 total. (12 months). Recipient: Tennessee Law Enforcement Planning Agency. Grant No. 72-ED-04-0006.

IMPROVEMENT OF JUVENILE COURT DISPOSITIONS: SPECIAL SERVICES FOR JUVENILES (Region IV)

Provide for the two projects of "Metro Juvenile Court" and "Metro Richland Village" for the identification and rehabilitation of juvenile offenders. \$225,000; \$306,079 total. (12 months). Recipient: Tennessee Law Enforcement Planning Agency. Grant No. 72-DF-04-0017.

CHEROKEE BOYS HOME TRAINING AND ENRICHMENT PROGRAM (Region IV)

Provide a home, vocational training, jobs, education, and recreation for approximately 100 Cherokee boys as a solution to many of the delinquency and pre-delinquency problems on a reservation. \$40,000; \$140,000 total. (12 months). Recipient: North Carolina Department of Natural and Economic Resources. Grant No. 72-ED-04-0012.

MECKLENBURG YOUTH SERVICES BUREAU (Region IV)

Provide alternatives to enable the juvenile to be diverted from the court and to allow him to remain in his community. Services include temporary residential care, providing casework services, coordinating the child and his family's needs with the community resources available, and casework services for children in their own homes. \$82,954; \$120,819 total. (12 months). Recipient: North Carolina Department of Local Affairs. Grant No. 71-DF-944 and 72-DF-04-0065 (\$68,906; \$94,044).

INCENTIVE PROGRAM FOR BOYS: DELINQUENCY PREVENTION AND POLICE/COMMUNITY RELATIONS RECREATIONAL PROGRAM (Region IV)

Provide for a summer and year-round recreational program for boys in the Model Neighborhood Area. Provide for many of the approximately 1,435 boys living in the MNA mature male leadership, incentives for good behavior, and constructive recreational facilities. \$74,128; \$125,279 total. (12 months). Recipient: North Carolina Department of Local Affairs. Grant No. 71-DF-478.

EXPANSION OF COMMUNITY SERVICES IN JUVENILE UNITS (Region IV)

Expand the Community Services Unit and the Juvenile Unit of Winston-Salem, North Carolina, by the addition of four officers to the former and two officers to the latter unit. \$69,955; \$122,350 total. (12 months). Recipient: North Carolina Department of Local Affairs. Grant No. 70-DF-271.

REGION V

JUVENILE DELINQUENCY PREVENTION AND CONTROL PROGRAM/EXPANDED YOUTH SERVICE BUREAU (Region V)

Expand the services of the Youth Service Bureau of South Bend, Indiana, to juvenile delinquents and possible delinquents through five existing, and possibly six, neighborhood centers. Attempt also to shape and modify community attitudes contributing to, or aggravating, delinquent behavior. \$86,095; \$155,995 total. (12 months). Recipient: Indiana Criminal Justice Planning Agency. Grant No. 72-DF-05-0013.

MARION COUNTY JUVENILE HOUSING PROGRAM (Region V)

Establish and operate several group homes for juveniles exhibiting tendencies toward delinquent behavior and whose counseling needs can best be met in an environment other than a regular correctional facility or their parents' home. \$100,000; \$220,334 total. (12 months). Recipient: Indiana Criminal Justice Planning Agency. Grant No. 72-DF-05-0052.

DELINQUENCY CONTROL OFFICER PROGRAM (Region V)

With the objective of delinquency prevention, delinquency control officers work with first offenders, very youthful offenders, and pre-delinquency cases. \$197,750; \$264,249 total. (12 months). Recipient: Indiana Criminal Justice Planning Agency. Grant No. 71-DF-1054.

GROUP HOME FOR REINTEGRATION OF YOUNGSTERS WHO ARE WARDS OF ILLINOIS DEPARTMENT OF CORRECTIONS (Region V)

Establish a group home for wards of the Illinois Department of Corrections serving 6-8 youngsters from Model Cities communities. \$52,500; \$70,000 total. (12 months). Recipient: Illinois Law Enforcement Commission. Grant No. 72-DF-05-0034.

THE NATIONAL LIASF CENTER FOR LAW-FOCUSED EDUCATION (Region V)

Make the Law In American Society Foundation (LIASF) program available to all school systems and law-focused education projects throughout the United States with the purpose of reducing alienation among the nation's youth against the American system of constitutional government and restoring and maintaining respect for the system among all citizens. \$274,990; \$391,615 total. (12 months). Recipient: Illinois Law Enforcement Commission. Grant No. 72-DF-05-0021.

RESEARCH IN DRUG ABUSE PREVENTIVE EDUCATION (Region V)

To determine the best methods and approaches to motivate youth against drug experimentation, this educational program is designed to research and develop effective courses of instruction in furtherance of this objective. \$60,000; \$96,080 total. (12 months). Recipient: Illinois Law Enforcement Commission. Grant No. 71-ED-004.

JUVENILE JUSTICE INSTITUTES (Region V)

Strengthen the juvenile justice system by raising the job performance of all juvenile justice personnel who work in the juvenile court. \$24,310; \$32,883 total. (12 months). Recipient: Governor's Commission on Crime Prevention and Control (Minnesota). Grant No. 72-DF-05-0040.

JUVENILE DELINQUENCY CONTROL UNIT (Region V)

Provide Indian youth of the Red Lake Band of Chippewa Indians with a positive program designed to prevent and control juvenile delinquency by the development of a Juvenile Delinquency Control Unit. \$31,746; \$31,746 total. (12 months). Recipient: Governor's Commission on Crime Prevention and Control (Minnesota). Grant No. 72-DF-05-0007.

CITY OF DULUTH DRUG ABUSE PREVENTION PROGRAM (Region V)

Utilize a task force to implement programs designed to prevent drug abuse and drug experimentation, and to upgrade the criminal justice system to respond effectively to the needs of drug offenders. \$74,903; \$172,628 total. (10 months). Recipient: Governor's Commission on Crime Prevention and Control (Minnesota). Grant No. 72-DF-05-0018.

YOUTH SERVICE BUREAU (Region V)

Provide for the development of two Youth Service Bureaus within the city of Dayton and Montgomery County designed to mobilize community resources in a coordinated attack on juvenile delinquency. \$216,018; \$290,663 total. (12 months). Recipient: Ohio Department of Urban Affairs. Grant No. 72-DF-05-0043.

CLEVELAND SUMMER RECREATION PROGRAM (Region V)

Provide supervision for 4,000 Neighborhood Youth Corps (NYC)-enrollees during the summer months with the aim of providing Cleveland youth in the areas of highest delinquency with opportunities for productive use of summer leisure time. \$150,000; ? total. (3 months). Recipient: Administration of Justice Division, Department of Urban Affairs (Columbus, Ohio). Grant No. 72-DF-05-0047.

PILOT COMPREHENSIVE DRUG EDUCATION PROJECT (Region V)

Work with and help in coordinating the efforts of youth groups, service organizations, clergy, law enforcement, medical and educational groups in a massive drug information effort. \$229,629; \$441,007 total. (12 months). Recipient: Ohio Department of Urban Affairs. Grant No. 72-DF-05-0011.

WEST SIDE YOUTH DEVELOPMENT-ACTIVITY PROGRAM (Region V)

Provide educational and recreational programs for a minimum of 250 Model Neighborhood youth between the ages of 7-16 years with the objective of reducing the incidence of reported vandalism in the K-3 areas of Milwaukee's Model Neighborhood. \$25,000; \$33,500 total. (12 months). Recipient: Wisconsin Council on Criminal Justice. Grant No. 72-DF-05-0054.

INTENSIVE DRUG ABUSE PREVENTION EDUCATION PROGRAM (Region V)

Decrease the incidence and prevalence of drug abuse among the children and young adults of Milwaukee's schools through a comprehensive educational program. \$73,531; \$125,230 total. (18 months). Recipient: Wisconsin Council on Criminal Justice. Grant No. 70-DF-183.

REGION VI

A FIRST OFFENDER PROGRAM TO CONTROL RECIDIVISM AMONG JUVENILES (Region VI)

Reduce the juvenile delinquency rate by offering an educational program for parents and offenders, counseling, and job placement services. \$18,752; \$31,253 total. (12 months). Recipient: City of Dallas. Grant No. DF-019.

REACH - REACH FOR EDUCATIONAL ACHIEVEMENT THROUGH COMMUNITY AND HOME (Region VI)

Channel as many delinquents as possible back into the regular school program through participation in a comprehensive rehabilitation program providing educational, vocational, recreational and other services geared to meet individual needs. \$155,558; \$238,058 total. (12 months). Recipient: Louisiana Commission on Law Enforcement. Grant No. 70-DF-067.

STUDENT VOLUNTEER PREVENTION PROJECT (Region VI)

Develop a juvenile delinquency prevention program in 10 junior high schools in Dallas. \$27,000; \$45,000 total. (12 months). Recipient: Texas Criminal Justice Council. Grant No. 70-DF-161.

COMPREHENSIVE SERVICES TO JUVENILE DELINQUENTS FOR PREVENTION AND CONTROL (Region VI)

Establish through the Vocational Guidance Service of Houston a program for boys under the age of 17, who have been referred to the Harris County Juvenile Probation Office for non-criminal offenses, which will provide comprehensive rehabilitative services. \$118,968; \$198,456 total. (12 months). Recipient: Texas Criminal Justice Council. Grant No. 70-DF-297.

SMALL GROUP CARE HOMES FOR PRE-DELINQUENT ADOLESCENT GIRLS (Region VI)

Establish four small group care homes for pre-delinquent adolescent girls to offer them an alternative to institutionalization in order to avoid their confinement with hard-core delinquents. \$113,480; \$189,133 total. (12 months). Recipient: Texas Criminal Justice Council. Grant No. 70-DF-299.

JUVENILE CENTER ACHIEVEMENT SCHOOL (Region VI)

Establish a program in Waco, Texas, incorporating the latest innovations in education, technology and the behavioral sciences to assist students in danger of being rejected by the school because of academic and/or social behavior problems. \$47,180; \$79,131 total. (7/1/70-6/30/71). \$24,055; \$84,515 total. (7/1/71-6/30/72). Recipient: Texas Criminal Justice Council. Grant Nos. 70-DF-301 and 71-DF-853.

COMPREHENSIVE JUVENILE SERVICES (Region VI)

Develop a comprehensive juvenile services program in Texarkana, Arkansas to meet juvenile rehabilitative needs by providing a Juvenile Police Bureau, professional probation services, pre-delinquent programs, and a Crisis Intervention Home for temporarily housing juveniles in trouble. \$68,587; \$114,295 total. (15 months). Recipient: Arkansas Commission on Crime and Law Enforcement. Grant No. 70-DF-403.

COMPREHENSIVE DIAGNOSTIC PLAN FOR JUVENILE OFFENDERS (Region VI)

Produce a comprehensive study profile of selected juvenile delinquents in the City of New Orleans, including in-depth diagnosis and treatment of juvenile offenders and further assistance and services for the delinquent and his family. \$172,989; \$288,349 total. (12 months). Recipient: Commission on Law Enforcement and Administration of Justice (Louisiana). Grant No. 71-DF-512.

STREET ACADEMY (Region VI)

Identify youthful dropouts; provide them with the opportunity to secure a basic education, complete an enriched secondary education program, and undertake post-secondary education training or move into productive community employment. \$86,980; \$119,211 total. (12 months). Recipient: Oklahoma Crime Commission. Grant No. 71-DF-1115.

ESTABLISHMENT OF JUVENILE PAROLE PROGRAM FOR NEW MEXICO (Region VI)

Activate a system of constructive rehabilitative post-case supervision services for juveniles released on parole from the Girls' Welfare Home in Albuquerque and from the New Mexico Boys' School at Springer. \$63,180; \$90,230 total. (12 months). Recipient: Governor's Policy Board for Law Enforcement (New Mexico). Grant No. 71-DF-1047.

SELECTIVE JUVENILE DELINQUENCY PREVENTION PROGRAM (Region VI)

Utilize police personnel to work jointly with public and private agencies, as well as community groups, in a concerted effort to prevent juvenile delinquency in Baton Rouge. \$50,000; \$66,871 total. (12 months). Recipient: Louisiana Commission on Law Enforcement and Administration of Criminal Justice. Grant No. 72-DF-06-0009.

SMALL GROUP CARE HOMES FOR PRE-DELINQUENT ADOLESCENT GIRLS (Region VI)
(NOTE: Second listing)

Continue homes (see Grant No. 70-DF-299 on p. 10) providing residential care and counseling for runaway and pre-delinquent girls between the ages of 12-20. \$173,550; \$310,537 total. (12 months). Recipient: Texas Criminal Justice Council. Grant No. 72-ED-06-0003.

YWCA INTERVENTION CENTERS (Region VI)

Sponsor three to four Intervention Centers in selected Texas localities to demonstrate innovative approaches to meeting a need for community-based programs. \$125,000; ? total. (15 months). Recipient: Texas Criminal Justice Council. Grant No. 72-ED-06-0004.

FOSTER HOME RESIDENTIAL FACILITY DEVELOPMENT PROGRAM FOR TROUBLED YOUTH (Region VI)

Continuation and expansion of the Foster Home program sponsored by Harris County, Texas, to create a higher quality of service, provide foster care not only after court, but after-care and pre-court as well. \$150,000; \$200,000 total. (24 months). Recipient: Texas Criminal Justice Council. Grant No. 72-ED-06-0006.

CONSOLIDATION AND DEVELOPMENT OF JUVENILE JUSTICE SERVICES IN OKLAHOMA COUNTY, OKLAHOMA (Region VI)

Survey the present juvenile justice system in Oklahoma County and make a thorough study of methods to consolidate court, probation and detention operations into one location. \$50,000; ? total. (12 months). Recipient: Oklahoma Crime Commission. Grant No. 72-ED-06-0008.

BETHANY-WARR ACRES GUIDANCE PROJECT FOR JUVENILE OFFENDERS (Region VI)

Work with local police in assisting youths and their families when delinquent or pre-delinquent behavior appears to be a reflection of adjustment problems. \$18,776; \$25,958 total. (12 months). Recipient: Oklahoma Crime Commission. Grant No. 72-ED-06-0009.

NEW WAVERLY DELINQUENCY PREVENTION PROGRAM (Region VI)

Through a community-implemented program, provide potential and adjudicated delinquents with assistance along the road to social, educational, and economic viability through the application and expertise of the participating agencies. \$308,200; \$805,144 total. (7/15/71-7/14/72). \$400,000; \$727,383 total. (8/15/72-6/14/73). Recipient: Texas Criminal Justice Council. Grant Nos. 71-DF-951 and 73-DF-06-0005.

REGION VIII

COMMUNITY-BASED YOUTH PROGRAM (Region VIII)

A Youth Service Bureau accepting referrals from police, courts, and social welfare agencies in Boulder, Colorado. (No further information).

INTERCEPT (Region VIII)

An impact program in northeast Denver utilizing paraprofessionals indigenous to the neighborhood, diverting young blacks from juvenile court to existing community agencies. (No further information).

JUVENILE TRAINING PROGRAM (Region VIII)

A project giving northern Cheyenne boys in Lame Deer, Montana, eight weeks of classroom training and education in the juvenile justice system. (No further information).

YOUTH SERVICE CENTER GROUP HOME (Region VIII)

A combination group foster home and Youth Service Bureau in Butte, Montana. (No further information).

GROUP FOSTER HOMES (Region VIII)

A home for pre-delinquent and delinquent youths in Helena, Montana. (No further information).

GROUP TREATMENT HOMES (Region VIII)

Two group foster homes for pre-delinquent and delinquent youth in the general area Casper, Wyoming. (No further information).

REGION VIII PROJECTS (UTAH)

COMMUNITY CENTERS FOR JUVENILE PROBATION CENTERS in Ogden (2), Layton, Bountiful, and Box Elder-Cache, Utah. (Region VIII)

ESTABLISH NEIGHBORHOOD PROBATION UNITS - TEAM APPROACH in Salt Lake City, Midvale, and Granger-Hunter, Utah. (Region VIII)

ESTABLISH COMMUNITY PROBATION TEAM UNITS in Springville, Utah. (Region VIII)

JUVENILE PROBATION AIDE in Vernal, Utah. (Region VIII)

GIRLS' GROUP HOME in Ogden, Utah. (Region VIII)

EXEMPLARY DEMONSTRATION CENTER FOR GROUP CARE (BOYS) in Kearns, Utah. (Region VIII)

ETTIE LEE HOMES CORRECTION AND REHABILITATION PROJECT in Utah County, Utah
(3 homes). (Region VIII)

CEDAR RIDGE CORRECTION AND REHABILITATION PROJECT in Birdseye, Utah. (Region VIII)

PINE CANYON REHABILITATION FOR OLDER TEENAGE BOYS in Tooele, Utah. (Region VIII)

YOUTH SERVICE BUREAU in Price, Utah. (Region VIII)

SOUTH UTAH COUNTY JUVENILE PROJECT in Spanish Fork, Utah. (Region VIII)

ESTABLISHMENT OF A YOUTH SERVICE BUREAU in Clearfield, Utah. (Region VIII)

ROY TASK FORCE ON JUVENILE RELATED PROBLEMS In Roy, Utah. (Region VIII)

COMMUNITY RELATIONS UNIT in Bountiful City, Utah. (Region VIII)

COMMUNITY RELATIONS UNIT in Layton City, Utah. (Region VIII)

PUBLIC SAFETY ATHLETIC LEAGUE in Salt Lake City, Utah. (Region VIII)

CURRICULUM DEVELOPMENT IN PUBLIC SCHOOLS in Salt Lake County, Utah. (Region VIII)

OPERATION YOUTH in Ogden, Utah. (Region VIII)

CRIMINAL JUSTICE REGIONAL WORKSHOPS in all of Utah. (Region VIII)

RECORDING SYSTEM in Utah Juvenile Court. (Region VIII)

JUVENILE DETENTION STANDARDS in Utah Juvenile Court. (Region VIII)

JUVENILE COURT RESEARCH ANALYST in Second District Juvenile Court of Salt Lake
County, Utah. (Region VIII)

PROCESSING RECORDS ON-LINE FOR INSTANT LISTING AND EVALUATION (PROFILE) in
Utah Juvenile Court. (Region VIII)

STAFF DEVELOPMENT TRAINING in Utah Juvenile Court. (Region VIII)

REGION VIII PROJECTS (WYOMING)

COMMUNITY EDUCATION PROJECT, \$2,412, in Thermopolis, Wyoming. (Region VIII)

AWARENESS HOUSE, \$36,653, in Cheyenne, Wyoming. (Region VIII)

COMMUNITY EDUCATION PROJECT, \$225, in Gillette, Wyoming. (Region VIII)

COMMUNITY EDUCATION PROJECT, \$15,000, in Casper, Wyoming. (Region VIII)

DRUG ABUSE RESOURCES, INC., \$14,498, in Casper, Wyoming. (Region VIII)

JUVENILE DELINQUENCY TREATMENT COORDINATOR, \$33,022, in Torrington, Wyoming.
(Region VIII)

YOUTH RESIDENCE, \$12,382, in Ethete, Wyoming. (Region VIII)

JUVENILE PROBATION, \$13,800, in Cheyenne, Wyoming. (Region VIII)

CITY VOLUNTEER PROBATION, \$282, in Casper, Wyoming. (Region VIII)

COUNTY VOLUNTEER PROBATION, \$137, in Casper, Wyoming. (Region VIII)

ATTITUDE OF JUVENILE DELINQUENTS PROJECT, \$10,800, in Laramie, Wyoming. (Region VIII)

REGION VIII PROJECTS (NORTH DAKOTA)

DRUG ABUSE EDUCATION. Recipient: North Dakota Attorney General (Crime Bureau).
(Region VIII).

DRUG CONTROL PROGRAM. Recipient: North Dakota Attorney General. (Region VIII)

NARCOTICS AND DANGEROUS DRUGS DIVISION. Recipient: North Dakota Attorney
General. (Region VIII)

LIAISON WORKER. Recipient: Grafton State School, North Dakota. (Region VIII)

GROUP THERAPY IN-SERVICE TRAINING. Recipient: North Dakota State Industrial
School. (Region VIII)

FOSTER GRANDPARENTS. Recipient: North Dakota State Industrial School.
(Region VIII)

GROUP DYNAMICS IN-SERVICE. Recipient: North Dakota State Industrial School.
(Region VIII)

GROUP THERAPY TRAINING. Recipient: North Dakota State Industrial School.
(Region VIII)

STAFF DEVELOPMENT. Recipient: North Dakota State Industrial School. (Region VIII)

HALF-WAY HOUSE. Recipient: North Dakota State Industrial School. (Region VIII)

POPLAR HALL RENOVATION. Recipient: North Dakota State Industrial School.
(Region VIII)

CRIME AND DELINQUENCY INSTITUTE. Recipient: University of North Dakota.
(Region VIII)

DRUG ABUSE WORKSHOP. Recipient: North Dakota Public Instruction. (Region VIII)

HALF-WAY HOUSE. Recipient: North Dakota State School of Science. (Region VIII)

DRUG ABUSE PROGRAM (AWARENESS HOUSE). Recipient: City of Bismarck, North
Dakota. (Region VIII).

YMCA BIG BROTHER PROGRAM. Recipient: City of Bismarck, North Dakota.
(Region VIII).

TEENAGERS AND THE LAW (DRUG EDUCATION PROGRAM). Recipient: City of
Bismarck, North Dakota. (Region VIII)

GROUP HOME FOR BOYS. Recipient: Cass County, North Dakota. (Region VIII)

CHILDREN'S VILLAGE CAMPING PROGRAM. Recipient: Fargo, North Dakota.
(Region VIII)

YOUTH-COMMUNITY COOPERATIVE RECREATION CENTER. Recipient: Fargo, North
Dakota. (Region VIII)

POLICE NARCOTICS AND DANGEROUS DRUGS PROGRAM. Recipient: Fargo Police
Program for Crime Control and Prevention of Juvenile Delinquency.
(Region VIII)

POLICE-YOUTH RELATIONS PROGRAM. Recipient: Fargo, North Dakota. (Region VIII)

GROUP HOME FOR GIRLS. Recipient: Grand Forks County, North Dakota. (Region VIII)

JUVENILE OFFICERS INSTITUTE. Recipient: Grand Forks County, North Dakota.
(Region VIII)

YMCA YOUTH PROJECT. Recipient: Grand Forks County, North Dakota. (Region VIII)

JUVENILE PLANNING COMMISSION. Recipient: Fort Berthold Indian Reservation,
North Dakota. (Region VIII)

JUVENILE DETENTION PLANNING. Recipient: Pierce County, North Dakota.
(Region VIII)

YOUTH SERVICE OFFICER. Recipient: Wahpeton, North Dakota. (Region VIII)

POLICE-YOUTH PROGRAM. Recipient: Wahpeton, North Dakota. (Region VIII)

PROJECT ANTICIPATION (INDIAN PRE-DELINQUENT PROGRAM). Recipient: Turtle
Mountain Indian Reservation, North Dakota. (Region VIII)

DELINQUENCY PREVENTION PROJECT. Recipient: Turtle Mountain Indian Reservation,
North Dakota. (Region VIII)

GROUP HOME FOR GIRLS. Recipient: Standing Rock Indian Reservation, North
Dakota. (Region VIII)

COUNSELING AND REFERRAL CENTER. Recipient: Stark County, North Dakota.
(Region VIII)

YOUTH CENTER. Recipient: Dickinson, North Dakota. (Region VIII)

PROGRAM TO PREVENT AND CONTROL DRUG USAGE. Recipient: Ward County, North
Dakota. (Region VIII)

GROUP HOME FOR GIRLS. Recipient: Williams County, North Dakota. (Region VIII)

REGION VIII PROJECTS (MONTANA)

ALCOHOL AND DRUGS PROGRAM, \$15,000. Recipient: Montana Alcohol and Drug
Commission. (Region VIII)

ALCOHOL AND DRUGS PROGRAM, \$1,715. Recipient: Montana Attorney General.
(Region VIII)

STATEWIDE VOLUNTEER PROGRAM, \$25,618. Recipient: Montana Organization for
Volunteer Effort. (Region VIII)

RECREATION PROGRAM, \$3,213. Recipient: Brockton Schools, Montana. (Region VIII)

YOUTH SERVICE SYSTEMS CRISIS CALL, \$5,758. Recipient: City of Butte, Montana.
(Region VIII)

OUTREACH DRUG COUNSELOR, \$17,440. Recipient: Cascade County, Montana.
(Region VIII)

YOUTH SERVICE BUREAU, \$36,505. Recipient: 11th Judicial District of Montana.
(Region VIII)

VOLUNTEERS, \$3,500. Recipient: 1st Judicial District of Montana. (Region VIII)

POLICE-YOUTH CAMP, \$1,596. Recipient: Missoula County, Montana. (Region VIII)

ALCOHOL AND DRUGS PROGRAM, \$16,269. Recipient: Montana Department of Health.
(Region VIII)

RECREATION PROGRAM, \$5,681. Recipient: 13th Judicial District of Montana.
(Region VIII)

YOUTH SERVICE BUREAU, \$37,893. Recipient: Yellowstone County, Montana.
(Region VIII)

EDUCATION PROGRAM, \$375. Recipient: Yellowstone County, Montana. (Region VIII)

REGION VIII PROJECTS (SOUTH DAKOTA)

EXPANDING HORIZONS PROJECT, \$554. Recipient: Brookings, South Dakota. Grant
No. 1-03-02-101. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINARS, \$60 (Grant No. 1-06-02-104); \$59 (Grant No. 1-06-02-103); \$39 (Grant No. 1-05-02-103); and \$39 (Grant No. 1-06-02-102). Recipient: Codington County, South Dakota. (Region VIII)

RECREATION EQUIPMENT - "PROJECT MIDWAY", \$4,613. Recipient: Codington County, South Dakota. Grant No. 1-03-02-102. (Region VIII)

NATIONAL COUNCIL OF JUVENILE COURT JUDGES (THOMAS RIES), \$286. Recipient: Codington County, South Dakota. Grant No. 1-05-02-101. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINAR, \$102. Grant No. 1-06-02-101. Recipient: Codington County, South Dakota. (Region VIII)

YOUTH SERVICES PHONE - MADISON DRUG EDUCATION COMMITTEE, \$5,034. Recipient: City of Madison, South Dakota. Grant No. 1-03-02-103. (Region VIII)

JUVENILE DELINQUENCY PREVENTION PROGRAM - FLANDREAU INDIAN SCHOOL, \$4,997. Recipient: Flandreau Santel Sioux Tribe of South Dakota. Grant No. 1-03-02-803. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINAR, \$33.90. Recipient: Clay County, South Dakota. Grant No. 1-06-02-203. (Region VIII)

CHILD WELFARE LEAGUE OF AMERICA - FAMILY SERVICE ASSOCIATION SEMINARS, \$230 (Grant No. 70-7-7-26); \$201 (Grant No. 70-7-7-27). Recipient: Minnehaha County, South Dakota. (Region VIII)

BATTERED CHILD SYMPOSIUM, \$500 (Grant No. 1970). Recipient: Minnehaha County, South Dakota. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINARS, \$83 (Grant No. 1-06-02-701); \$83 (Grant No. 1-06-02-702). Recipient: Minnehaha County, South Dakota. (Region VIII)

NATIONAL COUNCIL FOR JUVENILE COURT JUDGES, \$357. Recipient: Minnehaha County, South Dakota. Grant No. 1-05-02-702. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINARS, \$162 (Grant No. 1-06-02-703); \$254 (Grant No. 1-06-02-704). Recipient: Minnehaha County, South Dakota. (Region VIII)

CONFERENCE OF COMMUNITY CORRECTIONS, \$102. Recipient: Minnehaha County, South Dakota. Grant No. 1-06-02-705. (Region VIII)

NATIONAL SYMPOSIUM ON ALTERNATIVES TO INCARCERATION OF YOUTH, \$168. Recipient: Minnehaha County, South Dakota. Grant No. 1-06-02-706. (Region VIII)

JUVENILE OFFICERS INSTITUTE, \$195. Recipient: Minnehaha County, South Dakota. Grant No. 1-06-02-707. (Region VIII)

NATIONAL JUVENILE DETENTION ASSOCIATION MID-YEAR CONFERENCE, \$226. Recipient: Minnehaha County, South Dakota. Grant No. 1-06-02-708. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINARS, \$140 (Grant No. 1-06-02-709); \$95 (Grant No. 1-06-02-710); \$95 (Grant No. 1-06-02-711). Recipient: Minnehaha County, South Dakota. (Region VIII)

PASTORAL COUNSELING INSTITUTES, \$60 (Grant No. 1-06-02-712); \$60 (Grant No. 1-06-02-713). Recipient: Minnehaha County, South Dakota. (Region VIII)

JUVENILE OFFICERS INSTITUTE, \$200. Recipient: Minnehaha County, South Dakota. Grant No. 1-06-02-716. (Region VIII)

"THAT GIRL" PROGRAM, \$5,681. Recipient: Minnehaha County, South Dakota. Grant No. 1-10-02-701. (Region VIII)

CHRISTIAN WILDERNESS CAMP, \$968. Recipient: Minnehaha County, South Dakota. Grant No. 1-10-02-702. (Region VIII)

REHABILITATION SEMINAR, \$151. Recipient: Minnehaha County, South Dakota. Grant No. 2-06-10-701. (Region VIII)

EDUCATIONAL LIFE ENRICHMENT, \$11,047. Recipient: Minnehaha County, South Dakota. Grant No. 2-03-01-702. (Region VIII)

EQUIPMENT FOR PIERRE COTTAGE PROJECT, \$5,183. Recipient: Sioux Falls, South Dakota. Grant No. 70-2-6-6. (Region VIII)

TEEN-AID PHONE, \$1,000. Recipient: Sioux Falls, South Dakota. Grant No. 70-7-7-9. (Region VIII)

JUVENILE OFFICER'S INSTITUTE, \$360. Recipient: Sioux Falls, South Dakota. Grant No. 70-7-7-17. (Region VIII)

WOODWORKING AND PHYSICAL EDUCATION EQUIPMENT FOR BOYS CLUB, \$770. Recipient: Sioux Falls, South Dakota. Grant No. 70-7-7-30. (Region VIII)

TEEN-AID PHONE, \$4,500. Recipient: Sioux Falls, South Dakota. Grant No. 1970. (Region VIII)

TEEN-AID PHONE PROJECT, \$8,483. Recipient: Sioux Falls, South Dakota. Grant No. 1-03-02-702. (Region VIII)

FOUR INDIVIDUALS TO 17TH ANNUAL JUVENILE OFFICERS INSTITUTE, \$262. Recipient: Sioux Falls, South Dakota. Grant No. 1-06-02-715. (Region VIII)

SIOUX FALLS COLLEGE/AUGUSTANA LAW ENFORCEMENT AND JUSTICE PROGRAM, \$20,000. Recipient: Sioux Falls, South Dakota. Grant No. 1-10-01-701. (Region VIII)

FIRST NATIONAL SYMPOSIUM ON ALTERNATIVES TO INCARCERATION OF YOUTH, \$152. Recipient: Sioux Falls, South Dakota. Grant No. 1-06-02-001. (Region VIII)

PREVENTION AND CONTROL OF JUVENILE DELINQUENCY PROJECT, \$9,000. Recipient: Sioux Falls, South Dakota. Grant No. 2-03-01-701. (Region VIII)

SIoux FALLS DRUG EDUCATION PROGRAM, \$5,000. Recipient: Sioux Falls, South Dakota. Grant No. 1-03-02-703. (Region VIII)

CRIME PREVENTION EDUCATION, \$358. Recipient: Sioux Falls, South Dakota. Grant No. 2-01-03-701. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINAR, \$56. Recipient: Turner County, South Dakota. Grant No. 1-06-02-204. (Region VIII)

TEEN-AID PHONE, \$3,574. Recipient: Davison County, South Dakota. Grant No. 2-03-01-302. (Region VIII)

YOUTH EDUCATION PROGRAM, \$2,380. Recipient: Mitchell, South Dakota. Grant No. 70-3-5-9. (Region VIII)

YOUTH OPPORTUNITY CLUB CAMPING EQUIPMENT, \$1,351. Recipient: Mitchell, South Dakota. Grant No. 1-03-02-301. (Region VIII)

AGAPE DARE CENTER, \$4,611. Recipient: Mitchell, South Dakota. Grant No. 1-02-02-301. (Region VIII)

CORRECTIONS SEMINAR, \$1,202. Recipient: Mitchell, South Dakota. Grant No. 2-06-09-301. (Region VIII)

RECREATION EQUIPMENT FOR ARMOUR YOUTH CENTER, \$1,424. Recipient: Douglas County, South Dakota. Grant No. 2-03-01-301. (Region VIII)

CORRECTIONS SEMINAR, \$60. Recipient: Yankton Sioux Tribe of South Dakota. Grant No. 1-06-02-804. (Region VIII)

DELINQUENCY PREVENTION PROGRAM, \$4,349. Recipient: Brown County, South Dakota. Grant No. 70-4-1-8. (Region VIII)

POSITIVE APPROACH TO DELINQUENCY PREVENTION, \$4,832. Recipient: Brown County, South Dakota. Grant No. 1-03-02-402. (Region VIII)

NATIONAL COUNCIL OF JUVENILE COURT JUDGES, \$378 (Grant No. 1-05-02-405); \$309 (Grant No. 1-05-02-410). Recipient: Brown County, South Dakota. (Region VIII)

HOTLINE SEMINAR, \$152. Recipient: Brown County, South Dakota. Grant No. 1-06-02-415. (Region VIII)

PROJECT EXPOSE - ABERDEEN BOYS CLUB, \$5,000. Recipient: Brown County, South Dakota. Grant No. 2-03-01-401. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINARS, \$90.50 (Grant No. 1-06-02-401); \$43.87 (Grant No. 1-06-02-403); \$90.50 (Grant No. 1-06-02-404); \$60 (Grant No. 1-06-02-405); \$60 (Grant No. 1-06-02-406); \$60 (Grant No. 1-06-02-407); \$60 (Grant No. 1-06-02-408); \$60 (Grant No. 1-06-02-409); \$60 (Grant No. 1-06-02-410); \$60 (Grant No. 1-06-02-411). Recipient: Brown County, South Dakota. (Region VIII)

BOYS CLUB OF ABERDEEN, \$3,750. Recipient: Aberdeen, South Dakota. Grant No. 1-03-02-401. (Region VIII)

DRUG EDUCATION AND PREVENTION PROGRAM, \$1,000. Recipient: Aberdeen, South Dakota. Grant No. 1-02-02-401. (Region VIII)

FIRST NATIONAL SYMPOSIUM ON ALTERNATIVES TO INCARCERATION OF YOUTH, \$200. Recipient: Hand County, South Dakota. Grant No. 1-05-02-411. (Region VIII)

NATIONAL COUNCIL OF JUVENILE COURT JUDGES, \$292. Recipient: Spink County, South Dakota. Grant No. 1-05-02-401. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINARS, \$60 (Grant No. 1-06-02-503); \$60 (Grant No. 1-06-02-504). Recipient: Hughes County, South Dakota. (Region VIII)

FIRST NATIONAL SYMPOSIUM ON ALTERNATIVES TO INCARCERATION OF YOUTH, \$200 (Grant No. 1-06-02-505); \$200 (Grant No. 1-06-02-506); \$200 (Grant No. 1-06-02-507). Recipient: Hughes County, South Dakota. (Region VIII)

GROUP THERAPY, YOUTH COUNSELING, \$5,000. Recipient: Pierre, South Dakota. Grant No. 1-03-02-501. (Region VIII)

COUNSELING FOR ADOLESCENT GIRLS, \$2,142. Recipient: Pierre, South Dakota. Grant No. 2-03-01-501. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINAR, \$76. Recipient: Lower Brule Sioux Tribe of South Dakota. Grant No. 1-06-02-801. (Region VIII)

FIRST NATIONAL SYMPOSIUM ON ALTERNATIVES TO INCARCERATION OF YOUTH, \$200. Recipient: Lower Brule Sioux Tribe of South Dakota. Grant No. 1-06-02-802. (Region VIII)

CORRECTIONS INSTITUTE, \$93. Recipient: Perkins County, South Dakota. Grant No. 1-06-02-509. (Region VIII)

BOYS RANCH AND ATTENTION CENTER, \$24,827. Recipient: Rosebud Sioux Tribe of South Dakota. Grant No. 1-03-01-801. (Region VIII)

FIRST NATIONAL SYMPOSIUM ON ALTERNATIVES TO INCARCERATION OF YOUTH, \$200. Recipient: Rosebud Sioux Tribe of South Dakota. Grant No. 7-06-02-803. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINARS, \$54 (Grant No. 1-06-02-510); \$55 (Grant No. 1-05-02-510); \$60 (Grant No. 1-06-02-511); \$60 (Grant No. 1-06-02-512). Recipient: Tripp County, South Dakota. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINARS, \$60 (Grant No. 1-06-02-513); \$81 (Grant No. 1-06-02-514). Recipient: Walworth County, South Dakota. (Region VIII)

NATIONAL COUNCIL OF JUVENILE COURT JUDGES, \$375. Recipient: Walworth County, South Dakota. Grant No. 1-05-02-515. (Region VIII)

MOBRIDGE YOUTH CENTER, \$8,000. Recipient: Mobridge, South Dakota. Grant No. 1-03-02-502. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINAR, \$72. Recipient: Mobridge, South Dakota. Grant No. 1-05-02-507. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINAR, \$60. Recipient: Lawrence County, South Dakota. Grant No. 1-06-02-603. (Region VIII)

NATIONAL COUNCIL OF JUVENILE JUSTICE, \$374. Recipient: Lawrence County, South Dakota. Grant No. 1-05-02-608. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINAR, \$164. Recipient: Pennington County, South Dakota. Grant No. 70-1-7-8. (Region VIII)

MASS MEDIA EDUCATION IN YOUTH AND THEIR PROBLEMS FOR ADULTS, \$7,000. Recipient: Pennington County, South Dakota. Grant No. 70-1-7-9. (Region VIII)

PSYCHOLOGICAL DATA COLLECTION AND ANALYSIS OF JUVENILE OFFENDERS, \$6,763. Recipient: Pennington County, South Dakota. Grant No. 70-1-7-11. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINARS, \$119 (Grant No. 1-06-02-601); \$60 (Grant No. 1-06-02-604). Recipient: Pennington County, South Dakota. (Region VIII)

MEDICINE SYMPOSIUM ON BATTERED CHILD, \$248. Recipient: Pennington County, South Dakota. Grant No. 1970. (Region VIII)

NATIONAL COUNCIL OF JUVENILE COURT JUDGES, \$317. Recipient: Pennington County, South Dakota. Grant No. 1-05-02-601. (Region VIII)

PROJECT PREVENT: A NEW LIFESTYLE (BLACK HILLS LEARNING CENTER), \$10,196. Recipient: Pennington County, South Dakota. Grant No. 1-03-02-601. (Region VIII)

NATIONAL INSTITUTE ON CRIME AND DELINQUENCY, \$200. Recipient: Pennington County, South Dakota. Grant No. 1-06-02-602.

LOCAL EDUCATION FOR NARCOTICS AND DANGEROUS DRUG ABUSE (DOUGLAS SCHOOL SYSTEM), \$1,000. Recipient: Pennington County, South Dakota. Grant No. 1-03-02-602. (Region VIII)

JUVENILE COURT SERVICES ADMINISTRATOR'S INSTITUTE, \$199. Recipient: Pennington County, South Dakota. Grant No. 1-06-02-605. (Region VIII)

FIRST NATIONAL SYMPOSIUM ON ALTERNATIVES TO INCARCERATION OF YOUTH, \$199. Recipient: Pennington County, South Dakota. Grant No. 1-06-02-606. (Region VIII)

DRUG TRAINING INSTITUTE - PROJECT STAY AT HOME, \$132. Recipient: Pennington County, South Dakota. Grant No. 1-06-02-607. (Region VIII)

NATIONAL COUNCIL OF JUVENILE COURT JUDGES INSTITUTE, \$381. Recipient: Pennington County, South Dakota. Grant No. 1-05-02-610. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINAR, \$60. Recipient: Pennington County, South Dakota. Grant No. 1-06-02-610. (Region VIII)

JUVENILE DELINQUENCY PREVENTION PROGRAM (DOUGLAS SCHOOL SYSTEM), \$4,748. Recipient: Pennington County, South Dakota. Grant No. 2-03-01-604. (Reg. VIII)

BOY'S CLUB: JUVENILE DELINQUENCY PREVENTION PROGRAM, \$5,000. Recipient: Rapid City, South Dakota. Grant No. 2-03-01-601. (Region VIII)

GROUP COUNSELING AND LIFE ENRICHMENT PROJECT - SUMMER CAMP, \$18,457. Recipient: Oglala Sioux Tribe of Shannon County, South Dakota. Grant No. 1-03-02-804. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINAR, \$60. Recipient: Oglala Sioux Tribe of Shannon County, South Dakota. Grant No. 1-06-02-805. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINARS, \$700 (Grant No. 1-06-02-006); \$60 (Grant No. 1-06-02-013); \$60 (Grant No. 1-06-02-014); \$60 (Grant No. 1-06-02-015); \$60 (Grant No. 1-06-02-016); \$60 each for the following Grant Nos.: 1-06-02-017; 1-06-02-018; 1-06-02-019; 1-06-02-020; 1-06-02-021; 1-06-02-022; 1-06-02-023; 1-06-02-025; 1-06-02-026; 1-06-02-027; 1-06-02-028; 1-06-02-029; 1-06-02-030; 1-02-06-031; 1-06-02-032; 1-06-02-033. Recipient: Board of Pardons and Paroles of Shannon County, South Dakota. (Region VIII)

NATIONAL INSTITUTE ON CRIME AND DELINQUENCY, \$465. Recipient: Board of Pardons and Paroles of Shannon County, South Dakota. Grant No. 1-06-02-005. (Region VIII)

FOSTER HOMES FOR TRAINING SCHOOL PAROLEES, \$15,000. Recipient: Board of Pardons and Paroles of Shannon County, South Dakota. Grant No. 1-06-06-001. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINAR, \$1,457. Recipient: South Dakota State Department of Charities and Corrections. Grant No. 1970. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION MEMBERS PARTICIPATION IN 18TH NATIONAL INSTITUTE ON CRIME AND DELINQUENCY, \$605. Recipient: South Dakota State Department of Charities and Corrections. Grant No. 1970. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINARS, \$36 (Darrell Whitmore; Grant No. 1-06-02-003); \$79 (Darwin Heuer; Grant No. 1-06-02-004); \$60 (Grant No. 1-06-02-007); \$60 (Grant No. 1-06-02-008); \$60 (Grant No. 1-06-02-009). Recipient: Custer State Park of South Dakota. (Region VIII)

MADISON DRUG EDUCATION PROGRAM, \$3,093. Recipient: Dakota State College (South Dakota). Grant No. 70-6-4-8. (Region VIII)

CRIME AND JUVENILE DELINQUENCY INFORMATION UNIT, \$11,000. Recipient: South Dakota Division of Criminal Investigation. Grant No. 70-DCI-2. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINARS, \$52 (Grant No. 1-06-02-036); \$44 (Grant No. 1-06-02-012). Recipient: South Dakota State Penitentiary. (Region VIII)

JUSTICE OF PEACE IN-SERVICE AND WORKSHOP TRAINING PROJECT, \$9,008. Recipient: University of South Dakota. Grant No. 70-7-11-3. (Region VIII)

LAW ENFORCEMENT CURRICULUM, \$25,480. Recipient: University of South Dakota. Grant No. 70-7-11-2. (Region VIII)

CORRESPONDENCE COURSE, \$518. Recipient: University of South Dakota. Grant No. 70-7-11-1. (Region VIII)

CORRESPONDENCE COURSE FOR LAW ENFORCEMENT EDUCATION, \$20,000. Recipient: University of South Dakota. Grant No. 1-01-04-001. (Region VIII)

PILOT STUDY FOR GRADUATE PROGRAM IN LAW ENFORCEMENT AND CORRECTIONS, \$5,940. Recipient: University of South Dakota. Grant No. 1-10-03-001. (Region VIII)

LAW ENFORCEMENT AND CORRECTIONS CURRICULUM, \$30,000. Recipient: University of South Dakota. Grant No. 2-01-04-001. (Region VIII)

SOUTH DAKOTA CORRECTIONS ASSOCIATION SEMINARS, \$36 (Grant No. 1-06-02-001); \$79 (Grant No. 1-06-02-002). Recipient: Youth Forestry Camp of the State of South Dakota. (Region VIII)

STAFF VISITATION TO COLORADO YOUTH CAMP, \$215. Recipient: Youth Forestry Camp of the State of South Dakota. Grant No. 1-06-02-041. (Region VIII)

REGION X

POLICE RESOURCE OFFICER PROGRAM (Region X)

Divert juveniles from involvement in the criminal justice system. \$70,000 (original funding in 1970); Additional funding by City of Boise, Idaho. (1970 on). Recipient: City of Boise, Idaho.

DRUG ABUSE AND DRUG TRAINING GROUPS (Region X)

Conduct workshops in schools throughout the state. \$17,500 (FY1971); \$57,250 (1972). (2 years). Recipient: State of Idaho.

POLICE-YOUTH RELATIONS ACTIVITIES (Region X)

Four programs whereby city police departments in Alaska conduct youth relations activities within their local school systems on a preventive education basis. (No further information given.)

REGION X PROJECTS (OREGON)

DRUG EDUCATION IN THE PUBLIC SCHOOL, \$6,179. Recipient: District 1, Oregon. (Region X)

NORTH SALEM PILOT PREVENTION PROGRAM, \$57,465. Recipient: District 3, Oregon. (Region X)

COMMUNITY LIAISON, \$124,985. Recipient: District 3, Oregon. (Region X)

CORVALLIS SCHOOL LIAISON, \$22,631. Recipient: District 4, Oregon. (Region X)

BENTON COUNTY SCHOOL LIAISON, \$27,988. Recipient: District 4, Oregon. (Region X)

NEWPORT SCHOOL LIAISON, \$18,724. Recipient: District 4, Oregon. (Region X)

SWEETHOME SCHOOL LIAISON, \$18,287. Recipient: District 4, Oregon. (Region X)

PREVENTION TEAM APPROACH (P.T.A.), \$49,190. Recipient: District 5, Oregon. (Region X)

JUVENILE DELINQUENCY PREVENTION IN THE SCHOOLS, \$12,936. Recipient: District 10, Oregon. (Region X)

CRIMINAL JUSTICE EDUCATION IN THE SCHOOL, \$6,000. Recipient: District 14, Oregon. (Region X)

COMMUNITY LIAISON PROGRAM, \$22,044. Recipient: District 1, Oregon. (Region X)

PILOT PREVENTION YOUTH SERVICE TEAM (WHITIKER JUNIOR HIGH AND SPRAGUE HIGH SCHOOL), \$55,000. Recipient: District 3, Oregon. (Region X)

COMMUNITY LIAISON PROGRAM, \$104,690. Recipient: District 3, Oregon.
(Region X)

PREVENTION TEAM APPROACH, \$50,141. Recipient: District 5, Oregon. (Region X)

BEHAVIOR INTERVENTION (JACKSON COUNTY), \$14,700. Recipient: District 8,
Oregon. (Region X)

BEHAVIOR INTERVENTION (JOSEPHINE COUNTY), \$17,500. Recipient: District 8,
Oregon. (Region X)

CRIMINAL JUSTICE EDUCATION IN THE PUBLIC SCHOOLS, \$5,000. Recipient:
District 9, Oregon. (Region X)

JUVENILE DELINQUENCY PREVENTION IN THE SCHOOLS, \$39,000. Recipient:
District 10, Oregon. (Region X)

DRUG EDUCATION, \$2,160. Recipient: District 11, Oregon. (Region X)

MACLAREN SCHOOL STUDENT, \$46,860. Recipient: CSD, Oregon. (Region X)

CRIMINAL JUSTICE EDUCATION IN PUBLIC SCHOOLS, \$6,000. Recipient: District
14, Oregon. (Region X)

BEHAVIOR INTERVENTION, \$2,500. Recipient: District 7, Oregon. (Region X)

LAW ENFORCEMENT LIAISON, \$9,000. Recipient: District 8, Oregon. (Region X)

DRUG EDUCATION, \$1,125. Recipient: District 10, Oregon. (Region X)

COMMUNITY LIAISON, \$22,000. Recipient: District 1, Oregon. (Region X)

COMMUNITY LIAISON, \$80,000. Recipient: District 3, Oregon. (Region X)

DISTRICT 24J PILOT PREVENTION TEAM, \$44,000. Recipient: District 3,
Oregon. (Region X)

NEWPORT SCHOOL LIAISON, \$14,199. Recipient: District 4, Oregon. (Region X)

SWEETHOME SCHOOL LIAISON, \$14,122. Recipient: District 4, Oregon.
(Region X)

BENTON COUNTY SCHOOL LIAISON, \$27,114. Recipient: District 4, Oregon.
(Region X)

CORVALLIS SCHOOL LIAISON, \$17,284. Recipient: District 4, Oregon. (Region X)

PREVENTION TEAM APPROACH (P.T.A), \$78,555 (pending); \$98,392. Recipient:
District 5, Oregon. (Region X)

DRUG ABUSE PREVENTION, \$7,000 (pending) \$10,500. Recipient: District 6,
Oregon. (Region X)

BEHAVIOR INTERVENTION (JOSEPHINE COUNTY), \$18,600. Recipient: District 8,
Oregon. (Region X)

BEHAVIOR INTERVENTION (JACKSON COUNTY), \$15,250. Recipient: District 8,
Oregon. (Region X)

CRIMINAL JUSTICE EDUCATION IN PUBLIC SCHOOLS, \$5,000. Recipient: District 9,
Oregon. (Region X)

ELEMENTARY COUNSELING, \$6,000 (pending); \$14,000. Recipient: District 10,
Oregon. (Region X)

JUVENILE DELINQUENCY PREVENTION IN THE SCHOOLS, \$19,500. Recipient: District
11, Oregon. (Region X)

PREVENTION TEAM, \$3,231. Recipient: District 13, Oregon. (Region X)

CRIMINAL JUSTICE EDUCATION IN PUBLIC SCHOOLS, \$3,410. Recipient: District 14,
Oregon. (Region X)

PRE-DELINQUENCY COUNSELING, \$12,457. Recipient: District 14, Oregon.
(Region X)

CORVALLIS EARLY IDENTIFICATION TREATMENT, \$38,457. Recipient: District 4,
Oregon. (Region X)

DRUG EDUCATION, \$6,347. Recipient: District 13, Oregon. (Region X)

END