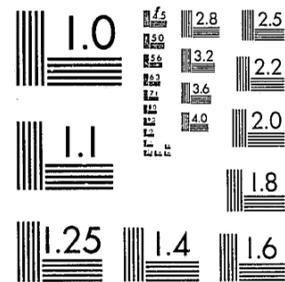


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PROCEEDINGS
OF THE
EASTERN REGIONAL CONFERENCE

ON

"JUST US - YOUNG PAN ASIAN FEMALES
AND THE JUVENILE JUSTICE SYSTEM"

May 24, 1980
Arlington, Virginia

78519

GANIZATION OF PAN ASIAN AMERICAN WOMEN, INC.
2025 I Street, N.W. Suite 926
Washington, D.C. 20006

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U.S. Department of Justice
National Institute of Justice

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May 24, 1980

Arlington, Virginia

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ORGANIZATION OF PAN ASIAN AMERICAN WOMEN, INC.

PREFACE

My association with the Organization of Pan Asian American Women (Pan Asia) began when I was hired to coordinate the Organization's Juvenile Justice Project's first regional conference which was held in Arlington, Virginia on May 24, 1980. It has been a very gratifying and growth-producing association for me. One of the objectives of Pan Asia is to develop leadership skills in Asian Pacific women and this project has certainly offered me and others opportunities to develop such skills. The project has also made me keenly aware of the emergence of the Asian Pacific woman. No longer are we the "quiet Asian females" but we have moved in the direction of asserting ourselves and in taking a more active role in bringing about changes which would benefit the Asian Pacific communities.

As one of the national voluntary organizations participating in the National Board YWCA's Juvenile Justice Project, Pan Asia has taken the leadership in providing the Asian Pacific American communities with an opportunity to work together in examining the problem of juvenile delinquency among the Asian Pacific youth, especially the female youth, in assessing possible causes of this problem and in developing a capacity-building and advocacy program for the prevention and treatment of "high risk" Pan Asian females.

The regional conference held in Arlington, Virginia (Eastern Regional Conference) brought together adults and youths from the Asian Pacific communities in Boston, Massachusetts; Western Maryland; Washington, D.C.; Philadelphia, Pennsylvania; Chicago, Illinois; Minneapolis, Minnesota; and Northern Virginia. Also in attendance were professionals with special concerns and knowledge about juvenile delinquency and the juvenile justice system. Those attending the conference proved, without a doubt, that it is possible for peoples of diverse backgrounds to coalesce and work toward a common concern.

The one-day Eastern regional conference was planned with the following objectives in mind: (1) increase awareness of the juvenile justice system among Asian Pacific communities; (2) assess the critical needs of the Asian Pacific communities; (3) assess the critical needs of the Asian Pacific youth which, if not met, may lead to juvenile delinquency; (4) obtain information about available resources which address this problem, and (5) increase knowledge about capacity-building and advocacy.

The proceedings of the Eastern Regional Conference have been compiled in the hopes that they will be useful in developing a model program for the prevention and treatment of juvenile delinquency among "high risk" Asian Pacific female youths.

Betty Wakiji
May 1980
Arlington, Va.

BACKGROUND

Established in 1976, The Organization of Pan Asian American Women (Pan Asia), Inc. is a non-profit, tax-exempt national organization comprised of Asian and Pacific Island American women.

All Asian Pacific American (APA) women -- Chinese, Japanese, Korean, Pilipina,* Vietnamese, Hawaiian, other Southeast Asian and Pacific Island American women -- are part of a diverse, small and often neglected minority group. Their concerns have not been adequately voiced or represented at the national level. Pan Asia seeks to remedy this situation and ensure the participation of APA women in all aspects of American society, especially in those areas where women traditionally have been excluded or under-represented.

Pan Asia is committed to this goal and has focused on four objectives toward achieving it:

- 1) Develop the leadership skills of Asian Pacific American women.
- 2) Educate and promote public awareness of Asian Pacific American females of all ages.
- 3) Facilitate the appointment of Asian Pacific American women to national advisory committees, councils, etc.
- 4) Establish and strengthen a national communications network among APA women's groups, APA groups, and other women's organizations.

Pan Asia's desire to participate as one of the national voluntary organizations was multifaceted. The project outcomes of the National Board YWCA included:

- 1) a wider perception of the problems, needs, and potentials of those youth when they are seen as doubly disadvantaged as a result of their ethnic/racial/cultural backgrounds and gender.
- 2) a movement of organizations that have not been involved, significantly, in the established youth-serving or opinion-molding networks.
- 3) increased knowledge and updated concepts that are relevant to theories pertaining to delinquency prevention and treatment.
- 4) and generating a multiplier effect to reach broader constellations of minority groups.

*A contemporary spelling; there is no F sound or letter in the Pilipino language.

Through the efforts of its members, Pan Asia was awarded a subcontract by the National Board YWCA Juvenile Justice Project prepared under Grant No. 78-JS-AX-0106, and funded by the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. With this support, Pan Asia is engaged in a major project entitled "Just Us - Young Pan Asian Females and the Juvenile Justice System". Specifically, through the project, Pan Asia is attempting to develop an advocacy and capacity-building program for the prevention and treatment of delinquency among high-risk Asian Pacific female youth.

Several concerns served as catalysts for Pan Asia's involvement. Paramount among these concerns is the disparity of treatment between the sexes within the system. Statistics reveal that the system treats girls differently from boys, and that minors were incarcerable for noncriminal behavior.

Pan Asia hopes to develop awareness and sensitivity to the needs of youth by involving them in all aspects of the project. Through a series of two conferences, Pan Asia hopes to bring together resources from all levels to assess special needs and concerns of Asian Pacific youth.

There is a dearth of information on juvenile justice and Asian Pacific Youth. The topic of juvenile justice among Asian/Pacific Americans is not a common one. Many statistics show no large numbers of Asians in contact with the judicial system. If this is a trend among Asians, what can we as a society learn from them to better our judicial system? The minimal data that is available has indicated the need for projects such as the one undertaken by Pan Asia to alert communities to their special needs. With the abolishment of the restrictive National Origins Quota System in 1965, there has been a tremendous influx of immigrants to the United States. With the arrival of the Indochinese refugees since 1975, it is estimated that the Asian Pacific population in 1980 will be over 3 million, an increase greater than 100% over the 1970 census count for this group. Statistics show that 44% of the refugee population is under 18. This refugee youth population may be particularly at high risk for juvenile delinquency. In addition to the fact that many come from separated families, they also encounter cultural and life style conflicts. There is very little known about their past judicial system. Subsequently, their reaction to the current U.S. system may be quite different.

With the rapid increase in juvenile and adult crime, a disturbing aspect of recent and current trends is the substantial overrepresentation of minorities as victims. It is apparent that while minorities are overrepresented as victims of delinquent acts and clients of the juvenile justice system, they are under-represented in the policy-making area. This inconsistency tends to promote a situation where people who design and implement the system are unaware and insensitive to the culture, problems and feelings of those most affected by it. It is crucial to the welfare of the Asian Pacific communities that this gap be bridged.

Pan Asia hopes to develop an awareness among the Asian communities and organizations to the juvenile justice system through the two regional conferences, one on the East Coast and one on the West Coast. Pan Asia hopes to bring together resources from all levels to exchange ideas and to develop resources. The first regional conference was held in Arlington, Virginia. This site was chosen because of the recent influx of Indochinese refugees and the beginnings of a large ethnic grouping of Vietnamese, Cambodians and Laotians in the Eastern area. Resource persons from New York, Illinois, Massachusetts, Pennsylvania, Minnesota, Maryland, Virginia and Washington, D.C. were included. The Western regional conference will be held in Seattle, Washington, with resources from the Western states.

The project will culminate in a national conference in Washington, D.C. in the Spring of 1981 with the proceedings from the two regional conferences. The findings of these conferences will be the basis for developing prevention and treatment models and advocacy for replication in Pan Asian communities throughout the nation.

The proceedings of the Arlington conference has been divided into several parts dealing with awareness, assessment and resource development.

THE JUVENILE JUSTICE SYSTEM: NEW CHALLENGES IN THE 1980's

KEYNOTE ADDRESS

Ira Schwartz, Administrator
Office of Juvenile Justice and Delinquency Prevention

I would like to introduce a couple of things this morning. First of all, the Juvenile Justice and Delinquency Prevention legislation is up for re-authorization. While that's going on, the Law Enforcement Assistance Administration (LEAA) is being phased out and terminated. We are beginning to gather quite a bit of information now regarding what's going on with respect to the processing and handling of young people in this country. We have some very good information that I think this group as well as others need to have access to because I think it would be helpful to you in terms of some of the kinds of decisions you need to make, if we are going to do a better job in helping to provide better opportunities for you people.

As far as the phasing out of LEAA - the situation basically is this - about two months ago the President announced that he favored and called for, among other things, the termination of the LEAA Program. This is part of the need to balance the budget and to do something about the tremendous problem with respect to inflation in this country. However, one of the two programs within the LEAA structure, that the President recommended be preserved was the Juvenile Justice Delinquency and Prevention Program, and another very small program called Public Safety Officer Benefit Program which is a program that provides benefits for Police officers "killed in the line of duty". The Juvenile Justice Delinquency and Prevention Program was preserved for a number of reasons which I think are important because they also say why LEAA is being phased out. And that's a decision I personally support.

Basically, I think the Juvenile Justice Delinquency and Prevention Program is being preserved because the Administration and Congress recognized the need to have a program and a focus to really try to influence the national policy with respect to young people in this country. This not only focuses on juvenile justice but also on delinquency prevention aspect, which is very, very, critical. Also I think the Office has demonstrated that it has a very good track record in terms of some specific accomplishments in light of the fact it really has very limited resources.

The program budget of the office is only about \$100 million which in the Federal Government is just a drop in the bucket. When you take a look at the number of juvenile codes that have been upgraded in this country; take a look at the number of children who have been moved out of institutions and back in their own homes; out of jails and detention centers; the number of youngsters who has been kept in school by other opportunities considering again the small amount of resources, the accomplishments have really been quite significant.

In fact, my own home state of Washington revised their juvenile codes in 1977, in large part because of the Juvenile Justice and Delinquency Prevention Act and the requirements of the Act. Prior to that time the legislature had not made any major amendments or modifications since 1913. It was literally a juvenile code that came out of the wild west. And it's been upgraded and really been brought into the modern era. Washington State, a small state with less than 4 million people, has one of the highest incarceration rates of young people in the whole country with over thirty-three thousand juveniles in their detention centers. I thought that when I saw those numbers that somebody had put a decimal point in the wrong place but it was true. Out of thirty-three thousand somewhere between ten and fifteen thousand were status offenders. Since the new juvenile law was passed, which not only keeps status offenders from being locked up, but goes a step further to keep them out of the juvenile court all together. They found there was no need to lock these kids up if the right kinds of services were provided to them and their families in the first place. Probably 80-85% of the young people formerly would have been locked up but are now being reunited with their families. These problems are being worked out by providing 24-hour crisis intervention services.

These are some of the reasons why the Administration recommended that the program be preserved. Also recommended was that the budget be preserved at the \$100 million level. The latest I can tell you about where Congressional action on the President's recommendation is that the Senate budget committee has approved, essentially validated, the President's recommendation. The Committee has voted zero for LEAA and \$100 million for the Juvenile Justice Program. As of last Tuesday, I believe, the House Sub-Committee of Justice and Commerce and Appropriation Committee approved that same recommendation. So barring any significant unforeseen circumstances, I suspect that the program will be preserved at the \$100 million level. If you want me to make a guess, I doubt LEAA will survive. One of the major reasons why it will not survive is because of difference in terms of results and also because of organizations such as yours.

One of the interesting things about the Juvenile Justice Program is that for a very small program, there are many groups and organizations watching it because they are interested in juvenile justice and they are advocates for children and families. It includes groups such as the National Council of Juvenile Family Court Judges, to the National Council of Jewish Women, Association for Junior League, National PTA, National Collaboration for Youth, and National Coalition for Jail Reform, you name it. These groups and organizations are watching the Juvenile Justice Program and are providing support for it. They don't hesitate to tell us when we are wrong or headed in the wrong path. They also don't hesitate to provide support for the program during times of reauthorization and when there is concern with respect to budget cuts.

If LEAA had that constituency, my guess is that they might have survived. We enjoy that constituency which is something that we need - we need to have much more dialogue with those groups. One of the things I plan to do is to involve many of the constituency groups in helping us to identify what our major priorities are in the future. So we will be reaching out on a more regular basis in terms of involving groups like yours in our program planning.

Let me move on and talk about "reauthorization". In terms of the reauthorization of the Juvenile Justice Act, it appears that that is also going along reasonably well. There are a couple of things I am concerned about: one is, we still, for some reason or another, lock up somewhere around a million to 1 1/2 million young people in adult jail and police lock-ups. When you take a look at the following:

- 1) that the incidence of serious juvenile delinquency, is going down;
- 2) that probably 80% to 85% of the young people that are locked up in jails and police stations, either committed status offenses, or very minor petty delinquency offenses, are usually held overnight and released; and
- 3) when we know that the highest rate of suicide occurs in adult jails and that the rapes that occur to young children are committed by adults;

it seems to me one of the things we need to do is to move to get young people out of those kinds of places. They don't belong there, jails are not built for juveniles. They certainly can't provide the kinds of services that young people need.

As a result of the work of a lot of people, particularly the National Coalition for Jail Reform, which is made up of groups from the American Public Health Association to the American Correctional Association and just a whole range of National Association of Counties, National League of Cities, we have called for an amendment to our legislation calling for Congress to allow us to move to get juveniles out of jails in this country within a 5-year period of time. We need to move toward providing some other kinds of services to young people.

The House Sub-Committee on Education and Labor, not only approved reauthorization of our legislation but also included an amendment for getting children out of jail. A young, bright, freshman Congressman, Congressman Ray Kogovsek from Colorado, offered the amendment and it passed 33 to nothing in the House Education and Labor Committee. In the Senate Judiciary Committee, our reauthorization passed, but the amendment was not voted on. So hopefully, in the conference committee when the Senate and House get together (and this is where groups like yours can be helpful) we really need to make sure that, that kind of legislation and amendment is included in our reauthorization. It's one step - but it's a significant step. The Attorney General feels it's important and something which is long overdue in this country.

I think our reauthorization is going to work out OK. There were some attempts to try to weaken some provisions of our legislation. As many of you know, one of the key ingredients is to keep states moving to get status offenders out of detention centers and out of state correctional facilities. Those attempts have not been successful so far. We will vigorously oppose any attempts to weaken those provisions, particularly since the states have made so much progress. But it's something you really need to keep your eye on. It's important that you keep active and let me tell you - you make a difference. People who are in Congress and in the Administration, listen to what you have to say.

I have seen it first hand, and I have only been there 6 months. I used to think, well nobody pays attention in the federal government, well they read your letters, and they pay attention to the kinds of concerns you have - and so keep on it. Also, wherever possible, link up with other organizations that are involved in similar efforts. I know you are already doing that by the project you are involved in but you need to keep abreast of what other organizations of similar interest are doing together because, a coalition of organizations concerned with children, you will have an enormous impact. I want to thank all the people here for the work done so far but we need to make sure that nothing falls between the cracks between now and the times some of the final decisions are made.

In terms of some of the program issues I'm concerned about, one of the things this group needs to get a hold of because it really shows something a number of us have suspected for a long period of time. The National Institute of Juvenile Justice (NIJJ) is our research arm that funds a lot of the data collection of program evaluation efforts that is going on around the country. The Office of Juvenile Justice, through the National Institute of Juvenile Justice, funded a program to gather data on the processing and handling of kids from 50% of the juvenile courts in this country, about 2,000 of them. Now we have some very good information from 1975 to 1977 and by the end of this summer we will have the 1978 and 1979 data. The information shows some very disturbing trends. Specifically, it points out that there is very little question that members of racial minority groups are being handled differently from others. Each major decision point along the system, i.e., if you hold reason for arrest constant and other factors that would bias the data, it shows specifically that members of racial minority groups are more likely to be arrested by police particularly at an earlier age - which is very important, because of implications later on. They are more likely to be referred to the juvenile court for formal processing, more likely to spend a longer time in the system prior to disposition, more likely to be held in the juvenile detention center prior to the time they are adjudicated and more likely to have a severe disposition. All these factors indicate to me that we are dealing with a system of juvenile justice that not only deals in terms of unequal justice but we have a lot of institutionalized racism. There's no way to really look at that kind of information and step back and come to any other conclusion. It's a problem we need to deal with because it indicates the policies and practices of the system are obviously operating in terms of contributing to differential handling.

So this data is now available and it's something we are more than happy to provide this group and others, something we need to utilize in terms of taking a look at what the posture of this office should be. What should we be doing in 1981, 82 and 83 to try to attack these kinds of policies with respect to discrimination that is obviously operating in the system? The thing that is particularly disturbing about this data is that it comes from about 50% of the juvenile court districts in the country. When you look at the data, it does not make any difference whether you live in the north, south, northeast, southeast, the pattern is pretty much the same. The only difference is you may find different concentrations of minorities in different parts of the country but the treatment is the same. So this is one very, very significant piece of research that's available and we really need to address.

The other thing we are very concerned about which is, despite the fact that a considerable progress has been made in getting status offenders out of training schools, out of institutions, and even out of the court system, young females are still being handled more severely, when they commit status offenses and are more likely to be detained. Even though the numbers have gone down, to some extent, in proportion to males who have moved out of the system, we still have not done a good job in respect to females. Also, we are finding that if young females, especially status offenders reach detention, they spend a longer time in detention than some of the males who committed more serious crimes. So they are being handled more severely. It's a problem we need to address much more vigorously than in the past.

One final area is of concern because it has so many implications for what happens afterward is if a decision is made to detain a youngster in a detention center or adult jail, all the decisions that are made after that time tend to be much more severe. Because the incidence of minorities being detained is going up, we will be focusing heavily on getting juveniles out of detention centers and jails and keeping them from going there in the first place, because of the implications it has for lessening the kinds of decisions that are made subsequently. Plus the fact that probably 85 to 90 percent of the kids currently put in detention centers and jails should not have been admitted at all.

Which gets to the issue of the violent crimes, serious crimes against persons that are committed by young people. We are concerned about it but it's important that it be kept in its proper perspective and frankly, violent juvenile crime is going down, has been going down since 1975. About 45% of all crimes committed for which people are arrested, both adults and juveniles, only 1% are crimes of violence committed by juveniles. Of the crimes committed by juveniles themselves, which is about 45% of all the crimes, only 4% of these crimes are serious offenses against persons. So we are talking about a very small number, percentage-wise.

The other thing we are finding particularly in the large metropolitan areas (I suspect also in suburban or rural communities, although we don't have as good information on that) is that a serious violent crime that is committed by a juvenile tends to be committed or a large percentage tends to be committed by a few juveniles. In other words, about 10 to 15% of the juveniles who commit the serious offenses against persons, the murder, the rape, the armed robbery, tend to commit about 45 to 50% of those kinds of offenses that juveniles do commit. So not only is violent juvenile crime going down, not only is it a very small problem that we need to address, but it involves proportionately a small number of juveniles who tend to commit an over-proportion of those kinds of crimes. So, I guess what I am trying to get at here is that we ought not make decisions of public policies on the exception rather than the rule. Violent juvenile crime must be addressed in its proper perspective, unfortunately, it's not always the case.

When you look around the country you find many legislators are talking about lowering the age of juvenile court jurisdiction so we can send more of them to the adult criminal justice system as if that's done a very good job in this country. They are talking about mandatory sentences for juveniles, talking

about longer periods of incarceration and just a whole range of other things that quite frankly don't make a lot of sense when you really look at the data and information. Violent crime must be addressed. I think those juveniles ought to be off the streets and not be out beating up people, but on the other hand, we should not be spending 75 to 80% of our resources on what really amounts to only 4% of the entire juvenile crime problem, and less than 1% of the overall crime problem, that has been actually going down. So I guess I have talked long enough and will answer any questions you may have.

QUESTION: What is being done in the area of prevention?

ANSWER: There are several things, we have a number of initiatives that the Office is funding, particularly related to programs designed to help either keep kids in schools or provide educational opportunities for them. If you look at and face up to it, if you can't read or write and really don't have these basic skills, you are in severe difficulty in this country. You may be able to get some menial job, but in terms of promotional opportunities or career you are really out of luck. We have seen it in youth unemployment figures, but also we are finding the number of juveniles who are dropping out of school is going up in this country, suspensions, and expulsions are going up. Probably, on any one given day, there are 3½ million young kids in this country who should be in school but are out.

So we are focusing in on what we can do to help the school systems in this country, to change some of the policies and practices and come to grips with problems of school vandalism and violence. There are a lot of very good things going on in this country. We have put together some of the best programs and are making them available and providing training for school administrators, teachers, and parents and also funding initiatives to develop alternative education opportunities for those young people who really can't make it in the regular school system. Certainly a lot more needs to be done in that area, plus we are also moving heavily now to test a number of juvenile delinquency prevention strategies, things that can be done in the neighborhood and local level, particularly involving neighborhood residents and young people themselves. This is an area that I think we need to move toward more vigorously than we have in the past. The educational area is really a significant issue. In fact, I hope that our Department of Education would come to grips with this too. One of the things our office will be doing is much more joint funding with other major federal departments and developing some joint programs rather than us moving by ourselves.

QUESTION: You are talking on the one hand about getting juveniles who commit violent offenses off the streets and yet at the same time not treating them as adults - isn't this contradictory?

ANSWER: I don't think so. First of all, the adult correctional system in this country is in shambles. I don't think the adult correctional system is necessarily the kind of model we ought to look toward. In terms of the prison system in this country, basically we are talking about warehousing people. I really have never seen that as being a successful model. It's not a particularly novel one. I don't see any reasons why juveniles who commit

serious offenses against persons can't be handled in the juvenile justice system. Really, it was designed to keep juveniles separate from adults and to handle them differently, and in some states the number of juveniles who are being transferred to the adult system is extremely small. They are being handled in state facilities and very appropriately. So I don't think when I talk about getting them off the streets, I mean to send them to adult prison systems. I can't think of anything that will probably result in more harm than good and there are some states doing a reasonably good job in handling young people who commit the serious offenses in state juvenile correctional facilities. So I would not support having them move to the adult system.

QUESTION: Can you tell us about programs which have been helpful in alleviating school-related problems?

ANSWER: A project our office is funding is called the National Schools of Resources Network Project. This project has pooled together from all around the country the best programs that are going on to curb truancy, vandalism, violence, school dropouts. That material is available free through that particular project, and I can make them available through our office. I can tell you about some specific programs. For instance one I am personally familiar with is in Berrien County, Michigan. The county ranks 1, 2 to 3 in highest rate of unemployment, number of families on welfare. They have a school system where the school teachers in one Junior High School threatened to walk out because the incidence of violent crimes committed by juveniles against teachers was so high, the teachers did not want to come. The entire school system had more school kids either expelled or dropped out of school than they had enrolled in the system. They had an alternative education program where they had more kids out than they had in. Not only were they doing a bad job with the regular schools, but even some of the alternative programs they had were in very, very dismal shape. Also, there are tremendous racial problems within the schools. Not only did they have problems between the blacks in the school system (of these there was a high percentage) and the percentage of whites, but also they had problems with the significant black population that came from, I believe, Jamaica. The latter were highly discriminated against and literally having problems with the Black Americans and there was tremendous violence in the school system. One of the things that they did after looking around the country was to institute a group peer-counseling program utilizing young people who are in the schools, after they were trained to work with and counsel other young people in the schools. The program was independently evaluated by a number of groups, including the University of Missouri. What they found was a tremendous drop in the rate of vandalism, violence and truancy in the schools. This program has been replicated in a number of other places around the country. It started out at a Rock Island School District in Rock Island, Illinois where at one time they had uniformed police in the schools because of incidence of violence. Now the program is replicated in Detroit, Chicago, and some other metropolitan areas. So I can tell you that there are ranges of programs related to schools which are very positive and having a very good impact.

QUESTION: (This question was related to police community relations.)

ANSWER: San Francisco in addition to that (police community relations) has a number of other problems. Their probation department recently had a suit against it - a successful suit with respect to racial discrimination in hiring practices and a whole range of other things. In fact the probation department in San Francisco has not been recognized as one of the more forward thinking one in the country. The issue of police community relations is a very important one. The whole area of law enforcement is one that I think the Office of Juvenile Justice has not paid attention to as it ought. For example, one of the things we do not do is provide training and opportunities for training with respect to law enforcement on police juvenile handling. It's still a very sad problem in this country and one that our Office has not provided the kind of leadership we should. It's something which is extremely important in terms of not only how police look at those kinds of problems but how they can respond to them, particularly how they can take better advantage of the existing community resources.

One of the things that's been done with a lot of our Office's funds and LEAA funds which has been a problem in the past is that the funds that have gone into police community liaison officers or they have liaison officers with the schools. Generally my personal experience with most of those kinds of programs tend to be that they are trying to find kids who commit crimes in the schools in order to arrest them rather than really providing opportunities to establish better relationships with the law enforcement community and more respect for law-abiding behavior. I think a classic example happens both in the rural and suburban areas. You take a rural state like Idaho where they spend just about all their juvenile funds or a good percentage just on police community liaison officers to do that kind of thing. On the other hand they have one of the highest incidences of incarceration of juveniles in the northwest.

Same thing occurs, unfortunately, in many metropolitan areas. These areas have not provided good training for law enforcement in terms of how to handle police juvenile matters in a responsible way and really work more effectively with the community in terms of neighborhood crime prevention. They have not taken more advantage of community services and linking up particularly with private non-profit agencies. This is an area our office needs to look at more carefully and I think to assume more leadership in.

Law enforcement is the key point in terms of referral of children to juvenile justice system. Eighty percent of the referrals which come to the juvenile justice system come from law enforcement. All we know is that a very high percentage of those referrals should not have been made in the first place. So it indicates there is a significant void there in terms of what the law enforcement is doing in relation to working with the community and young people.

I want to thank you for the invitation and will be around for the next few minutes to answer any questions for you.

Thank you.

LOS ANGELES POLICE DEPARTMENT

LUNCHEON ADDRESS
Sgt. Shiro Tomita
Head, Asian Task Force

It is a pleasure for me to be here. What I would like to do is explain to you what the Asian Task Force of the Los Angeles Police Department is, the problems we have in the Asian Community in the city of Los Angeles, and try to give you some suggestions of programs that might be helpful to the Asian youth, especially the female youth.

The Asian Task Force (ATF) is a unit of police officers within the Los Angeles Police Department (LAPD) which was created by concerned officers within the Department, not by the Department itself. It is the only unit of its kind in the entire nation. The majority of the officers in the Department were insensitive to the needs of the Asians. The general attitude was "You folks never cause any problems. There's no crime in the Asian communities. There's no reason for us to be here." As a result, the Asians were the most neglected group as far as law enforcement in Los Angeles was concerned.

The ATF became a necessity when the Asian population of Los Angeles increased drastically after 1965 when Congress abolished the National Origins Quota System. To give you an example, in 1970 there was a total of 7,000 Koreans in L.A. In 1979, we "guesstimated" that there were 175,000 Koreans residing in the city. These new immigrants are handicapped by not understanding the English language and not understanding the American institutions. The ATF is set up to meet these needs. The officers are bilingual and understand the unique differences in language and culture of each Asian subgroup. We also went out into the city and met with many community groups and together we organized what we call "community self help groups." We found volunteers who will assist in interpreting and providing service such as with the rape, battering hotline which was set up. We work cooperatively with many Asian organizations serving their respective communities. The ATF also has a job of educating those in decision-making positions that Asians are not all alike and each subgroup has its unique differences. As the only unit of its kind in the United States, we are called upon by about every major police department in the nation. Even the New York City Police Department calls us because they have problems with their Chinese gangs. Right now, San Francisco is having tremendous problems with gangs in Chinatown. They have a gang task force but the majority of the officers are white. The few Chinese officers don't have any say as to what the policy should be in Chinatown. I let my officers tell me what they need because I understand that they are the ones who are going to have to deal with the problems.

QUESTION: Can you specify how many Asian youths, both female and male, are referred to you and how they are handled?

ANSWER: Asian youths who come in contact with the law are very small in numbers, compared to the majority population. There are many coming into the juvenile justice system lately because of the fact that service centers refer them to us. Many immigrant children are now joining gangs. Those groups involved in gangs are the Koreans, Vietnamese and Chinese. The Pilipinos are also becoming involved with gang violence. The number of Japanese is very low.

Another problem coming to our attention is child abuse, which is high among Asians because corporal punishment in the Asian families is generally accepted. We found the only individuals who can handle these problems are individuals who have "sensitivity to the backgrounds of the juveniles." If you do not understand where they are coming from, there is no way you can deal with their problems. This is why the ATF is so effective in L.A.'s Chinatown, Koreatown, Japanesetown, etc. When I encounter a Chinese youth, he can see that I have slant eyes and yellow face and black hair, even if I don't speak his language, he knows I understand his culture. It took me 4 years to convince my chief that understanding of cultural differences is very important. It is very difficult to explain this to non-Asians.

QUESTION: Is that the reason why you are having problems with the city council?

ANSWER: It is probably one of the reasons. There are city councilmen who are sensitive to the needs of the Asian communities but there are others who coldly say "if you are Asian and you wish to live in the United States, learn English and learn our way of life."

QUESTION: What do you see as the distinct problems of the Asian youth?

ANSWER: Asian youths have problems with identity. When they go to school, they identify with the dominant groups, such as the Caucasian, Latin, or Black. They go overboard and act more black than the blacks, etc. We don't have Japanese gangs in L.A., but it doesn't mean we don't have Japanese individuals in gangs. They are attached to Mexican gangs, Black gangs, Chinese gangs, etc. The Asian girls dress to make themselves look white. They carry Gucci bags and want their eyes operated on to look like white eyes.

QUESTION: What is the total number of Asians in L.A. and how many Asian juveniles go through the J.J. system in a year?

ANSWER: The 1980 census will probably not have an accurate count of the Asian population in Los Angeles because of the large number of "undocumented aliens" who are not going to fill out the Census forms. An unofficial "guesstimate" is that there are 800,000 Asians in the city of L.A. As for juveniles going through our court system, a federal order prohibits us from keeping statistics on that. From crime reports I receive from throughout the city, I know that the numbers are increasing and the juvenile offenders are mostly from immigrant families.

QUESTION: What type of crimes are committed by Asian female youth?

ANSWER: The crime that the females get involved in most often is shop-lifting. They steal items which give them status such as Gucci bags, Calvin Klein and Sassoon jeans. Next in frequency is narcotics. The female may not necessarily be the user but she is usually the one who carries the narcotics or weapons so she is the one arrested. Third, in frequency, is petty theft, and fourth is prostitution. Asian females are also victims of crimes such as child abuse, gang violence, rape and sexual molestation (rarely reported).

QUESTION: What is happening in the Pilipino communities in L.A.?

ANSWER: The Pilipinos are generally not considered Asians in the City of L.A. because they have Latin surnames. We have a gang in the Pilipino community called "Asatanas." Officially, they are listed in the books as a Latin gang. There are approximately 185,000 Pilipinos in Los Angeles. Many immigrated to the U.S. to escape Marco's dictatorship government. The majority have settled in California and they congregate together. We have four Pilipino-speaking officers in our department.

QUESTION: How did you sell your program to the LAPD?

ANSWER: Well, it was very difficult. I was assigned to narcotics vice and would be called at all times of the day to do interpreting for Japanese. Eventually I got so worn out that other Asian officers and I suggested to the Chief of Police that a centralized unit be set up so that other department personnel could call on us. Eventually we agreed and a temporary task force was established. We have been in existence for five years now, still on a temporary basis. We recently requested that the unit be made permanent. We had a great deal of support from the city councilmen, but we had a block of councilmen who were against it. Two days ago, we didn't make the budget for permanent status because we were one vote shy. This councilman lives in the very affluent Pacific Palisades. He is Jewish and his statement to me was "I don't see why you need an Asian task force, if you need an Asian Task Force, we need a Jewish task force and also a task force for the rich."

Another thing we have going for the Asian Task Force is that we go out and recruit our own people. Through our efforts, we have 68 Asian police officers in the LAPD.

QUESTION: Do you have community programs that cut across various groups such as Asian, Mexican, American, and Blacks?

ANSWER: We recently had input from the Blacks and Latins on how to organize the Asian Heritage Week. There usually is not that much interaction because of the language barrier.

QUESTION: How do you deal with minority offenders and female offenders?

ANSWER: They are taken into custody and their parents are contacted and the juvenile is usually released to them.

QUESTION: Are there problems between Asians and other minorities?

ANSWER: Yes, especially in central L.A. where there are many Koreans in business and a Black population. There are gang wars between the Black and Korean youths.

PANEL ON "THE JUVENILE JUSTICE SYSTEM: ITS IMPACT ON YOUTH"

The panel on "Juvenile Justice System: Its Impact on Youth" compared the juvenile court systems of Montgomery County and Prince George's County in Maryland, the District of Columbia, and Arlington, Virginia. The community restitution programs of Montgomery County and Prince George's County were also described. The following is a summary of the panelists' presentations:

MONTGOMERY COUNTY DEPARTMENT OF CORRECTIONS, MARYLAND

CORRECTIONAL SPECIALIST

David Asaki

Mr. Asaki was the moderator of the panel. He also gave a brief description of the Community Restitution Program of the Montgomery County Department of Corrections which he helped to establish three years ago. This program is set up for juveniles who have committed minor criminal offenses. It is an alternative to commitment and enables the offenders, usually between the ages of 14 and 17, to volunteer a certain number of hours of work as restitution to the community. When the youth successfully completes the service, the criminal charge is dismissed and the criminal record is expunged from the personal file.

Work placement is based on the youth's interest and may involve working in day care centers, nursing homes, animal shelters, etc. Parental involvement is necessary. The goal of the program is to help the juvenile develop a sense of responsibility for actions and hopefully to prevent the commitment of wrongful acts in the future. Referrals usually come from the law enforcement agency and the juvenile justice system.

JUVENILE COURT COMMUNITY RESTITUTION OF
PRINCE GEORGE'S COUNTY, MARYLAND

COURT LIAISON

John Mitchell

Mr. Mitchell reviewed the Maryland Juvenile Court System. A juvenile's involvement with the court begins with a complaint to the law enforcement officer, who, in turn, files a petition with the State Department of Juvenile Services. An intake hearing, which is an informal hearing, is held at which time the facts are heard and a decision made as to whether or not the case should be heard in court. In 1979, 12,000 referrals were made to intake and out of these, 4,000 went to court.

Once a decision is made to refer the case to court, the intake officer must have the case heard before a judge within 15 days. Otherwise the case is automatically closed, regardless of the seriousness of the crime. There are three separate hearings of cases referred to court:

- 1) Arraignment - a juvenile appears before a judge and is advised what the charges are and what his/her rights are. The offender is asked to make a plea of involved or not involved.

- 2) Merit - if plea is not involved, a merit hearing is held within 30 days. The merit hearing is a trial by court.
- 3) Disposition - if involved, a disposition or sentencing hearing is held within 30 days. (both merit and disposition hearings, the youth may be detained during the 30 days). The judge reviews the report of the investigating officer about the child's school, family background, attitude and any other pertinent data. He then may sentence the juvenile to (a) probation which usually averages around 9 months in Montgomery County or (b) commitment to reform school.

According to Mr. Mitchell, Montgomery County is very treatment-oriented, whereas in Prince George's County the system is much harsher. The commitment rate is 10% and is the highest in the state. Also the average caseload of a probation officer is 60 to 65, the highest in the state. In Montgomery County, the average caseload is 35. Mr. Mitchell is currently involved in a community restitution program, which is similar to the program in Montgomery County with slight differences. In Prince George's County the juvenile offender is referred to a job bank and is placed in an income-earning job. A certain percentage of the wages is withheld until the victim is paid in full. The recidivism rate in Prince George's County has been 10% in contrast to the state's average of 30%.

In Prince George's County, the female offender makes up 20% of the youths who go before the court. Most are minor criminal charges such as shoplifting and drug offenses. Mr. Mitchell stated that teenage pregnancy has increased tremendously in recent years.

JUVENILE INTAKE, SUPERIOR COURT, WASHINGTON, D.C.

SUPERVISOR OF INTAKE SERVICES
Dan Feeney

According to Mr. Feeney, the main emphasis of working with children who come to their attention is to try to rehabilitate them and to keep them from the court system. In the District of Columbia (D.C.) 80-85% of the complaints come from the police. Others come from the schools and from parents on "PINS" (persons in need of supervision) complaints. The D.C. juvenile court process is similar to Prince George's. The exception is that the intake officer does not have much discretion in terms of not petitioning cases, although he can make recommendations. The final decision rests with the prosecutor, the assistant corporation counsel. The average length of probation is 1 year in contrast to 9 months in Maryland.

D.C. has a status called "consent decree" for children arrested on complaints which are not too serious and for which the youth has not been previously adjudicated. The child is placed on court jurisdiction for a 6-month period. There is no trial and the case is closed after 6 months if the juvenile has been on good behavior. After two years, the record of arrest is expunged and sealed.

In relation to female offenders, Mr. Feeney stated that the national ratio is 3 to 1 and in D.C. it is 6 to 1. Most have committed status offenses which he defined as truancy of children under 16 and beyond-control complaints. A major problem in D.C. is the scarcity of referral resources, particularly for the "beyond-control" female youth.

Mr. Feeney expressed the opinion that many of the children who come to juvenile court suffer from emotional neglect and inadequate education. He made a strong plea for early identification and treatment of problems before the youths end up in juvenile court which often leads to adult court and then to Lorton reformatory. He also felt that one needs to work with the entire family and not the child alone.

ARLINGTON COUNTY JUVENILE COURT, VIRGINIA

SUPERVISOR - INTAKE
Ralph Price

Mr. Price's presentation focused on the Asian community's relationship to the Arlington Court System. There are 8,500 persons of Asian heritage living in Northern Virginia. The influx of refugees in the State of Virginia is 476 per month. Of the recent immigrant population, 46% are school-age children under 18. Arlington County has a population of 130,000 residents. The referrals to juvenile court is approximately 3,000 per year and very few of them are Asian children. As of May, 1980, there were 203 juveniles under the supervision of Court and out of these, only one was an Asian.

The Arlington County Juvenile Court has almost no impact on the Asian community since very few Asians come to the court's attention. What they do see mainly are custody cases. Many refugee children are here without their parents; relatives and friends of these children have requested court custody to enable the child to enter school.

Mr. Price was of the opinion that the low incidence of delinquents among Asians was due to cultural factors such as the strong and close-knit family structure and respect for elders and for authority. He urged the preservation of these aspects of the Asian culture.

Mr. Price stressed the importance of prevention of delinquency through early identification of problems and provision of services that will help to strengthen the family structure.

SUMMARY OF QUESTIONS AND ANSWERS:

All of the panelists indicated that the incidence of female Asian offenders in the metropolitan Washington, D.C. area was very low. Most of those who were known to their courts were status offenders. They stressed the importance of keeping children from getting involved with the court system through early identification and treatment of problems. The need to consider cultural factors in assessing the situation of an Asian juvenile was emphasized.

ASSESSMENT OF NEEDS

The critical needs of the Asian Pacific youths, especially the female youths, were assessed in the following workshops:

- Delinquency among Asian Pacific Female Youth
- Drug and Alcohol Abuse-Related Problems of Asian Pacific Youth
- School-Related Problems of Asian Pacific Youth
- Current Issues and Concerns of Asian Pacific Youth
- Mental Health Issues of Asian Pacific Youth
- Special Problems of Youth of New Immigrant Families
- Alternative Programs for Asian Pacific Youth

In each workshop an attempt was made to answer questions such as:

Do A/P youths have this problem?

What is the extent of the problem?

What are some of the underlying causes of the problem?

The presentors of these workshops were selected on the basis of their ethnic and organizational representation, which provided coverage of a range of diverse services of interest to workshop participants.

WORKSHOP 1. DELINQUENCY AMONG ASIAN PACIFIC FEMALE YOUTH

While Asian Pacific youth offenders are still a small percentage of the youths known to the juvenile justice system, there is concern that juvenile delinquency is increasing among the Asian Pacific population. This concern was expressed by Daniel Okimoto. He wrote, "with the passage of time the Japanese in America have also begun to display more of the pattern of delinquency and crime found in other American groups. Acculturation has resulted in the erosion of some of the principal qualities that set Japanese apart as a particularly law-abiding minority. While crime statistics still fall substantially below other groups, violence and other forms of destructive behavior have become increasingly prevalent. Unthinkable in the past, crime rates and juvenile delinquency have risen to such a point that it is no longer rare to witness gangs of Japanese youngsters marauding through the streets of Los Angeles fighting with knives and guns and aimlessly destroying property".*

Although small in numbers, the Asian Pacific female youth have engaged in criminal activities such as shoplifting, petty theft, narcotics, and prostitution.

The most glaring example of antisocial behavior among the Asian Pacific youths is the street gangs which exist in Eastern cities like Boston and New York. Females are usually involved because they hang out with the male gang members.

Some of the reasons for youths joining gangs which came out of the workshops are as follows:

- feeling of alienation
- peer pressure to join
- making money and prestige
- frustration in school because of language problem
- no constructive leisure-time activities
- lack of support of parents who are both working out of necessity
- changes in the traditional family values (e.g., respect for parents diminishing)

The following statistics concerned Chinese youngsters from gangs. Arrests of these youths under 21 in New York City - 1965-1976.**

<u>DATE</u>	<u>NO.</u>	<u>DATE</u>	<u>NO.</u>	<u>DATE</u>	<u>NO.</u>	<u>DATE</u>	<u>NO.</u>
1965	9	1968	13	1971	47	1974	160(approx
1966	8	1969	59	1972	58	1975	233
1967	21	1970	58	1973	112	1976	201(9mo only)

The age range of youths involved in gangs was thought to be between 13 and 20 with the majority between the ages of 16 and 18. The most prevalent crimes committed by gang members were extortion, robbery and drug-dealing.

* Daniel Okimoto, The Intolerance of Success: The Social Reality of Ethnic America (Lexington, MA:D.C. Heath & Co., 1974) pp 298-306.

** Betty Lee Sung, Gangs in New York's Chinatown, Report of project funded by the Department of Health Education and Welfare under grant #90-C-920, 1977, p 84.

WORKSHOP 2. DRUG AND ALCOHOL ABUSE - RELATED PROBLEMS OF ASIAN PACIFIC YOUTH

Although sufficient data is lacking regarding the extent of the drug and alcohol abuse problem among Asian Pacific youth, there is indication that the problem exists and may increase with acculturation and weakening of the traditional A/P family and community structure. For example, in Los Angeles, an Asian American drug abuse program was established in response to the need for such services.

Currently, a research project is in progress on "Alcohol Abuse Among Asian Pacific Americans." The Pacific Asian Alcoholism Commission in Los Angeles submitted the proposal. The principal investigator is Dr. Harry Kitano. The proposal mentions the following vulnerable groups and some of the stresses impinging on each group:

- 1) Young male Chinese: social pressures of growing up in a bi-cultural society; peer pressures toward drinking; inability to deal with pressure in other fashion; unemployment and underemployment.
- 2) Late adolescent male and female Japanese: high parental expectations; inability to "live up" to the "success" model of their nisei parents, conflicts with parents arising from the youth's rebellious and independent behavior.
- 3) Young adult female and male Korean: problems of adapting to a new culture because of their immigrant status; language handicap; underemployment; lack of educational resources.
- 4) Adolescent Pilipino: breakdown of the family, youths involvement with gangs, parent-child conflicts arising from rebellious behavior.
- 5) Young male Samoan: lack of employment; lack of marketable skills; cultural conflicts; need to prove masculinity through heavy drinking.
- 6) Young male adult Vietnamese: frustrations of adapting to a new culture; loss of significant friends and relatives; lack of available sexual partners; feeling of isolation.

In developing programs for drug and alcohol abuse, members of this workshop stressed the need to keep in mind that there are wide differences in language, culture and values among the Asian Pacific subgroups. It was included that the success of dealing with problems of drug and alcohol abuse will depend on developing programs that are sensitive to the specific needs of each group. The workshop members proposed that more research should be funded to study the genetic-biologic, physical and mental affects of drugs and alcohol on Asians. It was emphasized that the support of community involvement is vital in dealing with problems of drug and alcohol abuse.

WORKSHOP 3. SCHOOL-RELATED PROBLEMS OF ASIAN PACIFIC YOUTH

Among the Asian Pacific students, it was felt that the groups with the most critical needs are the new immigrant students. They face language barriers which makes it difficult for them to learn and communicate. Truancy, vandalism, school dropout, and involvement with gangs may result out of frustration in not being able to learn in school and in not being able to meet parental expectations for good grades.

Other factors cited which contribute to school difficulties are discrimination; inability to communicate with parents who, themselves, are grappling with both new roles and the problems of earning a living; lack of parental supervision due to the necessity for both parents to work long hours; and conflicts between traditional cultural values and values of new culture. It was felt that the stress on immigrant female youth in urban areas is great because it is dangerous for her to be out in the streets after dark and therefore she has no escape valve from the confinement of a crowded home.

Among the students who are third and fourth generation, those who get into trouble appear to be mainly from middle class families. These youths are bored, are poorly disciplined and supervised at home. The students do not feel accepted "into the mainstream". Generally both parents are working and there is no adequate family support system.

It was felt that there were inadequate programs in the schools to help youths cope with the multiple stresses confronting them. It was felt there was need for teachers and other school staff to understand better the various cultures of A/P students.

WORKSHOP 4. CURRENT ISSUES AND CONCERNS OF THE ASIAN PACIFIC YOUTH

This workshop provided the Asian Pacific youths an opportunity to air their views on what they saw as problems confronting them. Some of the youths were new immigrants and others were third and fourth generation Asian Pacific members.

For the new immigrant youths, the major problem mentioned was the language barrier which kept them from venturing out of their own group. This compounded the problem further because there was no incentive to learn English when they remained in their own cultural milieu. Another problem mentioned was the conflictual relationship with their parents arising from parents adhering to the Asian cultural values and youths changing to fit in with the predominating cultural values.

Examples of problems which may be common to both new immigrant and old immigrant groups included being unable to speak out, not being assertive enough, being bored in class, being discriminated against by teachers and students, peer pressure (e.g., sex, gangs, engaging in antisocial activities).

Other problems cited by the youths were mixing with whites, worrying about college entrance, parental pressure for academic success, and dating.

The subject of stereotyping arose. One stereotype that youths encountered repeatedly was that Asian Pacific youths are very studious (not necessarily bad) and non-athletic. Stereotypes can contribute to APA youths problems in defining their identity. Often A/P youths have been grouped with whites or blacks, and not distinguished as Asian Americans.

It was the opinion of the group that the most effective mode of counseling A/P youths was peer counseling. Church groups and ethnic organizations were also identified as being helpful.

WORKSHOP 5. MENTAL HEALTH ISSUES OF ASIAN PACIFIC YOUTH

Asian Pacific Americans have been described as the "model minority", the implication being they are free of problems. Bok Lim C. Kim, a noted researcher and educator of Asian American Studies, refuted this notion. She said "most people believe that Asian American communities are highly stable and in full command of their social and mental health concerns. The maintenance of this myth that Asian Americans are a "model minority" tends to exclude them from nationwide concerns and education, health, housing, employment and social welfare programs. However, behind the busy prosperous shops and restaurants of Chinatowns and Little Tokyos are thousands of unattached old people living in poverty and ill health, children of immigrants left at home without adequate adult supervision while parents work long hours to support them, uncounted numbers of deserted and abused Asian wives and children of American servicemen. The increasing incidence of drug abuse and delinquency among young people has shattered the myth that Asian youths are obedient and problem free."*

Gregory Ying-Nien Tsang pinpointed another mental health issue in relation to the Asian Pacific population. He wrote that there is a tendency among A/P Americans to avoid seeking individual and family services when they need them most. How to approach A/P Americans sensibly and sensitively and how to work with them effectively remain a challenging undertaking for all in the helping profession.**

Some of the problems and approaches to solutions were discussed in the workshop. A potential source of mental health problems mentioned by Dr. Heidi Hsia, child psychologist, is the obvious physical difference between Asian youth and the Caucasian counterpart. She said "Asian youth, in their desperate need to belong and to be integrated in the large white community have often come to dislike their Asian physical features as well as their Asian customs and culture. A negative self-image and feeling of isolation and/or an anticipation of rejection are some of the mental health problems that a minority child is particularly vulnerable to." She poignantly described this conflict as follows: "we took my 5-year-old son to a Chinese Youth orchestra conducted by a world-noted female Chinese conductor. Being a conscientious parent who wanted her child to be proud of his ethnic group's achievement, I eagerly suggested to him to bring the colorful program sheet to his school for 'show and tell'. To my surprise, my son responded vehemently, 'Oh no, I can't do that, people don't know I am Chinese yet.' My heart ached for him for his need to look the same and to be the same as others was so strong that he strived to hide his physical differences for as long as he could." Dr. Hsia believes we need to find effective ways on a large scale to help our youngsters to establish positive self-image as minority members in America.

*Kim, Bok-Lim C. Asian-Americans: No Model Minority, Mental Health Digest, Vol. 5, No. 9, Sept, 1973, pp 42-46.

**Tsang, Gregory Ying-Nien, Editorial Notes - The Asian Pacific American Perspective, Social Casework, Vol. 57, No. 3, March, 1976, p. 219.

Nobu Miyoshi presented a paper in which she proposed a family therapy approach in assessing problems and as a solution to problems. It is her thesis that acting out behavior of delinquents may be symptomatic of untenable difficulties in the home, often times involving the parents. The particular modality she finds helpful is the three-generation context in which cultural and other binding legacies are explored. An example she cited was the concentration camp experience of the Japanese Americans during World War II. She suggested that Sansei may be symptomatic bearers of their parents unexpressed pain over their internment in camp and the therapeutic objectives would be to arrive at more mutually beneficial solutions through intergenerational give and take and appropriate resolution of psychological difficulties. She believes that this is an approach that is compatible with Asian culture.

In her paper, "Culturally Relevant Therapy: A Southeast Asian Approach", Kim Cook wrote about her experience as a therapist at the Woodburn Mental Health Center in Fairfax County, Virginia. It is one of the few centers providing service to the Indochinese without any special grant. Mrs. Cook clearly demonstrated in her paper the need to devise culturally relevant methods of treatment when working with the Indochinese or other Asians. She stressed that modern techniques of therapy can be utilized for Asians if they take into account the traditional attitudes as well as modern causes for illness.

The Asian client, she stated, can be helped to revitalize old coping mechanisms, to enhance his/her sense of control and self image by investing certain cultural qualities in the present therapeutic milieu which brings him/her in touch with his/her past. Cook strongly recommended ongoing research of the past and current influence on the individual of the family system, community network, religion, philosophical beliefs then and now. She said such research can provide useful information for an accurate diagnosis and innovative treatment and a new outlook on mental health for therapists and clients. She believes much clinical experience is needed to devise therapeutically sophisticated modern techniques which incorporate various traditional values.

WORKSHOP 6. SPECIAL PROBLEMS OF YOUTH OF NEW IMMIGRANT FAMILIES

Summary of Workshop: The youths of immigrant families in Boston, Philadelphia, New York and Arlington, whether they are of Chinese, Korean, or Indochinese descent, all face the common problems of culture shock, generation gap, culture gap and difficulty with the English language. Their parents are busy solving problems of survival and have little time to learn of the needs of youth or to make an attempt to understand American ways. Koreans try to solve problems within the family and are reluctant to seek outside help. There is tension in the family which is not being recognized and faced up to by public and private agencies. The schools could play a greater role in educating other Americans to learn about Asians. More funds should be allocated to hire Asian professionals to help the parents as well as the youths of these new immigrant families.

Presentors included:

Julia Chu: Ms. Chu is the adolescent coordinator of South Cove Community Health Center (SCCHC). The center is part of the human services complex for the Chinatown and South Cove communities in Boston, MA. 85% of their patients are foreign born. SCCHC offers comprehensive health services through a fully qualified bilingual staff.

One of SCCHC's services is the Comprehensive Adolescent Team for Counseling and Health (CATCH). Of their 400 registrants, 50% were from Hong Kong, 20% from the People's Republic of China and 15% from Vietnam. Ms. Chu gave the following data regarding the youths they serve.

Youths:

CATCH survey of 110 immigrant youths between the ages of 13 and 21 revealed the following most pressing problems:

family	74%	vocation/career	82%
school	84%	communication with peers	71%
self image	55%	communication with parents	78%

Analysis of problems faced by youths (world in transition)

- 1) Family: role reversal with parents, status change, problems in reunion with father, nuclear family upheavals, communication with parents.
- 2) School/Vocation/Career: early abandonment of education in their home country, poor English preparation, being overage in class, high expectations to succeed with the bleak reality, expensive schooling and no bilingual job-training program.
- 3) Peer/interpersonal conflict: culture shock resulting from difference in backgrounds, competition and pressures to achieve academically, loss of affluence and status (Vietnamese), communication gap of intact families (Hong Kong and PRC).

- 4: Intraperson (self-image): physical and emotional complaints resulting from feeling helpless and isolated and uprooted, guilt and continual anxiety about the welfare of those left behind, frustration of not succeeding and guilt in being alive (a. inward - self-contempt/depression/withdrawal and b. outward - socially deviant "turn off" and "drop out".)

Chee Lee: Ms. Lee is a social worker at the Nationalities Service Center in Philadelphia, PA., which provides social services to immigrants and refugees who have adjustment problems. Ms. Lee's experience includes working with the Korean immigrants. Although she has not encountered problems of juvenile delinquency among Korean youths, she has handled a few predelinquent cases and the following are some of her impressions and recommendations regarding this problem:

The most important environments of the youth are the family and the school. The conflicting expectations of these two environments sometimes create problems for the teenagers. Parents stress academic achievement whereas the youths are more concerned about being accepted by the peer group in school.

The cultural differences is another problem area. In Korea students wear uniforms, study day and night, and the schools are segregated by sex. These conflict with the "American way". In one instance, a Korean father forbade his daughter to attend a prom she was looking forward to. The latter became very heartbroken and rebellious.

The Korean parents try to solve the problems within the family and they use authoritarian methods. They are reluctant to seek outside professional help and do so only with the school, and law enforcement agencies intervene generally where the problems have become severe (school drop out, drugs, running away from home).

Many Korean teenagers who are newcomers to this country are ridiculed or looked down upon because of their appearance and language problems. Adults have the church as an outlet but there are no resources for the teenagers. To resolve some of the above problems, Ms. Lee recommended:

- 1) Regular seminars conducted in Korean for the parents to increase their understanding of youth psychology and the American culture.
- 2) Regular gatherings for youths with various activities such as rap sessions, dancing, etc. under the supervision of professionals.

Maureen Siu: Ms. Siu is Director of Youth Services of the Chinatown Planning Council, a human services organization in New York City, New York. She presented the following:

Problems and Needs of Youth: Youths feel alienated and isolated because of totally new environment and because of language problems. They lose interest in school and drop out of school. They have problems finding employment. Joining the gang becomes a very attractive alternative because it meets the needs of the youth. Those who find employment earn very low incomes and have jobs that offer little possibility of moving upwards.

Problems of the female youth: Females are worse off than the males because they mature faster. They are given heavy responsibilities at an early age. Some drop out of school in order to work to support the family. They have no adequate role models or friends. They have little time for recreation. They adhere to the traditional roles of females. Most do not pursue college education because of limited knowledge of English and low priority given to academic achievement.

Program of Youth Services: The young bilingual staff facilitates communication and provides role models. Services offered are supportive educational programs, job training, structures recreation activities, counseling and outreach to youth and parents.

Recommendations:

Schools need to provide more ESL classes and after-school tutoring and job training.

Communities need to provide more structured recreation activities.

WORKSHOP 7. ALTERNATIVE PROGRAMS FOR ASIAN PACIFIC YOUTH

INTRODUCTION: In his introduction Yoji Ozaki, facilitator, emphasized that the interface of two cultures caused teens to face much stress in the academic and social settings. The school drop out rate for Asian teenagers is rising, he said, and more youths are running away from home. This reflects the growing pressures and number of problems in the Asian family.

Choon Chung: Korean YMCA, Virginia.

Mr. Chung began his presentation by stressing that the "facts" must first be determined. He felt that the population size must be identified.

According to a survey that Mr. Chung did, language is a primary problem. He found that 70% of the females surveyed did not speak English, and therefore had limited job opportunities. These women could be found in such occupations as cleaning and kitchen help. He believed that the Asian communities still believe in saving money and investing in small businesses. These businesses are usually high risk investment ventures, but the Koreans still take the risk for they prefer to work for themselves.

Mr. Chung also said that 4,000 Korean youths live in the Virginia area. Many are attending public school. Both parents are usually working, which contributes to family stress.

Mr. Chung said that Koreans shy from public institutions, and there was a fear of asking for assistance due to potential repercussions. He also said that there were no organizations that had after-school programs for the Korean community. Korean teenagers are beginning to shoplift more, but the parents tend to hide the offense.

Mr. Chung identified the following needs:

- special Korean youth program to develop group leaders to work with Korean teens
- community rapport
- more Korean teachers in the school system
- adequate counseling service for Korean students in the senior year of high school

Stanley Fure: CETA Project in the Minneapolis School System

Mr. Fure is presently teaching in a public high school where there are over 400 Chinese enrolled and over 130 Vietnamese students. He started an "employment program" funded under CETA and was assisted by Youthwork, Inc. of Washington, DC. This program enables young people to earn academic credit, and/or a salaried wage, through working at a social service institution. The principal of his school had written the proposal which involves three other schools. The enrollees in the program are teens who are having difficulty with school. Students with bilingual skills are used for translation at the county welfare department in assisting other refugees. Students also go to the airport to help the new arrivals. There is also a "National Refugee Center" near the school, where the students from this project help with the clothes bank.

Mr. Fure revealed how special attention to the young teenagers, where they are provided with the opportunity to be useful and helpful, enabled many youths to improve their academic work. This experience also helps by giving the youths some work experience for later life and work. The students must write about their work, and therefore, learn more about the meaning of work and their careers.

Everett Ogawa: Japanese Service Committee, Chicago, Illinois

Mr. Ogawa is presently trying to find funding and support for his idea that martial arts training can be used to build character and strength in Asian youths. He proposed that a program which uses the martial arts can be extremely helpful toward helping youths develop in a constructive way. Mr. Ogawa emphasized that the martial arts which he supports is not the kind which is presently commercialized, as the media portrays. He did not believe in promoting violence. The Japanese, Chinese, and Koreans have martial arts which are diverse and different from each other. The martial arts are to teach the "Do the Way.": This leads to a philosophical development and perspective. Mr. Ogawa saw the need for carefully selecting teachers, to instruct the youths properly in martial arts.

The martial arts can encourage very positive aspects of human nature: discipline, courage, kindness, and control. Benefits are great: the mental and physical well-being can be developed with exercises. The nervous system and mental concentration can be improved through martial arts. Maximum power can be achieved through the coordination of mind and body. There will be more mental clarity, and more body awareness. Better posture and grace can be developed.

The martial arts can also be used to vent anger, but anger can be expressed in a creative way. "Rough edges" can be smoothed away and the "intuition" as well as the intelligence can be developed. Also, the martial arts club can be a supportive environment and a temporary substitute for the family. Often, the teacher is a surrogate "father figure."

The following is a summary of the problems mentioned in the workshops:

Problems common to all APA youth:

- * The social/emotional pressure of growing up in a bicultural world
- * high parental expectations
- * lack of supervision in the home as a result of the need for both parents to work
- * APA's cultural "hang up" about seeking outside help

Problems aired by the youths attending this conference:

- * being bored
- * intergenerational conflicts
- * peer pressures
- * discrimination
- * language barriers
- * cultural stereotypes
- * academic pressures
- * inability to be assertive
- * identity problems

Problems facing refugees and new immigrants:

- * problems of adapting to a new culture
- * language barrier
- * lack of education
- * loss of significant relatives and friends
- * lack of school and community resources to help children and families cope with the multiple problems they face
- * loss of status

Problems related to resources, research, community:

- * lack of resources and programs which are sensitive to the needs of the different APA ethnic groups
- * lack of research about APA youth
- * need for more community involvement
- * lack of adequate counseling resources for APA
- * lack of programs to help APA youth establish a positive self-image as a minority group member
- * lack of resources which are bilingual and bicultural

RESOURCES

The Eastern Regional Conference brought together human service professionals from a sampling of agencies serving the Asian Pacific residents in the eastern region where there are high concentrations of Asians and Pacific Islanders. These agencies all provide services to youth and they all have bilingual staffs. The following is a brief description of their services.

Project Reach, Chinatown Planning Council (CPC), New York City, N.Y. Chinatown Planning Council which was incorporated in 1965 is a multi-faceted social service and resource center serving the Chinese community in New York City. CPC's ProjectReach was founded in 1971 to service juvenile delinquents and drug-free teenagers who are in need of help.

In 1974, Project Reach was expanded to serve non-English-speaking troubled youths. The program includes school and personal counseling on an individual and group basis, tutorial help and recreational activities. In 1979, it served 200 youths between the ages of 12 and 20. CPC's Outreach for Youth Employment Program develops jobs and expanding employment opportunities for youth as well as job training opportunities.

Nationalities Services Center (formerly International Institute), Philadelphia, PA. In existence since 1921, this agency provides educational and social services to immigrants, refugees, non-English speakers and their descendants. According to their 1979 annual report, education services were provided to 1,190 students in class. The Asian/Pacific groups they served in 1978-79 are as follows:

1 Burmese	81 Koreans
113 Cambodians	179 Laotians
26 Chinese	3 Thais
2 Pilipinos	666 Vietnamese
2 Japanese	

Chinese Christian Church and Center, Philadelphia, PA. is a neighborhood center providing educational services, social services and recreational programs and community programs to Chinese and Vietnamese refugees.

South Cove Community Health Center (SCCHC), Boston, MA. SCCHC was incorporated in 1972. This Center provides comprehensive health services through fully qualified bilingual staff to children and adults of the South Cove area and greater Boston Chinese community. Its services presently include adult medicine, pediatrics, OB/GYN, Dental, Eye Care, Family Planning, Health Education, Adult and Child Mental Health, Nutrition Social Services, School Health Services and Comprehensive Adolescent Team for Counseling and Health (CATCH). CATCH provides services to Asian youths between the ages of 13 to 20 who are in high school. As of May 5, 1980, it had 400 registrants. The majority are foreign born and in the United States less than 5 years. The majority are from Hong Kong. Others are from the People's Republic of China and Vietnam.

Boston Chinese: Youth Essential Service (YES), Boston, Massachusetts. (Ms. Jane Leung, Executive Director, was scheduled to be a workshop presenter at the Eastern Regional Conference, but, due to an unexpected emergency she was unable to attend.) She provided the following information: The agency she directs was established in 1975 and is a community-based, non-profit, multi-service agency annually serving 300 immigrant youth and their families in the greater Boston area. It is the only community-based delinquency prevention program for Chinese immigrant youth in New England. Its overall goal is to identify distressed Chinese youth who are marginal members of society and to gradually integrate them into the mainstream. A multitude of essential services are provided through a "Homeport" approach to accomplish the agency's goal. Services are provided by bilingual and bicultural staff who are on call 24 hours a day. The staff combine a blend of clinical knowledge, bicultural sensitivity, and street experience in their work with youth.

The "Homeport" model acts as a surrogate 'home' and offers guidance, nurturing, and discipline which traditionally have been provided by the family. The youth participants have family responsibilities and are involved in the care and maintenance of the 'home'. Treatment focus is twofold:

- 1) effecting change within the individual and
- 2) effecting change in institutions that have an impact on youth and their families.

Korean YM/YWCA and Youth Center of Washington, Arlington, VA. This organization was founded in 1978 and serves the Korean community in the metropolitan Washington area. It is not affiliated with the local or national council of YMCA or YWCA but, rather, is a completely independent organization. Their goal is to develop high standards of Christian character through group activities and citizenship training. The Youth Center provides educational, recreational, and social services. Some of the objectives of the Youth Program are to provide leadership training and to prevent delinquency.

Indochinese Refugee Social Services (IRSS), Alexandria, VA. is a resettlement program for Indochinese refugees in the Washington metropolitan area. This organization has three projects. These are:

- 1) the Welcome House - a temporary shelter/care home for refugees in need of a house while seeking permanent housing,
- 2) the Basic Skills Project - the objectives of which are to provide supplementary education in English as a second language and to facilitate social and cultural adjustment by providing basic survival skills, and
- 3) the Grassroots project which provides social services through bilingual outreach workers who make home visits and provide assistance with problems related to social and cultural adjustment and health.

Asian Human Services of Chicago located in Chicago, Illinois, was founded by individuals who were concerned about the mental health needs of the Pan Asian residents of metropolitan Chicago, who, due to various social and cultural limitations, cannot effectively utilize existing resources in the city.

The agency began providing services to the Pan Asian communities on November 2, 1978. Their staff is bilingual. The two projects of this agency are as follows:

- 1) Mental Health Services for Asian Americans in Chicago.
 - a. Information and referral to other agencies, both Asian and non-Asian
 - b. Short-term counseling
- 2) Indochinese Project designed to aid the refugees in adjusting to the new environment through ESL (English as a second language) classes, survival skills training, and pre-employment training.

Japanese American Service Committee of Chicago (JASCC), Chicago, Illinois. JASCC came into existence in 1945 to assist those Japanese Americans, who were placed in concentration camps during World War II, to resettle in Chicago. Since 1945, it has provided continuous service to people of Japanese ancestry, and has maintained a flexible stance, adjusting to new needs and challenges as they arise. It is a multi-service agency providing such services as counseling and referrals, vocational rehabilitation, sheltered workshops for senior citizens, immigration and naturalization, tutorial programs, services to exceptional children, and social programs. One of its target concerns is the youth. The staff is bilingual.

Action Learning Through Community Participation in Minneapolis High Schools, Minneapolis, Minnesota is one of several projects selected in a national competition to develop innovative approaches to training our nation's youth. The basic purpose of this project is community service, career exploration, and work experience. Objectives of the program include increasing acceptance of personal responsibility, improving self-esteem, increasing knowledge about careers, improving attitudes toward adults, enhancing positive feelings toward community participation, improving problem-solving skills, integrating school and community experiences. All students are eligible, but some project school students are referred because of previous school or social difficulties.

Indochinese Family Service, Falls Church, Virginia. The Northern Virginia Family Services received a one-year grant from the Department of Health and Human Services to provide mental health services to Indochinese refugees in the Washington metropolitan area. The Indochinese Family Services was established in response to the pressing emotional needs of the refugees resulting from their uprooting. Primary focus is on situations where there is a breakdown in the Indochinese family structure and where the stress is manifested by self-destructive behavior.

Woodburn Center for Community Mental Health, Annandale, Virginia. The Center provides a comprehensive range of mental health services to residents of Central Fairfax, Cities of Fairfax and Falls Church. The services include family life education, treatment for emotional difficulties which interfere with normal living, 24-hour emergency services, vocational rehabilitation, sheltered employment, supervised apartment living and hospitalization for those requiring more intensive care. It is one of the few centers providing services to Indochinese without a special grant. Bilingual staff is available.

Arlington, Virginia Public Schools

- 1) Title VII Secondary Project - its purpose is to encourage the establishment and operation of education programs using bilingual education practices, techniques, and methods and to demonstrate effective ways of providing, for children of limited English proficiency, instruction designed to enable them, while using their native or dominant language, to achieve competence in the English language.
- 2) Teacher Corps Project focuses on the needs of teachers who work with non-native-English-speaking students and parents. The program includes staff development for teachers through various courses and workshops. The project aims to produce materials, provide opportunities for training of staff, develop field-based education programs for Trinity College, establish communications systems between parent, community, and the schools, and develop models for servicing the needs of non-native students.

Woodrow Wilson Senior High School, Washington, D.C. ESL Program provides ESL classes for Chinese students. Teachers are bilingual.

CAPACITY-BUILDING AND ADVOCACY

The following workshops dealt with capacity-building and advocacy.

- Social Action Service Delivery for Asian Americans and Networking Among Asian Pacific American Communities
- Advocacy for Quality Services to Youth
- Legal Rights for Adolescents and Parents

SOCIAL ACTION SERVICE DELIVERY FOR ASIAN PACIFIC AMERICANS
NETWORKING AMONG ASIAN AND PACIFIC AMERICAN COMMUNITIES

Presentor: Gerardo Hernandez, Program Administrator, Youthwork, Inc.,
Washington, D.C.

Facilitator: Linda Young, Health Planner, New York City, New York

Recorder: Anne Eng, Chinatown Planning Council, New York City, New York

The following are summaries of the papers presented by Mr. Hernandez and Mr. Sprague.

Social Actions Service Delivery For Asian Americans

Mr. Hernandez outlined how current modes for addressing delinquency among youth are generally detrimental and counterproductive to the development of a healthy society, community and individual. He suggested an alternative way of viewing the problem of youth delinquency - a social action approach which he said is consistent with the development of a healthy society and the development of constructive strategies for addressing prevention and the treatment of delinquency among young Asian Pacific and other disenfranchised youth.

According to Mr. Hernandez, to fully and responsibly address any problem, one must ask what the causes are. The most commonly held belief in relation to causes is in the "deficit model" which states that the causes of delinquency stem from deficiencies within the individual. In accordance with this belief, traditional delinquency prevention programs provide various forms of remedial treatments which are meant to compensate and/or modify behavior for the individual's "shortcomings" so that he/she can acculturate, assimilate and adapt to society. He went on to say that proponents of the deficit model operate under implicit assumptions that:

- 1) all segments of the community share manifestation of the same source for exhibiting delinquent behavior and therefore can be treated in the same manner,
- 2) enough opportunities are available for all who wish to improve themselves and their quality of life, and
- 3) effects of irrational behavior are due to intrapersonal inadequacy rather than to external factors.

These assumptions lead one to a distorted view of the world and reinforce stereotype notions based on a limited perspective.

The alternative way of explaining delinquency suggested by Mr. Hernandez, is by viewing structural or social factors such as unemployment, racism and unequal distribution of resources as the primary factors which cause delinquency. Remedial efforts, therefore are concentrated on working out ways to change the system to meet the needs of the individual as opposed to adapting the individual to needs of the system.

Mr. Hernandez stated that we cannot expect any long-term impact on delinquency among Asian Pacific youth or others unless we address the social causes of the problems and work to bring about their solution. We must be willing to work toward development of policy which supports social action efforts and we must be willing to take the leadership in advocating for models which are consistent with the cultural and future needs of our respective communities and the society as a whole.

Networking Among Asian and Pacific American Communities

Mr. Sprague, associate program administrator of Youthwork, Inc., defined networking as a linking between different agencies or communities. These linkages need not be formal, structured sharing of resources but should, at the very least, establish open channels of communication permitting and encouraging the exchange of information between agencies and communities.

Mr. Sprague stated that he did not see much networking occurring among Asian Pacific communities at this time. Programs for the most part serve one ethnic population and little attempt is made to address that population's needs in ways that might also be appropriate for Asian American minorities. Indeed, sometimes there is little communication between Asian American communities of the same ethnic minority.

This fragmentation, he said, has permitted the federal government funding agencies to be very selective and to "pick and choose" on the basis of popular causes rather than on the basis of need. It was his opinion that Asian American communities and agencies, whatever the previous nationality or cultural heritage, must be more united if this "pick and choose" funding situation is ever to become more equitable for them.

Mr. Sprague enumerated the following advantages of networking:

- 1) A unified Asian American advocacy effort will carry greater weight with policy makers in Washington and will lead to more effective funding allocation based more adequately on the needs of the Asian Pacific American population.
- 2) Prevent duplicative, wasteful efforts. By sharing information on program components and processes, service agencies can get invaluable, technical assistance, sometimes complete operation plans from each other and adapt their borrowings to their own needs.

In closing, Mr. Sprague said that for networking to increase among Asian and Pacific Americans, the important goals are to keep operations flexible and committed to changes in the defective systems versus defective people model; to allow for and cherish the rich, unique heritages among the different ethnic minorities, while still recognizing and acting upon similarities in their environment in America, and to be committed to bringing about social change both for themselves and for others who still face inequality in this society.

ADVOCACY FOR QUALITY SERVICES TO YOUTH

Presentor: Charlotte Tajuddin, Juvenile Justice Specialist, National Work Alliance, Washington, D.C.

Facilitator: Georgiana Missler, Vice President, Organization of Pan Asian American Women, Inc., Washington, D.C.

Recorder: Beatrice Ando, member, Japanese American Citizens League

Youth Advocacy was defined by MS. Tajuddin as "intervention on behalf of children in relation to those services and institutions that impact their lives."

She went on to say advocacy is activities or actions designed to change or improve existing systems or institutions to make them more responsive to the needs of youth. Some examples of systems are schools, juvenile justice system, employment network, welfare department, and public health systems.

The existence of youth advocacy is based on the following assumptions described by Ms. Tajuddin:

- 1) Youth have certain rights, most important of which is access to appropriate developmental opportunities.
- 2) Youth rights are enforceable by statutory, administrative, and judicial of other structural procedures.
- 3) Young people individually do not have the power to insure that their basic rights are effectively protected.

The need for youth advocacy increases as institutions gain influence over the lives of the young.

In being a successful advocate, Ms. Tajuddin said one needs to keep in mind the following basic principles:

- 1) know yourself and don't be afraid to do what you think is right
- 2) don't let others get you down - be prepared to tackle resistance and don't give up
- 3) choose a problem and be specific about it
- 4) partialize problems into manageable sizes
- 5) know the facts
- 6) figure out who is who - know the players
- 7) put information together in a meaningful fashion
- 8) decide what it is you want

- 9) try to bring about change in a cooperative manner
- 10) when all else fails, insist and be persistent
- 11) use every advocacy tool you can
- 12) keep watching

Ms. Missler spoke on "Effective Youth Advocacy with Asian Pacific Youth" Her presentation included the following guidelines:

- 1) Know your client: Asian Pacific American group is heterogenous with 27 groups, 27 languages - need to know whether client identifies with dominant American or home country values - need to know what client's support system is, both internally and externally.
- 2) Know the system: Need to identify the institution your agency has to relate to and know how these institutions operate - need to identify who you need to relate to and influence, and need to develop and nurture "relationship with friends" in the system.
- 3) Know yourself: Language skills, life experiences, knowledge of community, knowledge of power base, personal prejudices, interpersonal communication skills, APA-dominant culture value orientation (in regard to role of women, respect for elderly, middle position virtue, collective or individual good), willingness to get feedback from others, willingness to educate others.

In summary, Ms. Missler pointed out that effective advocacy will take place when:

- 1) we know who we are, what is important to us, what we want, and how we can articulate our needs to people in power (short-range goals);
- 2) we are able to identify friends (e.g., non-Asians) who are in power and sensitive. and educate them (short-range goals); and
- 3) we have more trained APA's in positions of power, e.g., policy- and decision-making roles (long-range goals).

LEGAL RIGHTS FOR ADOLESCENTS AND PARENTS

Presenter: Gerard Paradis, Director, Law-Related Education Program,
Maryland

Recorder: Yvonne Tso, Member, Organization of Pan Asian American
Women, Inc.

Mr. Paradis is involved in a program with a four-part goal of:

- 1) improving student and teacher knowledge and understanding of the law and legal processes of our justice system,
- 2) fostering a more constructive attitude toward the law,
- 3) providing teachers with methodologies and techniques suited to teaching citizenship/law related education and
- 4) mobilizing community resource people to become involved in citizenship/law related education.

In his presentation, Mr. Paradis focused on how law related education can help to prevent juvenile delinquency by actively involving the adolescents in learning the law and the legal system. He stated that when children and young people meet police officers in person and there is communication between the two, their attitudes become more favorable toward them. Some programs arrange for children to be able to ride along with policemen or spend the day with an attorney or judge. What they learn during such experiences goes a long way toward preventing delinquency and promoting responsible citizenship.

RECOMMENDATIONS

The speakers from the juvenile justice system and the law enforcement agencies provided the conferees with information significant to the Asian Pacific communities. Those worthy of attention of the Asian Pacific population are enumerated below.

The Office of Juvenile Justice and Delinquency Prevention is up for reauthorization in Congress. This Office needs community support and input to continue its work toward a national policy which is responsive to the needs of youth and which is also focused on delinquency prevention. Data collected by the juvenile courts suggest that institutional racism is an invisible and pervasive feature of the juvenile justice system. Measures which would counteract such practices need to be supported. Female youths who commit status offenses are being handled more severely and are more likely to be detained. Such punitive measures are not in the best interest of the female youths and it is essential to support efforts in getting them out of the juvenile justice system and into alternative programs which are rehabilitative in nature.

Tom Owan, a social scientist, projects that the 1980 Asian population will exceed 3 million or double the population of this group in 1970. Many of them are new immigrants who may encounter problems with the law due to unfamiliarity with American laws and culture. There is a need to advocate for law enforcement programs such as the Asian Task Force of the Los Angeles Police Department, which has been successful in reducing such problems.

Speakers from the local juvenile justice system reported that very few Asian Pacific youth come to the attention of their respective agencies. This was attributed to the A/P communities' self-help groups, strong family structure and the value placed on respect for authority. It is hoped that such statements will not lead the A/P communities as well as the law-enforcement agencies, to become complacent and deny the existence of the problems of juvenile delinquency among A/P youths. The conferees have expressed concern that these positive cultural attributes are weakening.

Harry Kitano, a well-known sociologist, warned "it is assumed that with continued acculturation and gradual breakdown of ethnic structures and institutions that social control powers of the Japanese system will diminish. Such a change should be associated with a rise in social deviance."*

The conferees at this regional conference were of diverse backgrounds and included Chinese, Japanese, Koreans, Pilipinos and Vietnamese. Some of them were new immigrants and others were 2nd, 3rd, and 4th generation members of the aforementioned groups. Their recommendations of priority needs are as follows:

- 1) The need to find effective ways, on a large scale to help Asian Pacific youths to:
 - a. establish a positive self-image as a minority group member

*Kitano, Harry H.L., Japanese Americans: The Evolution of a Subculture, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1976, p 163.

- b. overcome conflict arising from being an Asian or Pacific Islander and an American
 - c. overcome cultural stereotypes
 - d. develop skills for creating a positive self-image
 - e. develop pride in his/her own cultural heritage and cultural identity.
- 2) The need to preserve the concept of the nuclear family.
 - 3) The need to find effective ways of bridging the gap between children and parents by opening communications and building a sense of trust.
 - 4) The need to support programs aimed at the myriad problems facing the children of refugees and new immigrants as they attempt to assimilate to American society. Some of the problems are:
 - a. lack of English-language skills and education
 - b. loss of significant relatives and friends
 - c. lack of resources in the community as well as in schools.
 - 5) The need for organized network for education of the general public about Asian Pacific Americans and their needs.
 - 6) The need to establish guidelines for the identification of concerns and problems of the Asian Pacific youth.
 - 7) The need to establish guidelines for prevention and treatment programs with primary focus on prevention; some of the criteria mentioned were:
 - a. organized network of support services
 - b. services which provide positive peer role models
 - c. services which are bicultural and bilingual
 - d. services which are sensitive to ethnic identities
 - e. services which provide emotional and social support in community centers which focus on inter and intra ethnic identities.
 - 8) The need for the different Asian Pacific groups to share ideas and values.

In addition, the conferees passed the following resolutions, which they urged be sent to members of Congress:

Whereas, more young females receive more differential treatment than young males for the same offenses and more young females are institutionalized for status offenses than young males, and

Whereas, there is a lack of research on young females in the juvenile justice system

THEREFORE, be it resolved that, we, the conferees at the conference unanimously move to support the reauthorization of the Office of Juvenile Justice and Delinquency Prevention, Department of Justice, including the appropriation of \$100 million to carry out programs and services and

BE IT FURTHER RESOLVED that the Office of Juvenile Delinquency and Prevention involve Asian Pacific women to advise, counsel, and provide technical assistance in all aspects of funding.

The ideas presented in the workshops on social service, action delivery, networking, advocacy for youth and law education are useful to the ultimate goal of this project which is to develop a capacity-building and advocacy program for the prevention and treatment of "high-risk" Pan Asian female youth.

In conclusion, the priority needs and recommendations of the conferees at the Northern Virginia Regional Conference of the Organization of Pan Asian American Women's Juvenile Justice Project will be considered in preparation for the Project's National Conference tentatively scheduled for April 3 and 4, 1981.

END