



**TRANSFER OF
KNOWLEDGE
WORKSHOP**

**Prevention
of
Truancy**

107290

NCJRS

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The inclusion of programs described in this publication, other than those directly administered by the Department of the Youth Authority, does not necessarily constitute an endorsement by the State of California or the Department of the Youth Authority.

PREFACE

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

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

The Transfer of Knowledge Workshop on "The Prevention of Truancy" and the resultant publication are dedicated to the prevention of truancy and the resulting reduction in crime and delinquency and the loss of personal opportunities for young Californians.

This publication is the product of that Transfer of Knowledge Workshop on "The Prevention of Truancy" conducted in Sacramento, California, on January 14, 15, and 16, 1986.

ACKNOWLEDGEMENTS

The Department of the Youth Authority wishes to thank the members of the Planning Committee, without whose hard work and dedication this workshop would never have been realized. Our sincere appreciation goes to the following members of the Planning Committee:

Honorable John Fitch
Superior Court Judge, Fresno County

Don Hogner
Chief Probation Officer, Fresno County

Walter Brown
Assistant District Attorney, Alameda County

Dr. Mitch Voydat
State Department of Education, Sacramento County

Leonard Ulfelder, Alameda County
Public Defender's Office, Juvenile Division

Lou Gonzales, Attendance & Administrative Services,
Los Angeles County Office of Education

Ruth Johnson, Parent Teachers Association

Al Baum, Fresno County Schools

Robert Figone, Administrator of Pupil Services
San Francisco Unified School District

In addition to the Planning Committee, many other persons contributed their time, knowledge, and skills in developing the Workshop.

A special thanks goes to Carl Jesness, Ph.D., for the development of his paper titled, "The Relation Between Truancy and Delinquency." Dr. Jesness prepared this paper at the request of Judge John Fitch especially for this Transfer of Knowledge Workshop.

Special appreciation goes to the Workshop presenters who gave their time and shared their expertise. A very special thanks also goes to the representatives of the private sector who joined with school and criminal justice officials and private citizens to share their knowledge of resources and successful program approaches. A special mention goes to:

Sarann Kruse, Executive Director
Adopt-A-School Program
Northrop Aircraft Corp., Hawthorne, CA

Electra Price, Administrator, Public Relations
Oakland School District, Oakland, CA

Charles F. Merz
Kiwanis Club, San Diego, CA

Jerry Swartfager
Firefighters Union, San Diego, CA

Dale Van Natta, Director
Public Relations, TRW Corp., Redondo Beach, CA

Madge Winston, Coordinator of Public Relations
McKesson Corp., San Francisco, CA

Joe D. Young, President
Community Relations, PG&E, San Francisco, CA

Finally, sincere appreciation goes to all the Workshop participants for contributing their time and sharing their expertise.

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INTRODUCTION

The idea for a Transfer of Knowledge Workshop on "The Prevention of Truancy" was introduced by the Honorable John Fitch, then Presiding Judge of the Juvenile Court in Fresno County. Judge Fitch wondered if there was research that indicated truancy was a causal factor in delinquency. He wondered if minors had a right to an education to make a success of life. Many young truants appear to lack the proper parental care.

In each county in California there are key players who can facilitate existing mechanisms to prevent truancy and who can make a difference for children in kindergarten through the sixth grade. The key players include the judge of the juvenile court, who sets the philosophy of the court regarding minors who are described under Section 601 of the Welfare and Institutions Code, which includes truancy. The Chief Probation Officer of each county sets the intake policy regarding truants. The District Attorney's philosophy and policies and actions directly affect how truants and their parents are addressed by the juvenile justice system. The Superintendent of County Education processes Student Attendance Review Board petitions. Student Attendance Review Boards have in most counties a network of local SARBs that include participation by Chief Probation Officer, District Attorney, and school board members. Superintendents of each school district set the district's policy regarding truants. Some communities have interagency councils or other organizations that involve all these key players and they address the problem of truancy.

A planning committee consisting of representatives of the courts, probation, SARBs, local school districts, the State Department of Education, and the Youth Authority was called together to plan a workshop that would bring key players together to address issues relating to the prevention of truancy and to emphasize the need for an interagency effort in this regard. As the planning committee's work progressed, the committee members realized the significance of private sector contributions to the prevention of truancy and they determine the private sector's capacity for contributing to an interagency effort.

The Transfer of Knowledge Workshop, conducted in Sacramento on January 14, 15, and 16, 1986, began by addressing the research on the relationship between truancy and delinquency and went on to emphasize the contribution that the private sector could make to an interagency effort to prevent truancy.

THE RELATION BETWEEN TRUANCY AND DELINQUENCY

by Carl F. Jesness, Ph.D.

Is there an association between delinquency and truancy? Knowing that a youth is truant, what is the probability that he or she will be involved in delinquency activities? This is a brief summary of information responsive to these questions.

School truancy has long been regarded as being an indicator of potential delinquency, and recent studies have consistently verified the association. Farrington (1981) found that 41% of male truants, compared with 19% of non-truants, were later found to have been adjudicated for a crime. Robins and Hill (1966) found that 35% of non-white truants were later found to have police records, compared with 19% of the non-truants. In the CYA's as yet unpublished study of a California school district, 34% of those 8th graders who were truant on three or more out of six specified days were later (by age 18) found to have a referral to probation. This compares with the 19% referral rate of those who were present more often.

Delinquency can also be measured by means of youth's self-reports. Based on this type of measure Hirschi (1969) found a correlation of .40 between self-reported delinquency and school truancy among males.

An important consideration to keep in mind, however, is that the majority of youths who truant do not become delinquent. For example, in the CYA study mentioned above, 465 youths out of 2,203 were absent on three or more of six specified days. Although a disproportionately high percentage (34%) of these youths later had a referral to probation, the majority of the truants (66%) did not have a referral. This is the well known problem of the "false positives," which refers to falsely identifying something because of an imperfect indicator. If the goal of a program were to identify and do something about potential delinquents, the false positive problem would need to be solved by improving the accuracy of prediction.

Introducing other elements into consideration can help to do that. Data from the YA's school district sample indicates that adding these three variables does increase accuracy. For males showing scores at the extreme (or worst) quartile on these indicators, 51% were later referred to probation for an offense compared with 23% of those showing better behavior, achievement and attendance. (The corresponding false positive percentage was 40%.)

There are, of course, other indicators that can further improve upon the accuracy of prediction. But if the concern is primarily with helping youth, there need not be an undue concern about false positives. The so-called false positives are displaying behaviors that point to the need of some kind of special help regardless of whether they engage in delinquency or not.

Furthermore, a concern about truancy itself may well be appropriate. The Office of the Auditor General in 1978 reported some rather startling statistics, which asserted that 65% of daytime burglaries were committed by truants. The possibility that many daytime burglaries are committed by truants is not hard to believe — school-age youths could hardly be committing burglaries if they were in school, at least not during the week.

It can be concluded that there is a well-established connection between truancy and delinquency, even though most truants do not become delinquents. There are additional reasons, such as increased public protection and assistance to the youth themselves, that would encourage the community to attempt to engage in some constructive action to reduce the extent of truancy in our public schools.

PRIVATE SECTOR INVOLVEMENT

The workshop participants asked the question, "Why would the private sector be interested in truancy prevention and how would private/public sector partnerships evolve?"

Why the Private Sector is Interested in Truancy

There are a number of reasons why the private sector is interested in preventing truancy and keeping young people in school. Many companies are now looking at the young people in the communities where their plants and offices are located as future employees. Companies are part of the communities in which they are located and the quality of life in the community where the company is sited makes a great deal of difference. Existing company employees are better employees if their children are doing well in school and in their community. Employees feel better about their employer when they know their employers are doing what they can to assist the community to be a better, safer place. The recruitment of highly qualified employees is influenced by the quality of life in the community. The better trained and more desirable employees want to work for an organization in a community that is safe and offers the educational opportunities and cultural experiences they desire. This gives companies a stake in the communities being more attractive to prospective employees.

Companies need community support to achieve their goal. Companies gain community acceptance by identifying and responding to community needs.

Many private sector organizations have criteria for selecting community programs to support. These criteria often include the following:

- Is it good for the community?
- What is the community needs?
- Is it good for the company?
- Is it good for the people involved?

Proposals to private sector organizations should include at a minimum the following elements:

- A planning process that is open to all interested parties, particularly the people most affected by the proposed project.

- The goal of the proposed program should be clearly stated. The objectives under those goals should be consistent with local school district goals. The objectives should be clear and specific.
- The student population should reflect the pluralistic composition of our society. Selection procedures should be described.
- The staff recruitment procedures should be described. Recruitment procedures should be consistent with the needs of the community and the school district policies.
- The responsibility for administration and management should be made clear and should insure that planning and decision-making shall be a shared responsibility.
- A budget that reflects adequate planning should be included in the proposal.
- Needed support services should be described.
- Any special supplies and equipment should be described and the evidence for the need for them should be cited.
- A work schedule, including the schedule for planning, implementation and operation of the program, should be included in the proposal. Target date should be set.
- A design for the evaluation of the program should be provided. The responsibility for the evaluation and the reporting of the evaluation should be clearly set forth.
- The needs which the proposal is designed to meet should be clearly defined and substantiated. The objectives against which the progress of the program will be measured should indicate given conditions, the performance or behavior that is expected upon completion of the program and any qualitative measure available.
- Recognition should be provided for the private organization or funding source. In many cases, this is a major payoff for the private sector partner in the program.

Approach to the Private Sector

In making an approach to the private sector for participation, cooperation or support for a proposal, a government leader must make an opening for public sector managers to approach sector leaders to discuss either the

service needs or the proposal. Private sector leaders can then be involved by invitations to onsite visits to programs or to areas in need. A key person should be selected to act as liaison between the public sector organization making the proposal and the involved private sector organization.

How to Present a Specific Proposal to Private Sector

Many corporations have goals which include community involvement. Be proactive and contact such corporations at any level. Many communities also have officials and organizations such as the corporate action committee in San Francisco which can be approached directly. Lay out what you want from the private sector. Approach the private sector with "opportunities to work together." A public-private partnership is an opportunity for the private sector to work with the public to develop solutions to problems. It is not a simple request for money. Such a partnership is a two-way street, and the private sector needs a payback. The payback may take the form of better trained employees or a better community (example: reduced daytime burglaries and reduced vandalism). The public sector organization should consider what it can bring to the partnership; for example, better trained entry level employees. Companies appreciate recognition from school boards and other governmental agencies. They benefit from good press releases. They believe in awards, such as plaques stating the contribution made and the community's appreciation for it, honoring the company. Most companies want the public to perceive the company as providing a public service. One further benefit for companies is the development and write-up of pilot programs that have been successful. This permits companies in several sites to replicate successful programs in other communities.

When public officials give recognition to a private company for their service to the community, the press will give such recognition more coverage than a comparable news release from a company.

SUCCESSFUL PROGRAMS IN THE PRIVATE SECTOR

"Adopt-A-School" Program Oakland, CA

The Oakland, California, Unified School District's "Adopt-A-School" program is an effective technique for business and industry to work with community schools, and to help meet school needs not covered by the school district's budget. Adoption can take the form of donating staff to a school as lecturers or tutors, donating specialized resources, or covering the cost of an innovative curriculum.

The "Adopt-A-School" concept has gained the full support of the Bay Area Chamber of Commerce. The Chamber has become instrumental in getting local companies to participate in the program. The school district approaches the company when the company expresses an interest to the school superintendent or the "Adopt-A-School" office. At that time the district office schedules a meeting between corporate top management, the school principal, and a representative of the superintendent to discuss possible ways for the company to assist the school. An onsite visit to the school is next, followed by the drafting of a proposal and the development of a tentative budget and a memorandum of understanding.

The only criteria for an "Adoption" are that it not duplicate an existing program, that it is based on the needs of the school, and that it fit into the learning goals and planning objectives set by the district. Companies are also asked to enter into a formal "gentleperson's agreement" to commit themselves to the program for at least three years for the sake of course continuity in the schools.

There are now 20 companies involved in "Adopt-A-School" including Bank of America, Clorox, Kaiser Aluminum and Chemical Corporation, Crown Zellerbach, I.B.M., and Pacific Telephone and Telegraph. Many of the programs the companies have adopted concern the school's needs for remedial reading classes and basic skills lab.

Between 1976 and 1981, the Oakland Unified School District expanded its "Adopt-A-School" program to 41 schools. Local businesses, industries, and organizations help individual schools meet the needs not covered by tax-leaved budget. The program has brought many kinds of support to the schools: volunteer tutors and speakers; equipment; materials; internships; and jobs for students. Contributions have been estimated at \$100,000 annually.

There are many "Adopt-A-School" programs throughout California, too numerous to be listed; however, other "Adopt-A-School" programs should be mentioned to show the variety of businesses, industries, and organizations supporting the program.

- Other "Adopt-A-School" programs:
 - San Diego Firefighters Union 145 and Monitor Lab have adopted Wangenheim Junior High School in San Diego, California.
 - TRW Corporation of Los Angeles and the Los Angeles Unified School District collaborated on several "Adopt-A-School" programs in the Los Angeles area.
 - The Kiwanis Club of San Diego has, since 1979, contributed volunteers and funds to the San Diego Elementary School Counseling Centers, which were pioneered in 1974.

*Northrop Corporation Aircraft Division
Hawthorne, CA
(member of the Southern California Aerospace
Industry Education Council)*

One of Northrop's successful programs is the Northrop High School Involvement Program. H.I.P. gives deserving high school seniors on-the-job training in over 50 career paths, with hands-on experience with state-of-the-art equipment and direction from professionals. H.I.P. students work two hours a day for sixteen weeks during the year, not only in a vocational area but to learn the company's organization, how products are manufactured, and how new technologies are developed.

In addition, H.I.P. provides a job development workshop, mock interview, resume writing, and filling out job applications. Students who complete the H.I.P. program earn high school credit towards their diplomas.

Northrop's program coordinators work with high schools to select prospective students and conduct on-campus interviews. Good school attendance, a positive attitude, and willingness to invest time, as well as good grades, are prerequisites for the program. Each year over 200 Northrop employees volunteer to become H.I.P. instructors. These volunteer instructors have been enthusiastic about student progress in the program, and former H.I.P. students are presently Northrop employees.

*Youth Employment Program
Sponsored by the
McKesson Corporation, San Francisco*

Now in its fourth year, the McKesson summer youth employment program is a cooperative effort of the company, the San Francisco mayor's summer job program, and the Alamo Park High School of San Francisco.

Students from Alamo Park High are hired in summer employment positions for work experience. The program is successful because McKesson employees continue to give enthusiastic support, and students see the program as worthwhile. Student participants have been placed in jobs with company agencies and in McKesson departments. All students are paid for their work by the McKesson foundation.

Other Private Sector Programs

- Northrop's "Project Business"
- TRW's Careers Exploration
- P.G.&E. Community Relations Program

ALTERNATIVE EDUCATION PROGRAMS

Four factors vitally affect academic success: The child, the home, the community, and the school. Truancy may occur when the parent fails to support education or reinforce learning in the home. Increased truancy rates are apparent in schools that have nonsafe environments or low expectations of students. Fewer children attend school as they should when communities become apathetic of their schools. Truancy and dropout rates appear where businesses leave communities and services for the people in the communities decline. Truancy also increases when agencies fail to communicate with one another. Truancy can be addressed when agencies come together and work together to address the problem. This has been demonstrated in a number of communities in California where successful programs have been developed. A number of these programs were described at the workshop on "The Prevention of Truancy."

Program Characteristics of Successful Alternative Education Programs

- Teachers have high expectations for student success.
- Curriculum/program focus is on real life problems and situations.
- Experiences provide optimal challenges coupled with manageable conflict.
- Students are required to take initiative and responsibility.
- Students are provided experiences having integrity and dignity as opposed to "make work" projects.
- Students are provided opportunities for acquiring competence and success.
- Students are encouraged to reflect on and discuss their experiences.
- A clear plan of action is coupled with a clear monitoring and evaluation plan.

Community Day Care Center/Alternative School Model – Los Angeles

Community day care/alternative school models are operated by the Juvenile Court Schools in Los Angeles. They are designed for youth on formal or informal probation period. In most cases, these programs are

integrated with the county probation department and emphasize individualized instruction. Students are assisted to return to mainstream schools or to work. In some other smaller counties, the day care program may consist of one center where in large counties a number of centers may be placed throughout the county to provide easier access by the students.

These schools concentrate on improving students' behavior, academic achievement, and general life-skills.

Community schools are designed for those young people who are not attending any school, often because they have been expelled. The community schools provide small, personal, self-contained classrooms, with positive and supportive staff. Students are involved in planning their own individual programs and in the evaluation of their own progress. Community schools stress increasing students' self-esteem which is so critical to the individual's personal success in life. The purpose of the community school is to upgrade students' social, academic, and vocational skills. Community schools help students to:

- Graduate from high school
- Successfully complete the GED examination
- Successfully return to a regular school
- Receive vocational skills
- Prepare for military service
- Enter the world of work.

Downtown High School — San Francisco

The San Francisco Downtown High School is one of six "necessary" schools established by the San Francisco Unified School District to deal with truancy and school programs. The targeted age range is from 16 years through 18 years of age.

The program was established to keep students in an educational program. When a student is referred, there is a conference with the student, parents, and school. A contract is drawn up and signed, outlining the responsibilities. The student is tested and referred to complete a school or vocational program.

The Downtown High School maintains the state requirements for graduation with unit programs for credit. The student-teacher ratio is 20 to 1.

This alternative program assists students to:

- Receive mastery programs
- Graduate from high school
- Receive vocational training
- Receive more intensive counseling/guidance.

SCHOOL/PREVENTION PROGRAMS

The consensus of the participants at the Transfer of Knowledge Workshop on the Prevention of Truancy was that our focus should be on K-6 grade. Truancy is a symptom of underlying problems related to families and communities as well as with the special needs of individual children. Work with this group of youngsters and their families and schools will have the best payoff. The most effective programs will be based on the premise that "people solve problems." A number of successful programs were described at the workshop.

Project Stay-at-School

Project Stay-at-School, a counseling/student attendance program implemented by the San Francisco Unified School District, is cooperatively sponsored with the Mayor's Office, Police Department, Probation Department, Juvenile Court, and the Department of Social Services. The program is designed to reduce truancy and unexcused absenteeism and to motivate students to attend school and classes.

The consequences for truancy and unexcused absenteeism have been minimal in the San Francisco Unified School District. Moreover, many students vacillate or become marginal attendees in that parents or guardians are not always immediately informed and, in many instances, do very little to discipline students when they are truant or absent from school without authorization.

Project Stay-at-School attempts to correct these areas while addressing the education and welfare of students. Through this program, there is increased academic learning time for secondary students who have a history of truancy and unexcused absences, increased average daily attendance revenue, increased communication and involvement with parents and guardians, increased utilization of community-based agencies, and a reduction in the number of daytime youth-committed crimes.

Project Stay-at-School emphasizes the many regular and alternative educational programs which the San Francisco Unified School District and community offer. There is a direct coordination with each high school, the Independent Study Center, community-based agencies, the Probation Department, Juvenile Court, Department of Social Services, and other city and county agencies.

The goal of the Stay-at-School project is:

- To increase academic achievement, learning time, and social adjustment

of students who are chronically truant or excessively absent by improving their school attendance through an expanded counseling program.

Objectives:

- To reduce truancy and excessive absenteeism
- To reduce the number of non-students loitering in and around schools
- To improve communication and involvement with parents of students with attendance problems while counseling these students and parents regarding school attendance, regular and alternative educational programs, and other needs of the students.
- To increase and improve referral procedures to, utilization of, and coordination with community-based agencies.
- To reduce the incidence of daytime youth-committed crimes.

School Attendance Review Boards (SARB)

School Attendance Review Boards have been created by the State Legislature and are organized in every county in California.

Each local SARB (one for each school district or combination of districts) is composed of representatives from the lay community, law enforcement, welfare agencies, probation departments and schools, who meet regularly to combine their expertise and resources on behalf of each child referred to them. Such referral is now provided for by the law after other efforts have failed, and before a juvenile court proceeding is considered.

When a child has persistent problems in school, relating to attendance and behavior, and when the normal avenues provided do not resolve the situation, all the community resources are then focused on the problem. The purpose is to attempt to keep the child from being drawn into the juvenile justice system.

The SARB conference with the child and the parents may turn up a new approach for assistance to the child or family. It may uncover a new way the child can benefit from school. In a cooperative examination of all available information, additional learning disabilities, or health problems, or home situation may be identified. With a coordinated effort, SARB is another look, another opportunity.... something more for the child when all other avenues of help may be exhausted.

SARB is designed to encourage all agencies concerned to work together as a team, pool resources, and attempt to keep children in school, off the streets, and out of court.

San Francisco Peer Resource Programs

The Peer Resource Programs were initiated in the San Francisco public schools in 1979 in response to a survey which suggested a strong need for additional counseling and academic resources for students.

The goals of the Peer Resource Programs are to train student peers to help each other and to help students learn something about themselves in the process. In addition to Peer Counseling and Peer Tutoring programs, the Peer Resource Programs offer a variety of programs which are designed to meet the individual needs of each school participating in the program. There are four high schools within the San Francisco Unified School District with active Peer Resource Programs. Four middle schools and five high schools have been impacted and are becoming more involved.

The concept of the Peer Resource Programs is that there exists within the student population the ability to help each other. This is accomplished through students in several areas, i.e.:

- Conflict resolution
- Truancy problems
 - Using tutoring
 - Using behavior modification concepts
- Violence reduction
 - Education
 - Rap Groups
 - What to do

Follow-up surveys have been conducted with teachers and students with a Peer Resource Program in their schools. Responses have been extremely positive in helping students to get along better with other students, improve attendance, self-esteem, school work, and many other areas. Success of the Peer Resource Program is also evidenced by its growth to other schools with positive results.

LAW ENFORCEMENT/JUVENILE JUSTICE

Truancy is a community problem of law enforcement and juvenile justice agencies including police, sheriffs, probation department, district attorneys, public defenders and the courts must all work with the local schools, school boards, parents and parent groups, and the private sector to successfully address the problem.

Truancy cannot be addressed by detention. Referral to the courts should be the last step taken after earlier efforts to prevent truancy and when other efforts to find alternative ways to reinvolve the young person and the family in the school system have failed.

In their frustration, many call for more power for the courts to intervene in truancy. As a judge stated at our workshop, "The issue is not whether the courts have the power to enforce orders on truants. The question is, does the public, does the community, want the courts involved in the educational system."

SUMMARY AND RECOMMENDATIONS

There is a well established link between truancy and delinquency. Truancy prevention requires participation by the community, the schools and the family as well as the child. Parents must support education and reinforce learning in the home.

The private sector has been and is actively participating in truancy prevention programs. A few of the successful programs have been presented here. Model private sector programs and companies are available to assist persons and organizations committed to reducing truancy in their communities.

Special training for students by industry, alternative education programs, Adopt-A-School programs and Peer Counseling Models provided by public and private sector partnerships are a few samples of successful programs that continue to exhibit positive results in truancy reduction. In an effort to continue these types of successful programs, and expand on them, it is recommended that:

- Government leaders must reach out to the private sector for their participation, cooperation, and support.
- Private sector leaders should be invited to participate in networking and partnerships to solve problems.
- Partnerships not be just a request for funds, but have payback for the private sector that would result in better communities, better trained employees and reduce crime.

Communities and businesses interested in truancy prevention may contact the California Youth Authority for technical assistance.

APPENDIX

TRANSFER OF KNOWLEDGE WORKSHOP THE PREVENTION OF TRUANCY

WORKSHOP PROGRAM AND SCHEDULE

Tuesday, January 14, 1986

- 11:00-12:00 noon REGISTRATION
- 12:00-1:30 p.m. LUNCHEON — Facilitator — Edward Harrington
 WELCOME — Al Howenstein, Director, Office of Criminal Justice Planning
 KEYNOTE — Craig Brown, Chief Deputy Director, Department of the Youth Authority
Relationship Between Truancy & Delinquency — Dr. Carl Jesness
- 1:45-3:00 p.m. EDUCATION/ALTERNATIVE PROGRAMS
Panel — Louis Gonzales, Consultant — Moderator
 • Community Schools, Los Angeles —
 Lilly Wilson, Consultant, Los Angeles County Office of Education
 • Downtown High School, San Francisco — Emil Anderson, Principal
 • State Department of Education — Alternative Program for
 "High Risk Youth" — Anthony Salamanca, Consultant
 • Street Academy — Pat Williams, Director
- 3:00-3:15 p.m. BREAK
- 3:15-5:00 p.m. SCHOOLS/PREVENTION
Panel — Robert Figone, Administrator, Pupil Services,
 San Francisco Unified School District — Moderator
 • Stay in School Program — Hon. Daniel Weinstein, Presiding Judge, Juvenile Court
 Dennis Sweeney, Chief Probation Officer (Juvenile), San Francisco County
 • San Francisco Peer Resource Programs —
 Ira Sachnoff, Director, San Francisco Peer Resource Program
 • SARB — Ms. Merle Bell, Coordinator SARB, Oakland Unified School District
 • Positive Parenting — Al Baum, Consultant, Fresno County Office of Education
- 5:00-5:30 p.m. BREAK
- 5:30-6:30 p.m. SOCIAL (No Host)
- 6:30-8:00 p.m. DINNER — Speaker — Mrs. Nancy Honig — Quality Education

Wednesday, January 15, 1986

- 7:00-9:00 a.m. BREAKFAST
- 8:00-8:10 a.m. OPENING SESSION
- 8:10-9:50 a.m. LAW ENFORCEMENT/JUVENILE JUSTICE
Panel — Don Hogner, Chief Probation Officer, Fresno County — Moderator
 • Hon. John Fitch, Superior Court, Fresno County
 • Leonar Ulfelder, Alameda County Public Defender's Office
 • Linda Erwood, Chief Probation Officer, Santa Cruz County
 • Paul Green, Chief Probation Officer, Alameda County

Wednesday, January 15, 1986 (Continued)

- 9:50-10:00 a.m. ORIENTATION TO COUNTY ACTION TEAMS
- 10:00-10:15 a.m. BREAK
- 10:15-12:00 noon COUNTY ACTION TEAMS — (Break-out Groups)
- 12:00-1:00 p.m. LUNCH
School/Law Enforcement Partnerships — Mary Weaver, Manager,
School Climate Program, State Department of Education
- 1:00-2:20 p.m. PRIVATE SECTOR/INVOLVEMENT
Panel — Leonard Ulfelder, Public Defender, Alameda County — Moderator
- Mrs. Madge Winston, McKesson Corporation
 - Sarann Kruse, Northrup Corporation, "Adopt-A-School Program"
 - Electra Price, Community Relations, Oakland School District
 - Joe DeYoung, Pacific Gas & Electric Company
 - Dale Van Netta, TRW Corporation
- 2:20-2:30 p.m. BREAK
- 2:30-4:00 p.m. PRIVATE SECTOR — SUCCESSFUL PROGRAMS
Panel Members
- Mrs. Madge Winston, McKesson Corporation
 - Charles Merz, Kiwanis Counseling Center Program
 - Electra Price, Community Relations, Oakland School District
 - Jerry Swartfager, Firefighters Union, San Diego
- 4:00-5:00 p.m. COUNTY ACTION TEAMS (Break-out Groups)
Identify Relevant Programs

Thursday, January 16, 1986

- 7:00-8:00 a.m. BREAKFAST
- 8:00-8:15 a.m. GENERAL SESSION — Process & Expectations for Action Teams
- 8:15-10:15 a.m. COUNTY ACTION TEAMS (Break-out Groups)
Development of Action Plans
- 10:15-10:30 a.m. BREAK
- 10:30-11:40 a.m. GENERAL SESSION — Presentation of Action Plans
- San Diego
 - Fresno
 - San Francisco
 - Alameda
- 11:40-12:00 noon CHECKOUT
- 12:00-1:00 p.m. LUNCH
- 1:00 - p.m. CLOSE —
PLANNING COMMITTEE — REVIEW & EVALUATION

TRANSFER OF KNOWLEDGE WORKSHOP PREVENTION OF TRUANCY

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