A Curriculum for Training Youth Workers

Advancing Youth Development

FUNDED BY THE OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION

AED
Academy for Educational Development

CENTER FOR YOUTH DEVELOPMENT AND POLICY RESEARCH

AED/Center for Youth Development and Policy Research
in Collaboration with the National Network for Youth, Inc.

National Network for Youth

This project is supported by Cooperative Agreement No. 92-MU-CX-K002 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions in this document are those of the authors and do not necessarily represent the official position of the U.S. Department of Justice.

Center for Youth Development and Policy Research
Academy for Educational Development

The Center for Youth Development and Policy Research was established in 1990 at the Academy for Educational Development in response to growing concern about youth problems. Since its inception, the Center's mission has been to be both opportunistic and strategic on a national and local level in shifting the public debate and commitment from youth problems to youth development.

Our goals are: (1) to make "what works" available so that all youth become productive and involved citizens, (2) to double the number of people, places and possibilities available to all young people by the year 2005, (3) to strengthen and support local systems in building comprehensive youth development infrastructures, and (4) to increase public will to support positive youth development for all youth. Working both across the nation and intensively in targeted localities, we act as a capacity builder, visionary, educator and information broker. Our work includes research, public education, training and technical assistance, local mobilizing in initiatives such as, Community YouthMapping and YouthBudget guides.

The Academy for Educational Development is an independent, nonprofit organization dedicated to addressing human development needs throughout the world. Since its founding in 1961, AED has conducted projects throughout the United States and in more than 100 countries in the developing world.

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The National Network for Youth is a membership organization with over 400 direct members. With its regional and state network affiliates, it represents more than 1,200 constituents, primarily community-based youth-serving agencies. The National Network's mission is to *ensure that young people can be safe and grow up to lead healthy and productive lives.* A driving force in achieving this mission is Community Youth Development, an approach that models best practice in youth work and focuses on lifelong learning in which youth develop skills and competencies to be contributing members of society. The National Network actively engages in public education efforts, promotes youth/adult partnerships, and strives to strengthen staff and organizational capacity to provide effective programs and services to youth in high-risk situations. Training and technical assistance is provided in a variety of areas, including the professional development of youth workers, peer education, HIV/AIDS and substance abuse prevention, and community and youth development. The National Network is a sponsoring member of the Council on Accreditation of Services for Families and Children.

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Advancing Youth Development: A Curriculum for Training Youth Workers

CONTENTS

Handout 4.4: Settings for Youth Participation
Handout 4.5: Youth-Adult Partnerships: Guidelines for Practice (2 pages)
Handout 4.6: Strategies to Promote Youth Participation
Handout 5.1: A Truism: All Young People Will Seek to Meet Their Fundamental Needs
Handout 5.2: The Twelve "P's"
Handout 5.3: Opportunities and Supports: Experiences that Promote the Development of Young People
Handout 5.4: Research Background and Justification for Youth Development
Handout 5.5: Best Practices for Youth Development: Some Guidelines for Program Implementation (7 pages)
Handout 5.6: Self-Assessment of Youth Programs: A Planning Worksheet
Handout 5.7: Supportive Community: A Youth-Centered Perspective
Handout 5.8: Implementation of Best Practices for Youth Development: Draft Guidelines for Organizations (9 pages)
Handout 6.1: Core Competencies from National Youth-Serving Organizations (3 pages)
Handout 6.2: Youth Worker Job Description Sample
Handout 6.3: Youth Worker Résumé Sample
Handout 6.4: Learning Experiences for Youth Workers
Handout 6.5: Core Competency Self-Assessment Survey for Youth Workers (7 pages)

READINGS:

R1 ***A New Vision: Promoting Youth Development:*** Karen J. Pittman and Michele Cahill.
R2 ***Nexus: A Book About Youth Work - Chapter Four: Themes:*** Mark Krueger.
R3 ***An Introduction to Youth Development Concepts: Questions for Community Collaborations:*** Shepherd Zeldin.
R4 ***Evaluation of the "Advancing Youth Development" Curriculum and Training Program - Executive Summary:*** Shepherd Zeldin and Steven Krauss.
R5 ***From Deterrence to Development: Putting Programs for Young African-American Males in Perspective:*** Karen J. Pittman and Shepherd Zeldin.
R6 ***Youth and Caring: The Role of Youth Programs in the Development of Caring:*** Karen J. Pittman and Michele Cahill.
R7 ***Understanding Intolerance and Multiculturalism: A Challenge for Practitioners, But Also for Researchers:*** Linda A. Camino.
R8 ***Adultism:*** John Bell.
R9 ***What is Participation?:*** Youth Council for Northern Ireland.
R10 ***Youth Participation Strategies for the Juvenile Justice System: Obstacles and Opportunities:*** Gordon Bazemore, Frank McAtee, George E. Capowich and Rebekah K. Hersch, and Kathlyn Schaaf.
R11 ***The Code of the Streets:*** Elijah Anderson.
R12 ***Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community:*** Bonnie Benard, Western Regional Center for Drug-Free Schools and Communities.
R13 ***Professional Development For Youth Workers: What Is Best Practice?:*** Shepherd Zeldin.
R14 ***Premises, Principles and Practices: Defining the Why, What, and How Of Promoting Youth Development Through Organizational Practice:*** Karen J. Pittman and Shepherd Zeldin.

FOREWORD

Advancing Youth Development: A Curriculum for Training Youth Workers is the first product supported by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) that is specifically geared toward direct line youth workers at the community level. We are pleased to have been a part of the collaborative efforts of AED/Center for Youth Development and Policy Research and the National Network for Youth in producing the curriculum.

Issues of delinquency and violence are not solely the domain of the juvenile justice and correctional system; they must also be addressed in some measure by community agencies and other socializing institutions. Engaging young people in meaningful roles in their communities and providing them with opportunities and support to gain the skills necessary for adulthood are two of the most powerful local strategies for prevention of delinquency and youth violence.

The youth development perspective embodied in this curriculum guides youth workers toward successfully meeting the psychosocial needs of youth and helping them build a full range of competencies. This approach can be the engine that drives the creation of training programs and delivery systems for youth workers in all settings, from detention centers to recreation programs.

August 1996

Shay Bilchik
Administrator
Office of Juvenile Justice and
Delinquency Prevention

ACKNOWLEDGMENTS

Many individuals and organizations made important contributions to the *Advancing Youth Development* curriculum, from the funding support to the initial stages of conceptual development, to writing, reviewing, to rewriting and final production. The Center for Youth Development and Policy Research (Center) was fortunate to partner with the National Network for Youth, Inc. (National Network) on this important endeavor.

This curriculum is the outcome of a three-year project funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) at the U.S. Department of Justice. The development of the curriculum profited greatly by the vision, unwavering encouragement, support and guidance offered by Emily Martin, OJJDP Director of Training, Dissemination, and Technical Assistance. Lois Brown, the Project Officer at OJJDP for this project, provided ongoing feedback, and skillfully managed the administrative tasks within the department that facilitated the completion of the curriculum.

Shepherd Zeldin, Ph.D., Director of Research at the Center, served as Project Director for this project and was the lead author of the curriculum. Dr. Zeldin integrated the diverse points of view of many stakeholders, which contributed greatly to the integrity of the project. Suzanne Tarlov, Program Officer at the Center, served as Project Coordinator for this project and assisted with the writing, skillfully managed the day-to-day direction of the project, and coordinated the pilot test of this curriculum in ten community-wide training systems. Steven Krauss, Program Assistant at the Center, offered invaluable support and took the lead in synthesizing the results of the evaluation of the curriculum. Miriam Darmstadter, Training Coordinator at the National Network, was also involved in the development of the curriculum, and her persistence helped ensure that the curriculum remained practical and easy-to-use. Ms. Darmstadter was the staff coordinator from the National Network.

The project also benefited from skilled senior advisors. Della Hughes, Executive Director of the National Network, provided leadership and invaluable long-term vision for the project. Elaine Johnson, Deputy Director of the Center, provided ongoing technical assistance for conceptual relevancy for the field of youth work. The Center launched the work on this project under the directorship of Karen Pittman, who provided the initial conceptual framework for the curriculum.

I would especially like to thank the many persons who freely contributed their time and expertise to this project. Ten organizations implemented the curriculum during the pilot test and participated in a rigorous evaluation process. Their enthusiasm is greatly appreciated. Individually, we would like to thank: Mark Krueger and Andy Schneider-Muñoz of the Child and Youth Care Learning Center, University of Wisconsin-Milwaukee; Robin Nixon and Joan Morse of the Child Welfare League of America, Washington, DC; Lorne Needle and Chantel Larene Walker of the Community Network for Youth Development, Redwood City, California; Linda Pitts and Alicin Reidy of the Fund for the City of New York, New York; R.J. Doody and Mary Ann Goodrich of the Juvenile Welfare Board of Pinellas County, Florida; Sherry Betts and Marcia McFarland of the National 4-H Council, Chevy Chase, Maryland; Andrew Estepp and Corinne McWilliams of the Northwest Network of Runaway and Youth Services, Seattle, Washington; Kaye Holtz Harvey and Barbara Tinney of the Professional Development Institute, New Haven,

Connecticut; Lucrecia Farfan-Ramirez and Fe Moncloa of the University of California 4-H Youth Development Program, Santa Clara County, California; and Sharon Turner-Jackson and Amy Crippen of YouthNet of Greater Kansas City, Kansas City, Missouri.

Ron Jenkins and Bill Simmons, Senior Consultants to the Center, were both important contributors to the project. Ron was especially helpful in keeping us focused on the goal of improving interactions between youth workers and young people. Bill brought expertise from Great Britain, where he led curriculum design teams and developed portfolio based training programs for youth workers. Ron and Bill's commitment and dedication to young people and the adults that work with them was evident throughout this project.

The curriculum reviewers, representatives of the ten Regional Networks of the National Network, deserve specific mention as important players in the guidance, input and feedback they provided to the project team. Their thoughtful input helped improve the quality of work and kept us focused on the real-life applications involved with this project. Individually, the Center and the National Network would like to thank: Nancy Fastenau of the Western States Youth Services Network; Laura Harrison of MINK; Margo Hirsch of the Empire State Coalition; Celia Hughes and Theresa Tod of the Texas Network of Youth Services; Nancy Jackson of the New England Consortium for Families & Youth; Nancy Johnson and Patti Skorupka of the Mid-Atlantic Network of Youth & Family Services; Gail Kurtz of the Southeastern Network; Denis Murstein of the Illinois Collaboration on Youth; Carmen Ray of the Northwest Network of Runaway and Youth Services; and Linda Wood of Mountain Plains Youth Services.

The Advisory Group to this project was instrumental in keeping project staff on track in its thinking about the impact the curriculum could, and should, have on youth workers, especially those in high-risk situations. Individually, the Center and the National Network would like to thank: Luis Garden Acosta, Sarah Berry-Rabun, David Bruno, Michele Cahill, Ron Jenkins, Mark Krueger, Gail Kurtz, Robert Long, Tony Massengale, James Mills, James Mosier, Janice Nittoli, Nervy Oliver, Ruth Rambo, Debby Shore, and Bill Treanor. Their patience and contributions were greatly appreciated by all who worked on this project.

Years of professional experiences from hundreds of individuals in the youth development field have made this curriculum an important step in building the youth development field.

I thank all who have been involved in this curriculum and acknowledge your daily work with and on behalf of youth.

August 1996

Richard Murphy
Director, Center for Youth Development and Policy Research
Vice-President, Academy for Educational Development

INTRODUCTION

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In the 1993 movie, *My Cousin Vinny,* Joe Pesci plays the role of a lawyer from the Bronx. His cousin, a young man in his late teens, has been wrongly accused of a crime in rural Alabama. "Cousin Vinny" is the only lawyer in the family, so he arrives from New York City to provide legal counsel (this being his first case, it is very poor legal counsel). In one scene, Cousin Vinny explains, in his strong New York accent, to the judge that "these two youths (pronounced "youtes" by Pesci) have been wrongly accused of committing a heinous crime." The judge responds to this proclamation by asking, "What the [expletive deleted] is a "youte," and what does it want and need?" It's a hysterical scene! In the daily work of youth development professionals, the judge's questions are compelling and sadly familiar.

The judge's question about young people is to the point. It is one that youth workers ask every day, and it is the question that orients this curriculum.

- "What the [expletive deleted] is a youth?" How do we know a "healthy and accomplished young person" when we see one?

- What does a young person, including those who live in "high-risk situations," need from adults and communities to "make it"? What developmental experiences do youth require? Where can young people go to have these experiences?

- How can youth workers—be they parole officers, counselors, intake workers, recreation specialists, community center workers, or residential care staff—use their expertise to promote the development of healthy and accomplished young people?

This curriculum addresses these questions. It has been designed foremost as a vehicle for youth workers to answer the above questions and to collectively identify concrete strategies for strengthening their day-to-day work with young people and their organizational colleagues.

What Is Youth Development?

The curriculum introduces youth workers to a "youth development approach" and its implications for youth work practice. The concepts and applications presented in the curriculum have been tested and implemented in the field by the Center for Youth Development and Policy Research (Center) and its partners over the past four years. Youth development is not a new model of programming. Instead, it is an approach—a way of understanding and thinking about youth that serves to guide action—that adds breadth to any youth-serving organization or program.

At its core, a youth development perspective is a set of values, knowledge, and strategies that underlie and provide added value to other more specialized competencies of youth workers. It is

our assertion that practical knowledge of youth development is one of the prerequisites for exemplary youth work. We do stress, however, that this curriculum is not intended to serve as a substitute for training and knowledge of specialized youth worker competencies—be it HIV/AIDS education, life-skills training, conflict resolution strategies, group facilitation skills, or counseling—which are also required to work effectively with young people.

Why Was This Curriculum Developed?

Since its inception in 1990, the Center has argued that the youth work profession is best positioned to promote healthy and accomplished youth. Certainly, young people require, and benefit from, high-quality schools and mental health care, but this is not enough. Young people, especially those living in poor neighborhoods or other high-risk situations, most urgently require the daily opportunities and supports that are offered by youth workers and their organizations.

It is for this reason the Center and its collaborator, the National Network for Youth, Inc. (National Network), have engaged in a national effort to strengthen the field of youth work. Part of this agenda entails public education—we must admit that youth work is not valued in this society as much as other professions. We have to do a better job of publicizing our own contributions to the welfare of young people. Another part of this agenda focuses on providing youth workers with the professional development experiences they require to do the job well. If we don't do a better job of training youth workers the profession will never reach its full potential, and more young people will fail to receive the opportunities and supports that they deserve.

The Center and the National Network's commitment to help strengthen the youth work profession by drawing attention to youth development paralleled a commitment by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) at the U.S. Department of Justice. As a result, in 1992 OJJDP granted the Center and the National Network the three-year project Professional Development for Youth Workers. One of the major products that has resulted from the project is the *Advancing Youth Development* curriculum. The curriculum, which aims to introduce a youth development perspective and its applications to youth workers, was created to address the needs of youth workers from all settings that work in community-based organizations.

Ten organizations that represent exemplary practices in training at the community level participated in a pilot testing of this curriculum. These organizations provided the training program to a mix of youth workers from the juvenile justice system, child welfare organizations, community-based organizations and national youth-serving organizations over a three-month period in 1995.

A systematic evaluation that combined interviews, observations, and surveys was conducted following the pilot test. The goal of the evaluation was to identify the strengths and weaknesses of the curriculum and to understand "what it takes" to implement the training program. A secondary focus was on identifying specific learning on the part of the participating youth

workers. A comprehensive evaluation report on the pilot test was completed and is available upon request.

How Is This Material To Be Used?

This curriculum has been designed to assist facilitators in training youth workers in the core concepts of a youth development approach. It is suggested that each facilitator read the contents completely before planning a training program. The curriculum is designed to achieve three goals:

- Participants will become highly familiar with a "youth development approach" to youth work and will understand the ways in which the approach can be applied to the daily challenges in working effectively with young people.

- Participants will learn practical service strategies associated with a youth development approach, will be able to integrate these strategies with those that they currently use, and will hence enhance their ability to work with young people, including those from high-risk situations.

- Participants will become stronger resources to their organizations and communities by acquiring the knowledge and skill necessary to "teach" the applications of a youth development approach to colleagues and other constituencies. In so doing, the youth workers will build their own capacity to advance professionally in the youth work field.

The curriculum is divided into seven sessions:

- Session 1: Introduction to the Youth Development Approach

- Session 2: Developmental Youth Outcomes: The Bottom Line of Youth Work

- Session 3: Cultural Assumptions and Stereotypes About Young People: From Adultism to Caring

- Session 4: Strategies of Youth Participation

- Session 5: Opportunities and Supports for Youth Development: Identifying Best Program Practices

- Session 6: Core Competencies of Youth Workers

- Session 7: Review, Practice and Celebration

The curriculum includes two sections—Session Overview and Facilitator Preparation—that are critical for orienting facilitators and helping them prepare to use the curriculum. These sections ought to be thoroughly reviewed before implementing the curriculum.

How Much Time Is Required?

As currently conceived, completion of this curriculum requires a minimum of 28 hours of direct training time. This is just enough time to provide training workshop participants with a strong introduction to youth development, and we emphasize the word "introduction." As with most areas of study and practice, more than three days are needed to "get it" and to "apply it." Acquisition of the knowledge and its implications requires ongoing discussion, debate, and experimentation. We have tried to build this into the curriculum, but again, the most important debates and experiments will be those that occur in the participants' own organizations. Therefore, we recommend implementing the sessions in at least one-week intervals (two weeks is ideal). This will give participants time to practice what they have learned and engage in dialogue with their co-workers in between sessions.

Who Are the Training Participants?

Too often, youth workers are isolated. It is rare that youth workers from different organizations in the same community have the opportunity to come together and receive training with their peers. This curriculum is designed to bring together a cross-section of youth workers from a community, especially those that work with youth in high-risk situations. This helps to create a sense of belonging or of membership among the participants and a greater sense of attachment to the field of youth work.

Because the curriculum requires ongoing discussion, debate, and experimentation in the participants' organizations, the curriculum is designed for front-line youth workers and their immediate supervisors, with the aim being to advance their knowledge and skill. It is not designed to show youth workers how to reform their organizations. This is a different and larger issue and would require a mix of people from a single organization to be effective. However, having youth workers participate with their supervisors increases the likelihood that dialogue around youth development will be taken back to their organizations.

Young people that are involved in youth-serving organizations can participate in the training and benefit from learning about youth development. They can provide a needed reality check for youth workers and valuable feedback on the material covered in the training. If youth participate in the training program, it is recommended that they be there throughout the entire training program, just like the adult participants. If the young people are unable to participate in each session, be sure to negotiate when they will participate prior to the start of the training program and convey this information to the rest of the participants.

Who Are the Facilitators?

It is a challenge to build a training program around this curriculum. Because of these challenges and because of the amount of time required, it is ideal if two facilitators implement the curriculum together.

The content of the curriculum—youth development—is an approach for working with young people, rather than a set of rules and instruction on a specific program, activity, or function. The facilitator must not only teach the approach, but also provide sufficient guidance to participants so that they can collaboratively identify the practice implications of the perspective for their own work and own organizations.

We need to stress that the curriculum is not a cookbook. It is based on the assumption that youth workers, just like youth, have to create their own knowledge and meaning. Hence, the curriculum does not attempt to tell the facilitator exactly "how to" implement the curriculum. Each group of participants will be different, and the facilitator will have to respond to be an effective teacher. Therefore, the curriculum is designed to give ample room for facilitators to add their own ideas, both in terms of content and process. It is important to view this curriculum as not only an important youth development teaching tool, but also a model of the development approach itself.

Hence, the curriculum is most suitable for facilitators who (1) have extensive training and facilitation experience, (2) have direct experience in youth services, (3) have strong ideas themselves, but are most interested in promoting group discussion, debate, and time permitting, consensus, and (4) are willing to "trust the group" to succeed in their own learning. Moreover, our current thinking is that the curriculum will be most beneficial when a facilitator attends a rigorous "training-of-facilitators" program. It is through such events that facilitators have the opportunity to learn about youth development and to discuss both content and process issues with their peers.

Beyond the Curriculum

It is important to stress that this curriculum represents only one strategy in which to learn about youth development. Our research shows that youth workers benefit most when their learnings from a training workshop are brought back to the organization and discussed through ongoing supervisory relationships and through focused retreats. Moreover, youth workers profit from observing the practices of other organizations and from being active participants in networks and other learning opportunities. In brief, the professional development of youth workers is not promoted through curricula alone.

SESSION OVERVIEW

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Each session of the curriculum follows the same structure: a recommended time, a suggested agenda, recommended readings (none in Session 7), materials, handouts (none in Session 7), an introduction, objectives, and a closure.

Recommended Time

At the start of each session, we have provided a recommended time for completing the session. These recommendations are our estimates, based on the pilot test of the curriculum (and feedback from facilitators), and are to be used as a guide for pacing the training.

When planning the training, allow time in each session for youth workers to share their stories and talk about their direct experiences in the field. Throughout the curriculum, it is important to allow youth workers to talk about their work and the greater field. This helps them to feel associated with a profession, their career, and each other. Even if it appears the discussion may be moving away from the topic at hand, it is important not to cut participants off if they are sharing among themselves as professionals, for that is one of the benefits of the training program.

Also, allow time for both one-on-one and group learning. Everyone has different learning styles. Allowing both types of learning environments to exist will ensure that all participants' learning styles are addressed. Although many of the activities and discussions in the curriculum are designed for either one large group or several small groups, it is important to be mindful that some participants may learn best through individual one-on-one interactions. Providing time for participants to meet with others on a one-to-one basis allows them to exchange strategies and to begin building resource and support network.

Agenda

The agenda provides an outline of the objectives to be completed in that session and suggests times for offering them to your training participants.

Recommended Readings

The recommended readings provided for each session are a valuable resource that contain all the concepts discussed in the curriculum. You may choose to provide participants with these readings, but they are primarily for the facilitator. The sessions will be difficult to implement without using the readings to help you prepare. They will help you understand and articulate the broad concepts that you are trying to convey and the practice implications of the concepts. The curriculum is designed to be used with a cross-section of youth workers from a community, especially those that work with youth in high-risk situations. As is often the case in the field of youth work, the

language and concepts used by different agencies that work with different populations of young people tend to vary greatly. Therefore, communicating the broad concepts around youth development to participants is important and empowers them to decide how to implement these concepts in their work.

Handouts

The handouts are a major piece of the training program. A large portion of background information and basic definitions are included in the handouts and not in the text of the curriculum. Many of the handouts are participant and organizational self-assessment tools. Throughout the curriculum, these tools are provided as homework for participants to use at their organizations.

Handouts that are self-assessment tools can be used as a follow-up activity to generate discussion based on participants' use of the handouts. Be sure to focus on the different successes and challenges experienced in using them. In addition, it is always important to get feedback and collect samples on how participants would change the handouts to meet their needs.

Materials

Each session requires the use of certain materials. Newsprint, masking tape, and markers are required throughout the training program. Additional materials for specific sessions are specified in this section.

Introduction

Each session begins with an introduction section. You will distribute an updated list of practice guidelines, review where participants are in the program, outline the agenda for the session, follow up on homework, and go over any assumptions underlying the session. It is useful to display the objectives on newsprint at the beginning of each session so participants can see where they are going and what they will be doing for that day.

Before you begin the introduction, you may want to read poetry or other narratives written by youth and youth workers, or have participants read or share something of significance to them. This will help to re-engage participants to the training program after time has lapsed since the last session.

Before the introduction, it is a good idea to go over what was learned during the previous session as a way of "checking in." What do participants want more of? Less of? It is important to spend enough time to get a feel of the whole group. Be clear about how you will try to meet their needs, and about which needs you might not be able to meet in the present session.

Objectives

Each session has three or four objectives, which are the goals of the sessions. The goals represent the bottom line of where you need to get in each particular session. Before each session, the challenge is to decide "what I want people to learn," not "what I want to teach." Therefore, it is important to focus on the objectives. The objectives specify what should be accomplished in each session.

As you move through the different sessions, keep coming back to the concepts of outcomes and opportunities and supports. These concepts represent the overlying themes of the entire training program. Everything in the curriculum builds on these concepts as they are the foundation of the youth development approach. If participants learn nothing else from the training, it is crucial that they understand outcomes and opportunities and supports.

Many want the examples first, then the concepts. Others want the concepts, then the examples. However you do it, both are important. The order in which the objectives are presented in the curriculum is a recommendation. It is crucial for you, as the facilitator, to decide what the appropriate order is for your participants to complete the objectives.

Closure

Each session ends with a section on closure. Included in this section is an activity to identify a list of practice guidelines based on concepts covered in the session. The list of practice guidelines is updated after each session. Keep a running list of the guidelines so you can distribute them at the beginning of each session. An activity in Session 7 uses all the practice guidelines generated from each session.

Each session closure also has suggestions on how participants can apply and reinforce what they learned in the session when they get back to their organizations. There is no follow-up to this in subsequent sessions. Rather, the purpose here is to provide participants with ideas of how they can begin to immediately use what they have learned on their own.

Finally, at the end of each session closure, there is a homework assignment to help participants prepare for the next session. The introduction of each session includes a follow-up discussion to the homework assigned during the closure of the previous session. Recognizing that some participants may not do the homework, it will be important for facilitators to have an alternative plan for getting to the issue.

FACILITATOR PREPARATION

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Go through the curriculum at least once.

The implications are that you will have to take the time to understand the concepts and to be able to tie them to practice. Most importantly, it will be necessary to adapt the curriculum to build on your own unique strengths and comfort level.

Prepare, prepare, prepare.

Preparing for the training means many different things:

- Take care of as many general tasks as you can before the first session even begins. Such tasks could include completing catering arrangements for the entire seven sessions, collecting all training materials, creating name tags and a participant roster, etc.

- Take time before individual sessions to complete preparation tasks specific to that session. As an example, almost every session of the curriculum requires some sharing of information on newsprint. Try preparing newsprint ahead of time.

- Prepare yourself. Review the curriculum as many times as you need to so that you are comfortable with it prior to the training. As the training continues, your insights regarding what is working and what is not will grow. Apply these insights to your preparation of subsequent sessions. Remember, the goal is not to memorize the curriculum, but to strive to understand the material in a way that makes sense to you and in a way that you can explain it with ease.

- You don't have to know everything or be an expert on youth work, youth development, or specific occupations (such as case management, crisis intervention, probation, and recreation). Build on the experience of the participants, who will certainly have much to share in the training. Make sure that part of your preparation allows for a participant-centered training, one that is grounded in the experiences and concerns of the youth workers.

Be clear about what the training is and what it is not.

Pay special attention to the first session. Be clear about the goals and the expected outcomes throughout the training program. Before the first session until the very end of the training, when appropriate, bring in youth workers, youth, or somebody who will underscore the importance and reality of the training. Also, create a mechanism or outlet for doing regular "check-ins" to make sure that people are with you and their expectations are being met.

Do not be controlled by the curriculum.

Pay attention to the curriculum, but do not be controlled by it. There are numerous ways to achieve the objectives that the training program sets forth. Prior to each session, consider alternative structures to those outlined in the curriculum that feel more appropriate given your particular training environment. For example, using every activity presented in a session may not work for your particular audience. A summary of the key points that each session is trying to convey may be just as useful. In addition, some facilitators have preferred doing Session 5 after Session 2 to continue training in the youth development framework, followed by Sessions 3 and 4 that focus on concepts that strengthen the framework. Prior to beginning the training program, consider alternative sequences for delivering the sessions that feel most appropriate to meet the learning needs of the participants.

Networking is a valid outcome of training; allow it to happen.

Provide names and telephone numbers of all the participants early on. Youth workers are seldom awarded the opportunity to network with their peers. By allowing them to network, you are providing them with a valuable opportunity—one that will undoubtedly increase their satisfaction of the training program.

Encourage participants to share resources and names of resource people throughout the training. Session 6 offers an opportunity to create a resource and support network, but earlier on you may want to encourage participants to do it on their own outside of the training.

Walk the talk.

If you don't, participants will notice! Youth development is about learning and doing together. As a facilitator, it is important to do with participants that which you want them to do with young people. This includes providing them with the information and context that will empower them to make decisions.

Maintain continuity.

Establish a sense of explicit continuity in all aspects of the training—continuity between sessions, continuity between facilitators, and continuity in terms of "walking the talk" throughout the curriculum. Participants must feel like they are part of a process that is connected and flows toward one end goal.

Attempt to communicate only a few concepts and applications, and introduce them early on in each session. Keep building on the concepts, eventually people will get it. The curriculum intentionally avoids lengthy discussions of concepts. The challenge in facilitation lies in taking the

basic concepts presented in the curriculum and feeling comfortable both explaining the material in numerous ways and believing in it.

Be sensitive of organizational change issues.

This training program is designed primarily for the benefit of individual youth workers, with the aim being to advance their knowledge and skill. It is not designed to show youth workers how to reform their organizations. This is a different and larger issue, which would require a mix of people from a single organization to be effective.

That being said, part of the intention of the curriculum is to help participants feel a sense of responsibility to communicate that which they learn or relearn from the curriculum at their organizations. The curriculum is designed to help individuals communicate to their colleagues practice learnings that have organizational implications. Each session, therefore, raises organizational issues in a structured, and we hope, positive way. An evaluation of this training has shown that many organizations will engage in discussions and change processes based on what youth workers bring back to their place of work.

Address real audiences.

During discussions and role plays, it is important at times to have participants address "real audiences": policy-makers, supervisors, and young people. This demonstrates the reality of the lessons and builds communication skills. This can be done by using practice-oriented case studies. Participants can create them, present them to the group, and then practice communicating the concepts with each other.

Expect resistance.

Some of the youth development concepts seem too easy, and people will say "we do that already." Get them to define the "opposite"—what they don't do. This will force them to dissect their work and look at themselves with a critical eye. Have them explain "conventional wisdom" versus "youth development." The challenge is to show that the "easy" youth development phrases are hard to implement.

Affirm, validate, celebrate.

Throughout the training, create situations that are affirming for your participants. Youth workers are typically underpaid and overworked staff. On any given day of training, they will not only be trying to digest new material, but trying to cope with the daily pressures of their work. It is hoped that in time the nature of the day-to-day experiences of youth workers will change, but, in the meantime, facilitators need to be sensitive to the professional realities of youth workers.

Capitalizing on these realities and experiences and showing sensitivity to youth worker needs is validating.

Little rewards go a long way. Participants always appreciate small incentives. Give out candy, gum, or stationery products such as pens, note pads, or calendars when doing small group activities. This will also make the training more fun.

Take the time to plan a celebration and recognition ceremony at the end of the training, such as a picnic with youth and supervisors from participants' organizations. It takes time to plan, but participants will appreciate it. It's critically important to recognize participants by providing certificates or letters of recognition at the end of the training program. Having the supervisors present certificates to participants adds special meaning and reflects the organizations' value of the training program.

Set clear expectations for attendance and for timeliness.

Some facilitators find it useful to say that "social networking will begin at 8:45, and we will start the training promptly at 9:00." The facilitator should be the first one there to meet participants and the last one to leave to say good-bye.

Create and maintain a positive learning environment.

The training environment ought to be comfortable for participants, respectful of their needs, and organized to encourage participation. Ensuring a good comfort level also includes ongoing opportunities for the participants and facilitator to establish mutually agreed-upon ground rules or group norms, to adapt the training program as necessary, and, equally important, to have fun.

Be flexible, creative, and committed to being responsive to participants.

Participants from diverse cultures may have different perceptions, experiences, and interpretations that must be respected throughout the training program. Participants from different occupations may have different norms and priorities that also must be respected. In brief, there will be different definitions and expectations about the "ideal" training environment. The best strategy is to ask participants what they want, encouraging them to articulate their needs as clearly as possible, and then responding to their requests as much as possible.

Participants can be challenged by having the opportunity to contribute to the discussions and issues that affect them and their work. It is also useful to give participants choices and to hold them individually and collectively to the learning that occurs through the training program. One strategy, for example, is to allow participants to design their own role plays to reinforce learning. This self-designing allows them to translate the concepts into practice—to both do it and feel it.

Establish rapport.

Get to know your participants. This can be done in a number of ways including creating periods for informal conversation, sitting in on small group discussions, and finding time before, after and during the training to meet with the participants. Constantly make an effort to learn about participants' needs, roles, and, most important, their learning styles.

Establishing rapport with participants in training does not necessarily mean making close personal friendships with them. Nor does it mean establishing oneself as the expert or super leader. An effective facilitator must demonstrate to participants that he or she is aware of their concerns and needs and will attempt to meet them, both through the formal training sessions and outside of them.

Be mindful of different learning styles.

In any training, a facilitator will encounter participants who learn differently and, in turn, respond differently to training activities. It is next to impossible for one facilitator, or even two, to keep every participant happy all of the time. However, it is possible to keep most of the participants happy most of the time if the facilitator is flexible, creative, and committed to being responsive to participants.

An audience-driven approach responds to the needs of adult learners. Adults learn from their own experiences, not the facilitator's, and need opportunities to "apply" information. One implication is to engage youth workers through "whatever it takes"—lecture, role plays, discussions, activities, silence, humor, and compassion. When training participants are not engaged, their attention is fragile, and their desire to learn is stifled.

Schedule sufficient time between the different sessions and/or training days. Leaving time between sessions is also important for participants to have time to apply what they've learned, and for them to come to the next session and ask for guidance or supervision on what worked and what did not at their organizations. Similarly, offering participants a chance at the end of each training session to discuss what they have learned and to relate it to what will occur in future sessions helps to solidify the learning process.

A large variety of exercises or activities can be used as part of a training program. Within a given session, participants tend to like a mix of activities. Using a variety of learning modalities will ensure that those participants at different places in the adult learning cycle are accounted for. Variety will also contribute to group cohesiveness, participant involvement, greater learning, and positive relationships between the participants and facilitator.

SESSIONS

SESSION ONE:	Introduction to the Youth Development Approach
SESSION TWO:	Developmental Youth Outcomes: The Bottom Line of Youth Work
SESSION THREE:	Cultural Assumptions and Stereotypes About Young People: From Adultism to Caring
SESSION FOUR:	Strategies of Youth Participation
SESSION FIVE:	Opportunities and Supports for Youth Development: Identifying Best Program Practices
SESSION SIX:	Core Competencies of Youth Workers
SESSION SEVEN:	Review, Practice and Celebration

SESSION ONE

Introduction to the Youth Development Approach

SESSION 1: Introduction to the Youth Development Approach

AGENDA

Recommended Time: 4 Hours

1 hour	**Introduction**
30 minutes	**Objective 1** Participants will be able to identify the goals and structures of the curriculum.
1 hour	**Objective 2** Participants will be able to articulate the importance of youth work in the lives of young people.
45 minutes	**Objective 3** Participants will gain a greater appreciation for the power of language.
30 minutes	**Objective 4** Participants will be introduced to three essential youth development concepts.
15 minutes	**Closure**

RECOMMENDED READINGS

Karen J. Pittman and Michelle Cahill: "A New Vision" (especially pp. 3-8) *[R1]*

Mark Krueger: "Nexus: A Book About Youth Work" (Chapter 4) *[R2]*

Shepherd Zeldin: "An Introduction to Youth Development Concepts: Questions for Community Collaborations" (especially pp. 4-7) *[R3]*

Shepherd Zeldin and Steven Krauss: "Evaluation of the *Advancing Youth Development* Curriculum and Training Program - Executive Summary" *[R4]*

HANDOUTS

Handout 1.1:	Curriculum Overview: Key Assumptions and Outline of Sessions
Handout 2.2:	Developmental Youth Outcomes
Handout 5.3:	Opportunities and Supports: Experiences that Promote the Development of Young People
Handout 5.7:	Supportive Community: A Youth-Centered Perspective

MATERIALS

newsprint
markers
masking tape

INTRODUCTION

TIME: 1 hour

STEP 1: The first interactions—welcomes and introductions—that will begin this session are important. Since facilitators have their own way of introducing participants to one another, it is important to use an approach that has worked well for you in the past.

One option is to introduce a discussion: "We are here to talk about how we can strengthen our work—the practice of youth work—so let's begin by describing what it is that we do." You may want to ask participants the following questions:

- Do you consider yourself a youth worker?
- What drew you to youth work?
- What is it about youth work that appeals to you?
- Why are you a youth worker and not an engineer, carpenter, or school teacher?
- What is it you do that is important to young people?
- What are the defining features of a good youth worker?

Whatever strategy(ies) you use, be sure to include the following:

- reinforce participants' willingness and commitment to participate
- help participants get acquainted and comfortable with each other and with you
- model the attitudes and behaviors that you will use throughout the training program

STEP 2: Provide an agenda for the day, highlighting the learning objectives for this session (see page 2).

ADDITIONAL COMMENTS

- Doing "something different" from traditional training is often useful. In the past, facilitators of this training program have organized a meal or snack before beginning the training session, asked young people to talk to participants about youth workers they feel are exemplary, and asked organizational administrators to talk about why they have sent their staff to this training. In addition, participants can tell personal stories about "the essence of youth work" or read narratives or poetry about youth, families, or youth workers to the group.

- Be sure to inform participants that while significant progress has been made, there is no current consensus in the field of youth work on the definitions for "youth worker" and "youth development organizations." Throughout this session and the whole training program, one goal is to create a language that makes sense to the participants. In addition, a challenge to the field of youth work as it moves to professionalize is to come to consensus on these terms and create a common language to talk about what we do. You may need to reach consensus with the group about the meaning of the phrases "youth worker" and "youth development organizations" (see definitions below).

- This curriculum uses the term "youth worker" to identify staff whose primary mission is to promote the overall development of youth (rather than having a primary mission of treating or preventing youth problems or of formally educating young people on academic subjects). "Family workers" and "community workers" fall under this rubric when they work with parents and young people to achieve developmental goals.

- "Youth development organizations" are those that have a strong focus on development. They might be engaged in prevention, treatment, or formal education, but the day-to-day practices are done in a larger context of promoting development outcomes in young people through the provision of developmental supports and opportunities. A second defining feature of youth development programs is that they often provide services during the nonschool hours.

- Stress that these terms ("youth worker" and "youth development organizations") are cross cutting themes that will be addressed in detail throughout the training program.

OBJECTIVE 1

Participants will be able to identify the goals and structure of the curriculum.

TIME: 30 minutes

STEP 1: Present an overview of the history of this training program. Fundamentally, this program is part of a larger movement to strengthen and promote the youth work profession. An earlier version of the curriculum was piloted in 10 community-wide training systems across the country. This training program incorporates many of the ideas from the 175 youth workers who participated in the pilot test (Zeldin and Krauss).

STEP 2: Distribute HANDOUT 1.1. Present the four learning goals of the curriculum.

- Participants will gain a familiarity with the youth development approach and use this approach to explore, share, and learn new strategies for working with young people.

- Participants will strengthen their ability to communicate their ideas, expertise and experience to their constituencies: board members, families, co-workers, community leaders, and youth.

- Participants will identify barriers to organizational change and discuss practical strategies for integrating a youth development approach into their programs.

- Participants will form an informal network and become ongoing resources to each other.

STEP 3: Briefly provide an overview of the seven curriculum sessions and highlight what you feel will be most useful to the participants.

STEP 4: Briefly discuss the curriculum and training program. Encourage participants to express their learning expectations. Ask participants to identify the sessions that they feel are particularly important to their work. Explain when and how their expectations will be met. If participants have specific expectations that you feel cannot be met, address this issue honestly.

ADDITIONAL COMMENTS

Be sure to emphasize the following:

- This training program primarily aims to help youth workers strengthen their knowledge, skills and personal attributes so that they can advance professionally in the youth work field and strengthen their practice with youth.

- Experience demonstrates that organizations evolve and change over time when practicing youth development. In addition, an evaluation of this curriculum shows that many organizations will discuss and change processes and practices based on what youth workers learn through the training program. This curriculum is not designed, however, to show youth workers how to reform their organizations. The curriculum is designed solely to help participants communicate and apply that which they learn or relearn during the training program at their organizations.

- Shared inquiry is the most effective way to learn about exemplary programs and strategies for working with youth. Therefore, the training program will offer participants many options for being both teachers and learners, and will challenge the group to reach a consensus on difficult questions and issues.

OBJECTIVE 2

Participants will be able to articulate the importance of youth work in the lives of young people.

TIME: 1 hour

STEP 1: Present the following scenario to participants.

To deal with "the youth-in-crisis issue," the mayor has called a meeting with representatives from all organizations and professions that work with youth. She begins the meeting by asking these representatives what they do for young people.

The pediatrician says, "I make young people healthy and treat them when they are sick."

The probation officer says, "I make sure that youth don't get in trouble and go to jail."

The school principal says, "My job is to provide quality instruction to young people and make sure that everybody graduates from high school."

The sports coach says, "I provide things for young people to do after school and I teach them teamwork."

The employment counselor says, "I help youth prepare for careers."

(You might want to add your own "actors" who will resonate with your participants.)

After everybody has given their introductions, the mayor turns to the youth worker from the youth development organization and says, "Now I know that lots of different types of kids come to your program at all hours—they seem to like it, so I hear—but what is it that you do exactly? What do you accomplish with young people?"

STEP 2: Break participants into small groups of about four people for approximately 20 minutes. Ask each group to reach consensus on the following questions, using less than three sentences in their responses. You may want to display the questions on newsprint.

- What is it that youth development organizations and youth workers do?

- What is it that youth workers accomplish with young people? For example, what knowledge, skills or abilities do young people gain from interacting with youth workers?

- From the perspective of young people, how are the experiences of participating in a youth development organization's activities different from the experiences they have elsewhere (such as at school, a religious institution, an employment and training center, a health clinic)?

Ask a volunteer from each group to share answers with the other participants.

STEP 3: Point out to the participants that the "mayor's questions" are difficult, but essential to answer—in fact, the same questions will be asked during the last session of this training program.

Facilitate a short discussion around the following two questions:

- Why is it so hard for youth workers to answer these simple, straightforward questions?

- Why is it easier for teachers or physicians to answer these questions?

STEP 4: Highlight that exemplary youth work requires knowledge and skills not typically used by other professions and that the language of exemplary youth work is different from that of other professions.

Conclude by discussing ways youth workers in youth development organizations are the same and different from other professionals who provide services to young people. Encourage participants to detail the reasons that youth workers are essential people in the lives of many youth.

ADDITIONAL COMMENTS

- Youth workers often do work that is similar to other professionals. But youth workers also do work with young people that other professionals do not. It is this focus on engaging youth in their development that attracts young people to youth development organizations.

- Emphasize that, at its core, youth work is one of the few professions whose mission is to promote youth development. Most other professionals are charged with treating, controlling or educating young people (see Recommended Reading, *[R1]* Pittman and Cahill).

- Again stress that these are common themes throughout the training program.

OBJECTIVE 3

Participants will gain a greater appreciation for the power of language.

TIME: 45 minutes

STEP 1: Emphasize that this training program focuses on the importance of defining a language for the youth development field. One goal of this training program is for participants to work together to create a "common language" around youth development goals, concepts, and practices. Although all participants are not expected to adopt the language of youth development, all participants should "try it on" and see if it works. Note that participants in earlier training sessions have found defining youth work and describing the reasons youth work is important to young people difficult.

STEP 2: To facilitate a discussion, ask participants this question: "Why is it important for youth organizations and youth workers to have a common language?" The following assertions may help focus the discussion:

- A common language will help elevate the status of the youth work profession to a position that it deserves. Until the field of youth work creates a language to describe itself, politicians and community members will continue to view youth workers as "glorified baby-sitters," "paraprofessionals," "untrained street workers," and the like.

- Within an organization, a common language will help colleagues as they plan, implement and evaluate their programs and activities and will help facilitate communication with colleagues in other organizations.

- A common language is necessary to influence other service providers to adopt the goals and strategies of youth work, hence contributing to the creation of supportive communities for youth.

ADDITIONAL COMMENTS

Point out that this curriculum does not strive to offer a language that youth workers can use when interacting with young people. The challenge is to create a language that makes sense to youth workers so that they can communicate among themselves and to other adults (such as board members, politicians, the general public).

OBJECTIVE 4

Participants will be introduced to two essential youth development concepts.

TIME: 30 minutes

STEP 1: Provide a presentation on youth development (building on the overview in Pittman and Cahill *[R1]*).

Participants must gain a familiarity with the concepts of "developmental youth outcomes" and "opportunities and supports" (see Recommended Reading *[R3]* by Zeldin). HANDOUTS 2.2, 5.3, and 5.7 may be distributed to assist your presentation.

A youth development approach offers a language for answering the questions posed by the mayor and provides a guide for describing both the goals of youth work and our day-to-day work with young people.

- "Youth outcomes" describe what young people need to move into healthy and productive adulthood. The "ability outcomes" are the knowledge, skills and personal attributes that allow young people to affirmatively act on their surroundings. The "identity outcomes" are the perceptions of self and others that allow young people to feel good about themselves and those around them. One goal of youth work is to help young people achieve the full range of developmental youth outcomes, not simply to prevent youth problems or to control young people.

- "Opportunities and supports" describe the day-to-day experiences that allow young people to achieve developmental outcomes. Opportunities offer youth chances to interact with the world in different ways and to take on different roles. Supports are the interpersonal relationships that guide young people as they prepare for adulthood. Whatever program is offered (such as conflict mediation, tutoring, the arts, pregnancy prevention, and mentoring), one goal of youth work is to provide young people with a rich array of opportunities and supports.

STEP 2: Facilitate a broad discussion to help participants accomplish the following:

- gain a greater familiarity with the concepts

- explore ways the concepts can be used to identify key goals of the youth work profession

- explore ways the concepts can be used to help identify "best program practices" for youth-serving organizations

STEP 3: To conclude the discussion (it could go on for hours!), stress again that the major goal of the training program is to identify the practice applications of a youth development approach. Session 1 is an introduction to subsequent learning and discussion.

In future sessions, the training program focuses on how a youth development approach can be used to strengthen program planning and implementing, adult-youth partnerships, organizational change and evaluation, and staff development.

ADDITIONAL COMMENTS

It is important to make sure participants know and understand the difference between youth outcomes, and youth opportunities and supports. Briefly highlight the difference if there is confusion and let participants know it will become more clear as they get into later sessions.

SESSION CLOSURE

TIME: 15 minutes

STEP 1: Ask participants to reflect on the session and identify one or two guidelines for practice that they learned or relearned during this session. Write the responses on newsprint. Explain that each session will end with this brief activity and that they will receive an updated list at the beginning of each session. At the end of the seven sessions, they will leave with a complete list of practice guidelines based on the youth development approach.

STEP 2: If this wasn't discussed earlier, now is a good time to set "ground rules" for the training program. Be sure to discuss confidentiality, attendance, and promptness expectations as well as any other issues participants think are important.

Refer to the practice guidelines established during Step 1. These guidelines on how to work with young people are probably similar to how participants want to work together during this training program.

STEP 3: Ask each participant to prepare for the next session by interviewing several youth who are involved with their organizations, their church, their community, etc. Ask participants to come to the next session prepared to identify the knowledge, skills, and personal attributes that the young people themselves say they need to be healthy and successful.

SESSION TWO

Developmental Youth Outcomes: The Bottom Line of Youth Work

SESSION 2: Developmental Youth Outcomes: The Bottom Line of Youth Work

AGENDA

Recommended Time: 4 Hours

30 minutes	**Introduction**
45 minutes	**Objective 1** Participants will be able to identify the behaviors, skills, knowledge areas, and personal attributes needed by young people to be successful.
45 minutes	**Objective 2** Participants will be able to apply developmental outcomes to program and organizational goals.
1 hour	**Objective 3** Participants will be able to articulate the implications of defining youth outcomes in developmental terms.
45 minutes	**Objective 4** Participants will be able to use indicators to assess a young person's achievement of developmental outcomes.
15 minutes	**Closure**

RECOMMENDED READINGS

Karen Pittman and Shepherd Zeldin: "From Deterrence to Development: Putting Programs for Young African-American Males in Perspective" (especially pp. 3-11) *[R5]*

Shepherd Zeldin: "An Introduction to Youth Development Concepts: Questions for Community Collaborations" (especially pp. 3-4) *[R3]*

HANDOUTS

Handout 2.1: Youth Development Assertions

Handout 2.2: Developmental Youth Outcomes

Handout 2.3: Developmental Outcomes and Indicators

MATERIALS

newsprint
markers
masking tape
crayons, chalk or other drawing materials
at least three sheets of drawing paper large enough to outline an adult
index cards

INTRODUCTION

TIME: 30 minutes

STEP 1: Distribute the updated list of practice guidelines developed by participants and explain that the list can be taken back to their organization and used as reference to guide their work with young people.

STEP 2: Summarize the last session and explain the focus of this session:

- Session 1 provided a broad overview of the youth development approach.
- Session 2 focuses on youth outcomes and measuring their achievement.

STEP 3: Present the agenda for the day (time of lunch and breaks) and highlight the learning objectives (see page 2).

STEP 4: To begin the training program, follow up on the assignment given at the end of Session 1 by asking participants to report the results from their conversations with young people. Ask, "What are the knowledge, skills, and personal attributes that young people say they need to be successful and healthy?" Record the responses on newsprint. Explain that the group will be returning to this question throughout this session.

OBJECTIVE 1

Participants will be able to identify the behaviors, skills, knowledge areas, and personal attributes needed by young people to be successful.

TIME: 45 minutes

STEP 1: Divide participants into three groups and assign each group one of the following roles:

- a public official, such as a governor, mayor, or councilperson
- a school superintendent
- a youth worker

The task for each group is to use drawing paper to outline a person (using one of the participants as a stencil) and fill in the outline with drawings, writing, or objects to reflect their assigned person's stereotypical view of a healthy young person.

The following goals may help you guide the groups if participants need some "coaching."

- The first group, the public official, should focus on something that reflects problem prevention goals or outcomes, such as preventing substance abuse, delinquency, and teen pregnancy.

- The second group, the school superintendent, should focus on achievement goals or outcomes, such as getting a job or graduating from high school.

- The third group, the youth worker, should focus on developmental outcomes or goals, such as a sense of belonging or cultural competence.

STEP 2: After about 20 minutes, ask each group to present their artwork. Use newsprint to list the different goals illustrated by each group.

STEP 3: Ask participants to think about their conversations with young people from their Session 1 assignment and then select the drawing that best reflects the goals youth have for themselves or have participants develop a new drawing. Facilitate a discussion around the differences and similarities among the three groups and the ways different adults emphasize different goals for young people.

STEP 4: Briefly explain to participants that conventional wisdom in this country is (1) that we want to prevent young people from engaging in destructive lifestyles—delinquency, violence, drug and alcohol use, school failure, early pregnancy, (these are called prevention outcomes and are the goals the public official had for young people), and (2) that we want young people to achieve—to graduate high school, to get a job or go to college (these are called achievement outcomes and are the goals the school superintendent had for young people). While these are desirable, when problem prevention and achievement outcomes become the principal goals that we establish for young people, we are essentially selling them short. The youth worker in the role play was promoting developmental outcomes—the knowledge, skills, behavior and personal attributes young people need to be healthy and succeed. When we promote a full range of developmental outcomes we are expecting more from young people and helping them to fully prepare for adulthood.

Display the definition of developmental outcomes on newsprint throughout the remainder of this session. It may also be useful to keep the definition displayed throughout the training program for participants to refer to.

STEP 5: To reinforce the learnings in Objective 1, conduct a quick group brainstorm around the question, "What were the skills, knowledge areas, and personal attributes that allowed you to succeed during adolescence?" Have participants report and compare their responses with the earlier discussions.

STEP 6: Display the assertions in HANDOUT 2.1 on newsprint. Distribute HANDOUT 2.1 and allow time for participants to review the text. Then discuss the assertions and their implications. These assertions (or "bumper stickers") form the basis of a youth development approach. Ask participants if they have others they would like to add that underscore the argument for promoting developmental outcomes in youth work practice.

ADDITIONAL COMMENTS

Throughout discussions, be sure to highlight the following:

- Often the terms "positive youth outcomes" and "developmental youth outcomes" are used interchangeably. Positive youth outcomes can include preventing problems such as not getting pregnant or not joining a gang. However, developmental youth outcomes focus on the things we want for young people and they want for themselves. Therefore, the curriculum uses the term "developmental outcomes."

- Affirm the role of the youth worker by pointing out that youth workers promote developmental outcomes.

- While we have a strong language for talking about "youth problems," we do not have a strong language for identifying the "developmental outcomes" that we want young people to achieve.

- Finding the right language is more than a linguistic shift from problems to development. Developmental youth outcomes are fundamentally different from outcomes we would like to prevent in that they define healthy and accomplished adolescents—the degree to which they are confident and connected to others and the degree to which they have the ability to act competently in different settings.

- Beyond academic and employability competence, we (that is society, adults, teachers, parents, and so on) have not articulated positive expectations for youth in the United States. Nor do we know what expectations youth have for themselves.

- Some participants, particularly those working with youth in high-risk situations, may argue that "problem free" is good enough for the youth with whom they work. Be sure to discuss the implications and limitations of this position.

OBJECTIVE 2

Participants will be able to apply developmental outcomes to program and organizational goals.

TIME: 45 minutes

STEP 1: Distribute HANDOUT 2.2. Point out the two lists on the handout: the identity outcomes and the ability outcomes.

STEP 2: Use the following questions to facilitate a discussion about the relationship of these outcomes to participants' work. Encourage participants to be specific in their responses about their programs and the youth with whom they work.

- What is missing from the list?
- Which developmental outcomes does your program work towards explicitly?
- Which ones does your program work towards implicitly?
- For participants who work in prevention or intervention programs, how do your programs change if the program goals explicitly emphasized developmental outcomes?
- Are there similarities between the outcomes on the handout and the responses you heard from young people in the Session 1 assignment?

STEP 3: Use the following questions to shift the discussion to focus on participants' organizations. Encourage participants to be specific in their responses about their organizations.

- Which outcomes represent the goals of your organizations?
- Which developmental goals are reflected in the mission statement of your organization?

STEP 4: Allow participants time to think about the previous activities and discussions and then modify HANDOUT 2.2 by adding and deleting outcomes that are relevant to their programs. Emphasize that this activity helps participants identify the goals of youth work.

ADDITIONAL COMMENTS

Through discussion, it is useful to highlight the following:

- Even though participants represent a variety of organizations (such as national youth-serving organizations, child welfare, and juvenile justice), they all focus on promoting developmental outcomes. Having the same focus determines a field or profession. Regardless of the setting in which the participants work or the population with whom they work, they are all working towards developmental outcomes for youth, whether explicitly or implicitly, and, therefore, are all part of the same profession.

- This is why the curriculum is designed for youth workers from different programs within the same community. Youth workers are part of something larger than their individual programs or organizations. All youth workers are working towards the same developmental goals and can benefit from sharing strategies and experiences with one another.

OBJECTIVE 3

Participants will be able to articulate the implications of defining youth outcomes in developmental terms.

TIME: 1 hour

STEP 1: Prepare two role plays. Each role play requires three volunteers (a youth, a guidance counselor, and a teacher). Meet with the six volunteers to plan the role plays while the remaining participants take a break.

Provide each group of actors (but not participants) with one of the following scenarios:

JEROME SCENARIO. Jerome, also a junior in high school, is frequently tardy for school, cuts classes on a regular basis, has been in numerous fights on campus, and thumbs his nose at authority. The counselor and teacher would like to prevent further delinquency and keep Jerome in school. The counselor and teacher use a "traditional" approach aimed at controlling Jerome.

BILL SCENARIO. Bill, a junior in high school, is a shy, serious student who is quiet and cooperative in class, and always prompt with his homework. The counselor and teacher would like to help Bill come out of his shell. The counselor and teacher use a youth development approach aimed at promoting the following outcomes: (1) a sense of belonging and membership, and (2) civic and social abilities.

STEP 2: After the skits have been presented, facilitate a discussion to process the role plays. Ask participants (not the actors) to identify the following differences:

- in the way the adults approached Bill compared to Jerome
- in the outcomes that the adults were trying to achieve with the young people.

At the conclusion of the discussion, ask the actors to identify the outcomes they were trying to promote during the role plays.

STEP 3: Use the following questions to focus the discussion on youth in high-risk situations (such as gang involvement, residential care, and substance abuse).

- What goals do adults usually have for these youth?

- What would the goals have been for Jerome had his counselor used a youth development approach?

- What happens when the goal is to promote development rather than to stop delinquency?

- What do the skits have to say about the goals we have for youth in high-risk situations versus the goals we have for youth we deem okay?

ADDITIONAL COMMENTS

Throughout the discussion, be sure to emphasize the following:

- Society divides youth into two categories: those who are high-risk and those who are okay. This division has created a disjointed array of policies and programs. For youth in high-risk situations, the focus is on treating their problems (placement, treatment, and case management). For youth deemed okay, the focus is on providing a rich array of the developmental experiences, such as music, art, leadership training, and social recreation.

- The problems young people in high-risk situations are struggling with can be addressed through the promotion of developmental outcomes. Youth who are high-risk need the same knowledge, skills, and personal attributes as youth who are okay.

- For youth workers, promoting a full range of developmental outcomes is not an either/or choice. All youth need and can benefit from positive developmental experiences, regardless of the label of high-risk or low-risk.

OBJECTIVE 4

Participants will be able to use indicators to assess a young person's achievement of developmental outcomes.

TIME: 45 minutes

STEP 1: Introduce the concept of "indicators" of developmental outcomes. Indicators are behaviors, personal attributes, and skills that can be observed and/or measured and reflect the achievement of developmental outcomes.

STEP 2: Distribute HANDOUT 2.3. Have participants work through this exercise individually.

STEP 3: Assign participants a developmental outcome written on an index card. The task is to complete the handout for the outcome they were assigned by using a young person they work with as an example. For example, if Phil (the young person) demonstrates a sense of safety and structure, the indicator may be that he effectively manages interpersonal conflict. If Phil demonstrates physical health competence, he may exhibit healthy eating or exercise behavior.

STEP 4: After about 5 or 10 minutes, ask a few participants to present their results. Encourage participants to be specific.

STEP 5: Facilitate a discussion that helps participants understand that identifying indicators of developmental outcomes leads to changes in practice. The following questions are examples that might encourage discussion.

- Does your organization use developmental indicators when conducting assessments and evaluations?
- Are programs designed to promote specific, developmental outcomes?

Add some of your own questions.

STEP 6: Initiate a discussion on assessing indicators by asking, "What process could be used to assess effectively managing interpersonal conflict or healthy eating and exercise habits?" Options include interviewing Phil, observing his behavior, looking at school records, or having Phil complete a questionnaire.

ADDITIONAL COMMENTS

- Participants may need clarification on who and what is being assessed. This objective addresses assessing developmental outcomes in young people. While there are ways to assess programs and organizations, this objective focuses on assessing individuals rather than organizations.

- When youth workers assess developmental outcomes by using indicators, they are forced to actively search out the positive.

- Youth workers rarely get the credit they deserve. Using developmental outcomes and indicators allows them to talk about the full range of what they do.

- Youth-serving organizations ought to be tracking not only indicators of prevention outcomes, such as drug use and graduation rates, but also indicators of developmental outcomes, such as a sense of belonging and membership.

- Assessing developmental outcomes with indicators provides proven results to funders and policy makers.

- When setting "accountability benchmarks," youth workers and youth-serving organizations should not only track indicators such as drug use and graduation rates, but also indicators such as social skills, attitudes towards community, and civic participation.

SESSION CLOSURE

TIME: 15 minutes

STEP 1: Ask participants to reflect on the session, and identify one or two guidelines for practice that they learned or relearned during the session. Use newsprint to generate this list of guidelines.

After the session, add these guidelines to those identified during Session 1 and provide the complete list to participants at the next meeting.

STEP 2: To apply and reinforce the learning from this session, ask participants to complete the activity on HANDOUT 2.3 with a co-worker or supervisor to identify indicators for developmental outcomes for two young people with whom they work.

STEP 3: Ask participants to prepare for the next session by asking one or more young people the following questions:

- How do you know when adults are disrespecting you?
- How do you feel and act when you are not respected by adults?
- What are the specific types of personal attributes and behaviors that demonstrate "respect" and "caring"?
- How do you feel and act when you are respected and cared for by adults?

SESSION THREE

Cultural Assumptions and Stereotypes About Young People: From Adultism to Caring

SESSION 3: Cultural Assumptions and Stereotypes About Young People: From Adultism to Caring

AGENDA

Recommended Time: 4 Hours

15 minutes	**Introduction**
45 minutes	**Objective 1** Participants will be able to identify the common cultural assumptions about young people and how these assumptions play out in practice.
1 hour	**Objective 2** Participants will be able to identify five forms of adultism that affect young people on a daily basis.
1 hour	**Objective 3** Participants will be able to identify alternative "caring" behaviors to adultism.
45 minutes	**Objective 4** Participants will learn strategies for addressing adultism in organizational and community practice.
15 minutes	**Closure**

RECOMMENDED READINGS

Karen Pittman and Michele Cahill: Excerpt from "Youth and Caring: The Role of Youth Programs in the Development of Caring" (pp. 1-10; this article will be revisited in Session 5) *[R6]*

Linda Camino: "Understanding Intolerance and Multiculturalism: A Challenge for Practitioners, But Also for Researchers" (especially pp. 159-163; 164-166) *[R7]*

John Bell: "Adultism" *[R8]*

HANDOUTS

Handout 3.1:	Definitions and Assumptions
Handout 3.2:	Cultural Assumptions About Young People
Handout 3.3:	The Pat Story
Handout 3.4:	Statistical Trends Affecting Children in the United States
Handout 3.5:	Framework for Understanding Adultism
Handout 3.6:	-Isms and Internalized Oppression: Behavioral Dynamics
Handout 3.7:	Guidelines for Alternate "Caring" Behaviors
Handout 3.8:	Three Well-Intentioned Models of Multiculturalism
Handout 3.9:	Taking Steps to Achieve Systemic Multiculturalism In Organizations and Programs

MATERIALS

newsprint
markers
masking tape

INTRODUCTION

TIME: 15 minutes

STEP 1: Distribute the updated list of practice guidelines developed by participants.

STEP 2: Summarize Sessions 1 and 2 and explain the focus of this session:

- Session 1 provided a broad overview of the youth development approach.
- Session 2 focused on youth outcomes and measuring their achievement.
- Session 3 focuses on addressing cultural assumptions held by adults about youth and identifying alternate "caring" behaviors when interacting with young people.

STEP 3: Present the agenda for the day, and highlight the learning objectives (see page 2).

STEP 4: (Option 1) Ask participants to report the results from their interviews with young people (homework from Session 2) by asking one or more of the following questions:

- According to the young people, what are the specific types of attitudes and behaviors that demonstrate "respect" and "caring"?
- How do young people feel and act when they are not respected by adults?
- How do young people know when adults are "disrespecting" them? What do the young people indicate are the specific attitudes and behaviors that demonstrate disrespect?
- How do young people feel and act when they are respected and cared for by adults?

STEP 4: (Option 2) Ask participants to think about their interviews with young people. Ask participants to define a "caring" adult as a young person would. Then, ask volunteers to present brief, impromptu role plays by demonstrating what it means to "respect" and "care for" young people, and compare that with what it means to "disrespect" young people.

STEP 5: Present the following assertion:

> *If we are to be successful in our work with young people, we have to tackle the pervasive existence of "adultism." The word adultism means all those behaviors and attitudes which flow from the assumption that adults are better than young people, and entitled to act upon young people in myriad ways without their agreement* (Bell, undated, YouthBuild, USA).

When we do not practice adultism, we are practicing "caring." Caring adults do not simply show affection for young people, they (1) challenge young people to achieve their potential, and (2) provide them with a full range of supports necessary to achieve.

STEP 6: Distribute HANDOUT 3.1 to participants, noting that these are some of the key definitions and assumptions underlying this session. Provide a quick overview of those definitions and assumptions that you feel will be most useful to your participants.

ADDITIONAL COMMENTS

- This is the most difficult session to plan and implement in this training program for two reasons: (1) discussions of diversity tend to be emotional; and (2) you, as the facilitator, can pursue a set of different options when implementing the session.

- You might emphasize that this session has more information and more activities than any of the other sessions, and hence, the group will have time to explore only key practices and strategies. However, participants should be encouraged to continue their learning after the session by using Session 3 handouts as resources.

- When planning this session, be sure to allow sufficient time for participants to explore Objectives 3 and 4 as these objectives move the conversation from issues to positive strategies for addressing multiculturalism.

- There is not enough time in this session to fully address the issues of intolerance and multiculturalism. We could devote single sessions each to issues of gender, race, culture, social class, and sexual orientation as they relate to youth development. This session focuses on "adultism." However, it also emphasizes the common dynamics that adultism shares with other "-isms."

OBJECTIVE 1

Participants will be able to identify the common cultural assumptions about young people and how these assumptions play out in practice.

TIME: 45 minutes

STEP 1: Distribute HANDOUT 3.2. Briefly present the following three cultural assumptions about young people:

- youth are troublesome
- youth are poor investments
- youth do not desire to become contributing members of society.

Highlight the effects of these assumptions:

- We set low expectations for young people.
- We fail to provide youth with opportunities to participate in community life and to make decisions that impact their lives.
- We fail to empower youth to make full use of their skills.

Encourage participants to add to the list of cultural assumptions and their effects. As the discussion progresses, shift the focus towards identifying the assumptions that participants want society to hold about young people.

STEP 2: Distribute HANDOUT 3.3 and allow participants to struggle with key issues of "blame" and "responsibility." Have them complete the handout on their own.

Break participants into small groups (three or four participants). Ask participants to discuss their responses on the worksheet. Have each group (1) reach a consensus about "who is considered most responsible for the tragedy," and (2) identify some specific caring behaviors that these persons could have taken to help Pat, rather than contribute to the existing problems.

STEP 3: Conduct this activity with the full group. Encourage participants to explain how they felt during the exercise and then discuss some of the following questions:

- What were the assumptions that the different characters held about Pat? How did these assumptions influence how the characters related to Pat?
- How could the tragedy have been avoided? How could the characters have shown more caring for Pat?
- To what extent was Pat responsible for this tragedy?

STEP 4: This exercise also offers the chance to discuss issues of racism and other "-isms." To encourage discussion, ask the following questions:

- What race, gender, and ethnicity was Pat? What assumptions did you make and how did they influence your interpretation of the story?
- Did you make any assumptions about the social class, gender, race, ethnicity, or age of the characters in the story? If so, how did those assumptions influence attributions of responsibility?

ADDITIONAL COMMENTS

Throughout the discussion of Objective 1, point out the following:

- Society holds "adultist" assumptions most strongly for "at-risk" youth—for example, African-American young men, kids from poor families, and youth with emotional problems. Society holds the harshest stereotypes about those who are most at-risk, and continues to treat them differently. This creates a vicious cycle that is devastating for young people.
- Issues of responsibility are difficult. Both young people and adults have to take responsibility for their actions. However, adults often possess power and resources not available to youth.
- Distribute HANDOUT 3.4, which provides an illustration of how too many young people in the United States grow up in "high-risk" situations and are not given a fair chance to succeed. This handout will prove even more powerful if you include statistics from your own locality or state.

OBJECTIVE 2

Participants will be able to identify five forms of adultism that affect young people on a daily basis.

TIME: 1 hour

STEP 1: Conduct an introductory activity to reinforce the fundamental point that cultural stereotypes heavily influence individual behavior.

- Ask participants to write an answer to the question: "What are the common stereotypes that others have about the work that you do?" Have volunteers identify those stereotypes (such as youth workers are "after-school baby-sitters," social workers are "do-gooders," and justice workers are "control freaks").

- Ask participants, "What was the most recent incident where you heard a negative stereotype about your work or profession?"

- Ask participants, "How did you respond—behaviorally or emotionally—to that situation?"

STEP 2: Facilitate a discussion on the answers to the above questions. Highlight the following points:

- Stereotypes make us feel "less than" others and not valued. Over the long-term, we start to incorporate the negative stereotypes into our own self-image.

- When we encounter people who hold stereotypes about us, we often get angry, depressed, or rebellious.

- The same things happen with youth. When they are treated as "objects" or "problems"—often in subtle ways—they respond accordingly.

STEP 3: Distribute HANDOUT 3.5. Provide the framework for understanding "adultism," as offered by Linda Camino (see suggested reading, *[R7]* pp. 159-163). This framework offers a practical way to discuss the subtle ways that adults "put down" young people. As you present this framework, have participants follow along with HANDOUT 3.5. Briefly comment on each of the five forms of adultism:

- dysfunctional rescuing
- blaming the victim
- avoidance of contact
- denial of cultural differences
- denial of the political significance of adultism

STEP 4: Facilitate a short discussion showing the commonalities between the types of adultism with the manifestations of classism, racism, sexism, and/or homophobia. Emphasize that almost all young people experience adultism and that other "-isms" compound the challenges facing specific groups of young people.

STEP 5: Distribute HANDOUT 3.6. Provide a short presentation building on this handout and emphasize that when people experience adultism, racism, etc., they respond in somewhat predictable ways. (This was witnessed in the "Pat Story" and in the exercise where participants discussed how they responded to negative stereotypes). Youth do the same thing. Because responses to -isms are adaptive to situations, they have not only some short-term benefits but also disadvantages. These responses are labeled "internalized oppression" (Camino, *[R7]* pp. 161-163). Highlight the forms of internalized oppression.

- Beating the System. When an adult dysfunctionally rescues young people, they learn to "beat the system." The net result is that they do "get over," but they lose opportunities to take on challenges, to learn, and to develop.

- Blaming the System. When adults blame the victim, young people respond by "blaming the system." Consequently, young people lose motivation to participate in community organizations and institutions.

- Avoiding Contact With Adults. When adults avoid contact with young people, young people learn to "avoid contact with adults." The net result is that young people become alienated from adults and come to believe that adults have little to offer to them.

- Denial of Distinction and Heritage of Group. When adults deny the cultural differences between adults and youth, young people learn to deny their uniqueness and that of their families and cultural groups.

- Lack of Understanding of Political Significance of Oppression. When adults deny the existence of adultism, young people grow up with a lack of awareness of the social and political world and see little reason to participate or seek to get involved in it.

Point out that in the United States we tend to think in "either...or" terms. Ask participants to think in terms of "both...and." The following two examples may be helpful:

- **Both** young people have to be responsible for their own behavior, and adults have to be responsible for not practicing adultism.

- Adultism, racism, and other "-isms" have a disempowering effect on the lives of young people. To confront adultism, racism, and other "-isms" it is necessary **both** for people in the dominant culture to change their behaviors **and** for people subjected to "-isms" not to use oppression as an excuse for their own behavior.

STEP 6: Ask participants to provide examples through discussion or voluntary role plays of ways adults subtly "put down" young people. Whichever strategy is used, it is crucial that participants identify the following:

- the type(s) of adultism that is illustrated in the example

- the way young people feel and behave when they are recipients of adultism

After the group has finished this discussion, quickly repeat the discussion or role plays, replacing "adultism" with "racism" or some other type of intolerance. This will again help participants see the links between different types of intolerance.

ADDITIONAL COMMENTS

Throughout the discussion of Objective 2, point out the following:

- Ask participants to "try on" the concepts. They don't have to agree with the labels used to describe the concepts, but should be encouraged to discuss whether these dynamics occur in their work and in their communities.

- Emphasize that adultism (as well as other "-isms") is powerful because it is usually subtle, not overt, and, therefore, hard to identify and discuss.

- Return to the issue of language. The United States does not really have a language to talk about and address oppression, racism, multiculturalism, etc. In part, this lack of language is the reason that society has such difficulty with these issues and that debates too often become confrontational.

OBJECTIVE 3

Participants will be able to identify alternative "caring" behaviors to adultism.

TIME: 1 hour

STEP 1: Briefly present some strategies that youth workers can use to address adultism. According to Camino, adultism can be confronted on a day-to-day basis through five strategies that represent different ways to demonstrate "caring." These strategies are consistent with those offered by John Bell (*[R8]* pp. 39-40).

- functional helping
- taking responsibility
- making contact
- appreciating differences
- understanding the significance of oppression

STEP 2: Distribute HANDOUT 3.7. Ask participants to comment on the handout, elaborating and adding to the "guidelines for alternative behaviors."

STEP 3: Break participants into small groups (three or four participants). Ask group members to "identify and discuss two forms of adultism that they themselves inadvertently practice." Then, ask the participants in each group to conduct a (3-5 minute) role play which demonstrates alternative "caring" ways of interacting with young people.

Ask members of each role play to briefly report the types of adultism that they inadvertently practice. Then, have them perform their role play.

STEP 4: After each small group has performed its role play, engage the full group in a discussion highlighting ways youth workers can escape the "adultism trap." More importantly, be sure to identify the types of adultism that the small groups did not include in their role plays. Then identify the reasons for the omission of these types: participants don't understand certain types of adultism, don't think the types are prevalent, or don't think the types are important.

OBJECTIVE 4

Participants will learn strategies for addressing adultism in organizational and community practice.

TIME: 45 minutes

STEP 1: Offer a short presentation stressing that while youth workers need to address adultism on a personal level, they must also become aware of adultism's prevalence throughout their youth-serving organizations and communities. Caring organizations and communities must do the following to address adultism (Pittman and Cahill, *[R6]* page 4):

- create environments in which young people feel welcome, respected, and comfortable
- structure opportunities for the development of caring relationships with adults and peers
- provide experiences and resources, such as information, counseling, and expectations, that enable young people to define what it means to care for oneself and to care for others

STEP 2: (Option 1) Distribute HANDOUT 3.8. Note that this handout provides examples of strategies for moving towards multicultural communities and organizations. Ask participants if they have other strategies they would like to add and then facilitate a discussion around the handout.

STEP 2: (Option 2) Distribute HANDOUT 3.9. Provide a short presentation on organizational approaches that deal with diversity. Most organizations take one or a combination of approaches (Camino, *[R7]* pp. 164-166):

- business as usual with "different" populations
- additive
- substitutive
- systemic

Ask participants how their organizations, or those that they know of, respond to the diversity of youth. Explain that participants will now learn some strategies for communicating this knowledge to their constituencies or colleagues.

STEP 3: Introduce a role play activity by noting that many organizations have a "multi-cultural"or "diversity" committee. Quite often, adultism is not included in the discussions. This activity encourages participants to discuss and practice the way they would apply the lessons learned from this session to such committees.

Have participants stay in the same small groups that were created for the earlier role plays. This time, ask group members to prepare a three-minute presentation to their organization's "diversity committee," or a similar planning group. Have the participants focus on two questions:

- What are the main points about adultism presented?

- What recommendations would be made for further action (participants may use HANDOUTS 3.8 or 3.9)?

After participants present their role plays, emphasize the importance of being able to verbally communicate ideas to others. Also, relate the recommendations to other diversity issues, such as racism or homophobia. The goal is to encourage participants to see both the similarities and differences among the "-isms."

SESSION CLOSURE

TIME: 15 minutes

STEP 1: Ask participants to reflect on the session and identify one or two guidelines for practice that they learned or relearned during this session. Write the responses on newsprint. Add these new guidelines to the ones generated in the previous sessions and distribute at the beginning of the next session.

STEP 2: To apply the learning from Session 3, ask the participants to jointly engage an adult and a young person in a conversation on adultism using the typologies presented in this session. Ask the participants to be aware of the way the youth and adult respond. Are the responses similar? Which types of adultism make the most sense to them?

STEP 3: Explain that Session 4 focuses on youth participation as a program strategy to address adultism. Ask participants to bring to the next session answers to the following four questions:

- Who (among the youth population) usually participates? Who do we want to participate?
- In what ways do we want youth to participate?
- How and where do we want youth to participate?
- When do we want youth to participate?

SESSION FOUR

Strategies of Youth Participation

SESSION 4: Strategies of Youth Participation

AGENDA

Recommended Time: 4 Hours

15 minutes	**Introduction**
1 hour, 15 minutes	**Objective 1** Participants will identify benefits of and strategies for youth participation.
1 hour	**Objective 2** Participants will learn about and apply two important concepts of youth participation: information-sharing and active listening.
30 minutes	**Objective 3** Participants will learn ways to involve youth from high-risk settings in their programs.
45 minutes	**Objective 4** Participants will learn strategies for explaining the importance of youth participation to their constituencies.
15 minutes	**Closure**

RECOMMENDED READINGS

Youth Council for Northern Ireland (1993), excerpt from "Participation" (pp. 17-22) *[R9]*

Four articles on youth participation and the juvenile justice system by Gordon Bazemore, Frank McAtee, George E. Capowich and Rebekah K. Hersch, and Kathlyn Schaaf (pp. 83-94) *[R10]*

HANDOUTS

Handout 4.1: Overview of Youth Participation

Handout 4.2: A Model for Understanding Youth Participation

Handout 4.3: Assessment of Youth Participation in Youth Programs

Handout 4.4: Settings for Youth Participation

Handout 4.5: Youth-Adult Partnerships: Guidelines for Practice

Handout 4.6: Strategies to Promote Youth Participation

Handout 5.5: Best Practices for Youth Development: Some Guidelines for Program Implementation (to be distributed at the end of Session 4 to prepare for Session 5)

Handout 5.8: Implementation of Best Practices for Youth Development: Draft Guidelines for Organizations (to be distributed at the end of Session 4 to prepare for Session 5)

MATERIALS

newsprint
markers
masking tape
mechanism for keeping time

INTRODUCTION

TIME: 15 minutes

STEP 1: Distribute the updated list of practice guidelines developed by participants.

STEP 2: Summarize the second and third sessions and explain the focus of this session:

- In Session 2, participants identified the "bottom line" of youth development—developmental youth outcomes. These outcomes serve to establish key goals for the practice of youth work.

- In Session 3, discussion focused on addressing cultural assumptions held by adults about youth and identifying alternate "caring" behaviors when interacting with young people.

- Session 4 builds on Sessions 2 and 3 by addressing adultism and promoting developmental youth outcomes through the integration of ongoing youth participation strategies into programs.

STEP 3: Present the agenda for the day (time of lunch and breaks) and highlight the learning objectives (see page 2).

STEP 4: Follow up on the assignment given at the end of Session 3 by asking participants to report the results from their conversations with young people.

- Who (among the youth population) usually participates? Who do we want to participate?
- In what ways do we want youth to participate?
- How and where do we want youth to participate?
- When do we want youth to participate?

STEP 5: Present the three basic assertions of a youth development approach that are addressed in this session. Let participants know that the assertions are supported by the research on resiliency, prevention, and development. Facilitate a brief discussion around whether participants agree with the assertions.

- All youth will take responsibility and contribute if they are given legitimate opportunities and ongoing support to do so. If we provide young people with sufficient background information to help them prepare for the process

of participation and provide them with legitimate opportunities for participation—to have voice, to make choices, to contribute, to make decisions—then we have begun to address the problems adultism presents.

- We typically encourage more youth participation among adolescents from "low-risk" situations as compared to youth from "high-risk" situations. The general public—especially community leaders—are often uninformed or do not believe that youth from "high-risk" situations can participate and contribute in such varied ways. When we give youth from high-risk settings legitimate and relevant opportunities to participate and to share power, our stereotypes start to break down.

- Youth development is an active process embodied by the young people themselves. Whether young people achieve developmental outcomes is dependent on their opportunities to fully participate in the decisions and activities that impact their lives.

ADDITIONAL COMMENTS

Throughout discussions, be sure to highlight the following:

- Youth participation is discussed in this session as a strategy for confronting adultism, but it is much more. Youth participation is the cornerstone of youth development. Youth development becomes real for young people when they are encouraged and supported to fully participate.

OBJECTIVE 1

Participants will identify benefits of and strategies for youth participation.

TIME: 1 hour, 15 minutes

STEP 1: Provide participants with a definition of youth participation. According to the Youth Council of Northern Ireland—an organization that has been practicing youth participation for many years—"Youth participation is young people having the power to make and implement decisions, together with a share of responsibility for the outcomes." Youth participation has three essential elements:

1. youth making change
2. youth directing their own activity
3. youth taking responsibility

Have participants discuss this definition, and to add to it or create their own if they prefer.

STEP 2: Distribute HANDOUT 4.1. Ask participants to brainstorm some of the key strategies, benefits, and characteristics of youth participation. This can also be done in small groups if preferred, with one group developing a list of strategies, and the other group developing a list of benefits. Throughout the discussion, highlight the following:

- Youth participation has five different forms: choosing, decision-making, planning, assessing, and communicating.

- Young people benefit from youth participation. Stress that youth participation promotes equality of opportunity as well as youth development.

- Youth workers benefit from youth participation. Adultism, on some level, makes life easier for adults. If we seek to control young people or keep them occupied simply to "maintain order," advantages to adults are superficial. Youth participation, however, leads to real relationships with youth and the possibilities for development for both adults and young people.

STEP 3: Distribute HANDOUT 4.2. Briefly present the issues raised in the handout and discuss the types of participation: none, tokenism, consultation, representation, participation, and self-managing. Point out the following:

- Two features of youth participation are the sharing of responsibility and power among youth and adults. Indeed, one way of describing youth participation is in terms of responsibility and power.

- Youth participation involves more than including a few young people on advisory groups and panel presentations. Youth participation as a program approach aims to involve as many youth as possible on an ongoing basis.

- Youth participation ought to be age and developmentally appropriate.

STEP 4: Distribute HANDOUT 4.3. Provide participants with about five to ten minutes to complete the chart on the handout. Ask them to write examples of "good" youth participation practices that are used in their own organizations. The chart is written so that participants can also provide examples of less optimal practices—none, tokenism—if you choose to give them more time.

STEP 5: Facilitate a full-group discussion about exemplary practices of youth participation that they can use in their organizations. List each example on the newsprint.

STEP 6: (Optional) Ask participants to review the list that was generated and identify the functions (such as program design, governance, rule-making, and day-to-day decisions) where there were few or no examples of youth participation. Facilitate a discussion: In what functions do we allow youth to participate and in what functions do we not give young people opportunities to participate? Why? Ask volunteers to identify one strategy of youth participation that their organizations have not tried, but which they feel could be incorporated into their organizations.

OBJECTIVE 2

Participants will learn about and apply two important concepts of youth participation: information-sharing and active listening.

TIME: 1 hour

STEP 1: Provide a short presentation reinforcing that adult power is one barrier to youth participation. Youth participation can never be legitimate or effective if adults do not do the following:

- actively listen to the ideas of young people
- provide youth with sufficient information, encouragement, and support to make informed decisions in their participation

While all youth workers know this, active listening and information-sharing continually need to be practiced.

STEP 2: Conduct a group brainteaser that will illustrate a barrier to effective communication by following these four steps:

1. Read the sentence, "A man pulls out a gun and fires." Ask participants what words, ideas, or emotions come immediately to mind (possible responses: violence, crazy, action, hunting, danger).

2. Read the sentence, "Everyone runs away from the man with the gun." Again, ask participants to call out words, ideas, and emotions (possible responses: shelter, stampede, fear, mobs).

3. Read the sentence, "Everyone runs back to the man with the gun." Again, ask participants to call out words, ideas, and emotions (possible responses: stupid, it's a cop, avenge).

4. Read the sentence, "The first one back to the man wins the 440 yard dash....the end."

Ask the participants what this activity has to do with youth participation. Be sure to raise the following issues during the discussion:

- Too often, we provide youth with the opportunity to participate without giving them the big picture and sufficient information.

- Youth "fail" in their participation and/or lose interest in participating when they do not have the support to effectively participate.

STEP 3: Prepare for Step 4 where participants play the roles of youth and youth workers. The scenario is a debate on issues of choice facing young people. Choose one or more current issues that are being debated by the community or participants. For example:

- Issue: Youth should be allowed to make friends and hang out with whomever they want, even if adults do not view these friends as "positive influences."

- Issue: Young people themselves should make and enforce all of the rules in a residential learning center. Rules are not valid unless they come from the young people themselves.

- Issue: Young people should not be required to attend any event or activity in a youth organization. They should participate only when they want and how they want.

- Issue: Young people should not be expelled from a youth organization, even if they break rules about drug or alcohol use.

STEP 4: Conduct the role play. Ask for eight volunteers: four to play the role of youth and four to play the role of youth workers (this activity can be done with actual young people when participants go back to their organizations). A facilitator serves as moderator. The members of the youth team are told to support the issue. The members of the youth worker team argue against the issue.

Do not provide the teams with any time to prepare. Begin by giving the youth team 30 seconds to make their case. The adult team then gets 30 seconds, and so on. The total debate should last about five minutes.

For this exercise to simulate an everyday, real-life interaction between young people and adults, the moderator must cut off discussion every 30 seconds.

STEP 5: To process the debate, raise the following questions:

- Can the adult team and observers clearly identify the main points made by the youth team? If not, why not?
- Did the youth team and observers feel like the ideas of young people were directly responded to by the adult team? If not, why not?

STEP 6: As time permits, conduct one or more role plays in a similar fashion.

STEP 7: After all of the role plays are completed, wrap-up by addressing some of the following questions:

- What does it mean to "respect and listen to young people"?
- Was it frustrating that the debate teams had little time to prepare and/or that the moderator cut off conversation every 30 seconds? Why? Is this what typically happens during interactions in your organizations?
- What lessons were learned about the voice of youth? Did the youth make valid points? How different were they from the adults?
- What would our organizations "look like" if we followed the recommendations of young people and gave them more opportunities to participate?

OBJECTIVE 3

Participants will learn ways to involve youth from high-risk settings in their programs.

TIME: 30 minutes

STEP 1: Launch a discussion on fully involving youth from high-risk settings in programs. Remind participants that full involvement means opportunities to choose, make decisions, plan, evaluate, and communicate with adults. The goal is to challenge the societal assumption that youth participation is only for those youth with "leadership potential." In fact, youth participation is most essential for those young people who are stereotypically judged to not have leadership potential. When youth workers engage young people from high-risk settings the benefits are both immediate and long-term:

- Youth and staff get to know each other and begin to understand each other.
- Youth feel a sense of belonging, membership, and contribution to their programs and communities.
- Adults recognize all youth as being valuable and vice versa.
- Adults begin to see that all youth will "act right" and "want to act right."
- Youth are given opportunities to take greater control over their own lives.
- Youth begin to achieve developmental outcomes.

Some participants will voice the concern that youth participation cannot be achieved in some types of programs or with some types of youth. Acknowledge that there are many barriers—real and perceived—to implementing participation strategies in some settings. Nonetheless, barriers can be overcome, and indeed, they must be to enhance the quality of services that are provided (see suggested readings on youth participation in the juvenile justice system by Bazemore et al.).

STEP 2: Distribute HANDOUT 4.4. Ask participants to visualize "the hardest young person with whom they are working." Ask them to complete the left column of the handout. Specifically, ask participants to describe the ways in which this young person currently participates in each setting (such as home, school, peer group). If the young person does not participate in any of these settings because of a lack of access to them, acknowledge these with N/A.

STEP 3: To prepare participants for the activity in Step 4, initiate a discussion about how the participation of young people in different settings "looks and feels different." For example, how are the types of participation that are available in a school different from opportunities in a peer group or in a religious institution? This list offers some possible responses:

- In schools, we tend to lecture to young people and expect them to follow the rules.
- At home, young people often hear, "Do what you are told," and "You can make decisions when you are making some money."
- In religious institutions, young people tend to be lectured to, are told to follow "the golden rule," and are not often asked to provide leadership.

But young people will always participate during their free time. Sometimes the way they choose to participate contributes to their healthy development, sometimes not (such as youth join violent gangs, they spend all their time on the street corner smoking cigarettes or watching soap operas on TV, they make uninformed choices about sex and childbearing, etc.). It is crucial that youth organizations provide alternative opportunities for participation to youth from high-risk settings.

STEP 4: Ask the participants to complete the right column of HANDOUT 4.4. Specifically, ask them to describe what adults can do in each setting to broaden and/or improve the way young people are contributing in the setting.

STEP 5: To conclude this activity, ask each participant to identify one or two strategies through which they do/could provide high-risk youth with future opportunities to participate in their programs. Add these strategies to those identified during Objective 1. Participants now have a list of alternative strategies to try out in their own programs.

OBJECTIVE 4

Participants will learn strategies for explaining the importance of youth participation to their constituencies.

TIME: 45 minutes

STEP 1: Distribute HANDOUT 4.5 on guidelines for effective youth-adult partnerships. Choose 5-7 of the guidelines for discussion and ask participants to assess their organizations (1 = weak, 4 = strong) for each one chosen. Discuss the challenges and opportunities to organizations by strengthening youth-adult partnerships and the way this handout can be a tool to advance such efforts.

STEP 2: (Option 1) Engage participants in a discussion on organizational barriers to youth participation. Although participation has such a high profile and is an important factor of effective youth work, several obstacles have kept us from getting to a point where youth participation is an "accepted norm" of good practice:

- Workers may support the theory of participation, but are skeptical about its practical use in their own organizations.
- The hierarchical structure of organizations prevents workers from risk taking or innovative work.
- Learned helplessness of young people inhibits participation and/or young people do not initially wish to participate, leading organizations to conclude that "youth do not care."

Be sure not to get stuck on the barriers. As a wrap-up conversation, distribute HANDOUT 4.6 and allow time for participants to review it. Bring participants back to the strategies discussed during this session and have them identify strategies that their organizations could be motivated to plan and implement. Have them discuss these recommendations in light of HANDOUT 4.6.

STEP 2: (Option 2) Ask participants to choose an audience to whom they wish to explain "youth participation" (such as a councilperson, board member, supervisor, or colleague during a staff meeting). Have each participant jot down three key arguments that they would make to convince the audience to broaden their youth participation efforts.

After all participants have completed this task, ask volunteers to come to the front of the room and give brief (3-minute) presentations to their audience. Stress that "in the real world," where there is a limited amount of time and opportunity, youth workers are required to be succinct in making their arguments.

SESSION CLOSURE

TIME: 15 minutes

STEP 1: Ask participants to reflect on the session and identify one or two guidelines for practice that they learned or relearned during this session. Write the responses on newsprint. Add these new guidelines to the ones generated in the previous sessions and distribute the list at the beginning of the next session.

Add this list to the guidelines identified in previous sessions and provide to participants at your next meeting.

STEP 2: To build on this session, ask participants to take HANDOUTS 4.2, 4.3, and 4.5 back to their organizations and discuss them with their supervisor and/or their colleagues at a staff meeting. Ask participants to begin to implement one new strategy discussed during the session.

STEP 3: To prepare for Session 5, ask participants to interview youth by asking two questions:

- What attracts young people to this program and keeps them engaged?
- What is it that adults can do to help young people "make it"? Specifically, what are five things that adults can "do for" or "do with" young people that promote developmental youth outcomes?

Ask participants to bring to Session 5 a copy of the "client assessment" protocol used by their organization to assess the strengths and weaknesses of young people. If the organization does not conduct client assessments, ask participants to bring in an "intake form" or a "treatment plan."

STEP 4: To give participants extra time to prepare for Session 5, distribute HANDOUTS 5.5 and 5.8. These two handouts include extensive lists of best practice guidelines developed by youth workers at Networks for Youth Development in New York City.

SESSION FIVE

Opportunities and Supports for Youth Development: Identifying Best Program Practices

SESSION 5: Opportunities and Supports for Youth Development: Identifying Best Program Practices

AGENDA

Recommended Time: 4 Hours

15 minutes	**Introduction**
1 hour	**Objective 1** Participants will identify the key opportunities and supports that promote youth development.
1 hour, 45 minutes	**Objective 2** Participants will be able to identify and assess "best program practices" by focusing on opportunities and supports.
45 minutes	**Objective 3** Participants will identify guidelines for institutionalizing opportunities and supports into ongoing youth development organizational practice.
15 minutes	**Closure**

RECOMMENDED READINGS

Shepherd Zeldin: "An Introduction to Youth Development Concepts: Questions for Community Collaborations" (especially pp. 7-8) *[R3]*

Elijah Anderson: "The Code of the Streets" *[R11]*

Bonnie Benard: "Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community" (especially pp. 14-18) *[R12]*

HANDOUTS

Handout 5.1:	A Truism: All Young People Will Seek to Meet Their Fundamental Needs
Handout 5.2:	The Twelve "P's"
Handout 5.3:	Opportunities and Supports: Experiences that Promote the Development of Young People
Handout 5.4:	Research Background and Justification For Youth Development
Handout 5.5:	Best Practices For Youth Development: Some Guidelines for Program Implementation
Handout 5.6:	"Self-Assessment" of Youth Programs: A Planning Worksheet
Handout 5.7:	Supportive Community: A Youth-Centered Perspective
Handout 5.8:	Implementation of Best Practices for Youth Development: Draft Guidelines for Organizations

MATERIALS

newsprint
markers

INTRODUCTION

TIME: 15 minutes

STEP 1: Distribute the updated list of practice guidelines developed by participants.

STEP 2: Summarize Sessions 2 through 4 and explain the focus of this session:

- Session 2 addressed the importance of developmental outcomes for young people.
- Sessions 3 and 4 covered the ways society often views youth through negative stereotypes and identified strategies for exhibiting caring behavior and promoting youth participation.
- This session integrates all of these learnings and the research into a framework for identifying and assessing best practices for promoting youth development.

STEP 3: While outlining the agenda for the day, highlight the learning objectives for Session 5 (see page 2).

STEP 4: Let participants know that the homework provided at the end of Session 4 will be addressed in Objective 1.

STEP 5: (Optional) To set the tone for the day, offer this assertion: "All young people will seek to meet their fundamental needs whether we like it or not. The issue is whether we want to help young people meet their needs in healthier ways." Distribute HANDOUT 5.1 and discuss briefly.

STEP 6: Highlight some assertions of this session.

- Youth development occurs not only through formal services and programs but also through informal relationships and experiences (such as in families, social networks, recreation centers, playgrounds with peers, and the streets). Therefore, youth development programs need to relate to families, religious institutions, schools, and other people and places with whom young people interact.
- The United States has not adopted a youth development policy. Rather, it has been more supportive of prevention and treatment policy, the goal of

which is to reduce the incidence of problem behaviors among young people. This does not mean that all prevention and treatment programs are ineffective. Indeed, the most effective "prevention" or "treatment" programs are quite similar to the most effective "youth development" programs in that they offer developmental opportunities and supports as an integral part of practice with youth.

- "Best practice" is ultimately not determined by the name of the program, but by how youth experience the program on a daily basis.

- "Youth development" and "prevention" programs can be described by the experiences—opportunities and supports—embedded within them. The challenge is to encourage participants to talk about the "experiences" embedded within existing exemplary programs, not simply to report that all young people need career preparation or conflict mediation programs.

OBJECTIVE 1

Participants will identify the key opportunities and supports that promote youth development.

TIME: 1 hour

STEP 1: Conduct a brief introductory exercise based on participants homework. Ask participants to think about their interviews with young people. Then ask these two questions:

- "What attracts young people to the program and keeps them engaged?" Write the responses on the left side of the newsprint.

- "What are the five most important things that adults can 'do for' and 'do with' young people to promote developmental youth outcomes?" List these responses on the right side of the newsprint.

Note that participants have begun to define "best practice." The goal of youth programming is to provide all young people with the experiences listed. If all young people received these experiences on a daily basis, then more young people would achieve developmental outcomes. These experiences can, and should, exist in all settings where young people live.

STEP 2: (Optional) Distribute HANDOUT 5.2 to capture similarities between participants' opinions and those of other youth workers. This handout reinforces that "best practice" demands attention to developmental experiences (such as making decisions, reflecting, helping others, and learning on their own) rather than the functions of programs (such as remedial education, leadership program, conflict resolution, and life skills training).

STEP 3: Explain that the twelve "P's" reflected on HANDOUT 5.2 can be achieved by providing specific services, opportunities, and supports to promote developmental outcomes. As appropriate for your group, define services, opportunities, and supports for the participants by highlighting the following:

Services. Services are those things done <u>to or for</u> young people. Services refer to providing resources, knowledge, or goods to young people. Young people need adequate housing; food and nutrition; safety from physical and psychological harm; formal instruction in reading, writing, and computing; affordable access to rehabilitative, health, and mental health services; and residential care services when necessary.

Opportunities. Opportunities are done by the young person. Opportunities refer to the chances for young people to learn how to act in the world around them—the chance to explore, express, earn, belong, and influence. Opportunities provide young people with the chance to test out ideas and behaviors and to experiment with different roles.

Legitimate opportunities can be created in all types of settings—families, classrooms, after-school programs, and detention programs.

The "program label" is not as important as the opportunities that exist within the program.

Opportunities are most powerful when the young people themselves perceive the opportunities to be challenging and relevant to their lives.

Supports. Supports are those things done with the young person. Supports are the intrapersonal relationships and accessible resources—people and information—that allow a young person to take full advantage of existing services and opportunities.

Although the three types of support—emotional, motivational, and strategic—are equally important, they meet different needs of young people.

Emotional support fulfills the basic needs of young people for nurturing and friendship.

Young people learn and profit from motivational support through high expectations, guidance, and boundaries.

Strategic support helps young people understand the world and the options that they have. This does not occur by just giving them information—it requires explicit discussion. The same is true for accessing resources. A young person doing well in school may not know that financial aid for college is available, or that local employers might be interested in someone with his/her qualifications.

Supports can take many different forms, but they must be (1) affirming and respectful, (2) ongoing, and (3) offered by a variety of people, such as parents, social networks, teachers, youth workers, and peers.

STEP 4: Distribute HANDOUT 5.3. Provide specific information and examples of opportunities and supports, stressing that this typology is at the crux of the youth development approach to working with young people. Remind participants of the Session 2 youth development assertions, such as "the goal is not to fix youth but to develop them," which means the following:

- Seeking to develop young people—that is, providing opportunities and supports—is the most effective strategy for preventing problem behaviors.

- Building on the strengths of young people—that is, providing them with opportunities and supports that allow them to succeed—is also the most effective strategy for promoting developmental outcomes.

STEP 5: After your presentation provide participants with an opportunity to discuss the opportunities and supports typology—adding to it and modifying the language, as necessary. Reinforce the concepts by showing that the list of opportunities and supports is quite consistent with (a) the "best practice" lists generated through the homework, and (b) the program strategies discussed in earlier sessions.

STEP 6: Use the information from HANDOUT 5.4 to offer a short research background and justification for opportunities and supports. (Some participants will question whether these concepts are fictional or proven.) The background research and theory is important for youth workers to understand, as it grounds the youth development perspective in more than just anecdotal stories. This is especially useful when articulating what youth workers do and what they accomplish with young people. In addition, point out that when these concepts are explained to future funders and community constituencies, they will have much greater impact if they are verified with facts from the research findings. Distribute HANDOUT 5.4 before moving to the next step.

STEP 7: Distribute HANDOUT 5.5, which shows how the concepts of opportunities and supports can be translated into program practice. Provide participants with a few minutes to review the handout. This handout highlights best practices as identified by a group of New York City youth workers (the examples in this handout have not been edited so as to directly reflect the voices of youth workers).

Facilitate a discussion on the meaning of "best practice," encouraging participants to incorporate opportunities and supports into their examples.

Emphasize that from a youth development approach a youth development program is one that provides the following:

- formal and/or informal instruction on subject matter essential to the future well-being of young people
- a rich array of opportunities that are perceived as relevant and important by young people
- a rich array of supports that are offered in an ongoing manner by adults and peers

ADDITIONAL COMMENTS

Throughout the session, you might note that the labels of "opportunities and supports" are generally synonymous with other labels that are used in the research and writing on youth development, such as "protective factors," and "community assets."

OBJECTIVE 2

Participants will be able to identify and assess "best program practices" by focusing on opportunities and supports.

TIME: 1 hour, 45 minutes

STEP 1: Now that participants have a conceptual foundation and language for discussing "best practice," they can explore how the concepts can be translated into their day-to-day work with young people.

Divide participants into groups of four or five. Ask each small group to identify three specific opportunities and/or supports they think are especially important to young people from "high-risk situations," as reflected in HANDOUT 5.3.

STEP 2: Ask participants to consider the opportunities and/or supports they have identified as they discuss the following scenario:

A young person has been getting into trouble in school, at home, and at the youth program. A youth worker arranges a conference. The young person, a family member, a school teacher, the youth worker, and a "significant other" (a peer, a preacher, an adult friend) attend. (If the participants do not believe it is appropriate to have all these persons at the conference, they can decide for themselves who should attend.)

Ask the small groups to prepare a (five-minute) role play in which those in attendance at the conference discuss the three opportunities and supports (identified in Step 1) and begin to plan how to provide the young person with these experiences.

STEP 3: Have each group perform its role play. Through discussion, have the observers and "actors" identify the opportunities and supports that were highlighted through this exercise. Emphasize the basic challenge of "best practice": to provide all young people with opportunities and supports, and to ensure that all adults—not just youth workers—are involved in this effort.

STEP 4: Introduce the next activity by noting that opportunities and supports can be used as a framework for assessing program practices. Distribute HANDOUT 5.6.

Ask participants to think about any program that their organization offers to young people and to identify three developmental youth outcomes that the program seeks to promote among young people. Have participants translate these outcomes into program goals and ask them to write the goals in the space at the top of the handout (under the heading Program Goals). Point out the continuum strongest→weakest and the categories in the first column.

STEP 5: Ask participants to briefly identify two specific program components or activities for each of the five categories of opportunities and supports: (1) one that effectively (strongly) offers opportunity or support to young people, and (2) one that ineffectively (weakest) offers opportunity or support to young people. Allow time for participants to complete the chart.

STEP 6: In processing this activity, ask volunteers to share some of their organization's "strong" program components and activities that offer opportunities and supports. Then, ask volunteers to identify a program component or activity that needs to be strengthened. Encourage participants to identify strategies through which the program can be strengthened by integrating a richer array of opportunities and supports.

STEP 7: Throughout this discussion, record the participant's comments on newsprint, under the heading of "Best Program Practices." When the discussion is finished, present the list to the participants and ask if it fairly represents the practices that they think are most effective when working with youth from high-risk situations. Have participants add to this list.

ADDITIONAL COMMENTS

The challenge is for participants to understand that opportunities and supports are a set of strategies to help plan and assess programs and to set goals for working with young people. Some participants may question the usefulness of this perspective. Be sure to allow time to discuss their concerns.

Throughout the session, be sure to highlight the following:

- Discuss how this perspective of "best practice" is the same and/or different from participants' own definitions of "best practice."
- Some participants will say, "We already do this." To explore this issue, ask participants how they engage in program planning and ongoing assessment. Most often, there will be important differences.
- Ask participants who often work in crisis situations what supports and opportunities they use in these situations, if any.

OBJECTIVE 3

Participants will identify guidelines for institutionalizing opportunities and supports into ongoing youth development organizational practice.

TIME: 45 minutes

STEP 1: Distribute HANDOUT 5.7. Briefly emphasize that opportunities and supports can be integrated into all programs, as participants have explored in this session. But youth organizations cannot work by themselves. Parents, teachers, probation officers, mentors, and other service providers need to be "taught" to integrate opportunities and supports into their interactions with young people (see Recommended Readings, Shepherd Zeldin, *"An Introduction to Youth Development Concepts: Questions for Community Collaborations", [R3]* pp. 7; 9-11).

STEP 2: Distribute another copy of HANDOUT 5.8 if needed and allow five minutes to review it. Stress that the goal is to help organizations and agencies encourage staff and other community members to provide opportunities and supports to young people.

Ongoing efforts define guidelines or standards for organizations to incorporate "youth development," particularly opportunities and supports, into their ongoing practices. For example, HANDOUT 5.8 reflects the efforts of Fund for the City of New York's Networks for Youth Development, a group of program managers and executive directors of youth-serving organizations that operate in many neighborhoods in New York, including some of the poorest.

STEP 3: Divide participants into small groups of three to five people:

Ask half of the small groups to identify (1) four organizational "guidelines" that they feel are most crucial for promoting youth development, and (2) strategies their organizations could use to operate within these guidelines.

Ask the other half of the small groups to identify (1) key community stakeholders (such as parents, probation officers, family support workers, and protective services) with whom their organization works on an ongoing basis, and (2) strategies their organization could use to help community stakeholders provide more opportunities and supports to young people.

STEP 4: Ask the groups to document their conclusions on a piece of newsprint. Participants can now generate one list of priority organizational-level best practices for youth development.

STEP 5: (Optional) The basic philosophy of an organization can be seen both in the way it assesses the strengths and weaknesses of young people and in the way it plans services/programs to be provided to young people.

Ask participants to review the assessment/intake protocols that they use in their organizations and/or the protocols that they use for treatment/service planning. Encourage participants to discuss whether these protocols emphasize the following:

- the developmental outcomes that the organization seeks to promote among young people
- the types of experiences young people need to achieve those outcomes.

Some organizations do not use any such protocols. If this is the case, ask participants to identify whether having an intake or service planning profile would be useful. Why or why not.

As a group activity, have participants outline the questions that would be included in an ideal "youth development" assessment protocol.

STEP 6: Throughout this objective, participants will identify organizational barriers to implementing "best practice." As a wrap-up to this session, acknowledge these barriers. Stress that the challenge for participants is to encourage their organizations, when possible, to engage in an organization-wide inquiry aimed at building the youth development approach into all of their operations. Point out that many of the strategies discussed in this session (and in earlier ones) can be implemented by a youth worker individually interacting with young people and may not require any involvement from the organization. Remember, youth development occurs in many different settings, one of which is one-on-one interactions between young people and adults.

SESSION CLOSURE

TIME: 15 minutes

STEP 1: Ask participants to reflect on the session and identify one or two guidelines for practice that they learned or relearned during this session. Write the responses on newsprint. Add these guidelines to the ones generated in the previous sessions and distribute at the beginning of the next session.

STEP 2: (Option 1) Ask participants to choose one or more strategies they have discussed during the session. Ask participants to either try the strategy and/or discuss it with their supervisor.

STEP 2: (Option 2) Ask participants to discuss HANDOUT 5.6 and HANDOUT 5.8 at a staff meeting with their colleagues to explore using the planning guide.

STEP 3: To prepare for Session 6, ask participants to identify the core competencies (knowledge, skills, personal attributes) that best describe an exemplary youth worker. In addition, ask participants to interview three young people on the knowledge, skills and personal attributes they believe an exemplary youth worker has.

SESSION SIX

Core Competencies of Youth Workers

SESSION 6: Core Competencies of Youth Workers

AGENDA

Recommended Time: 4 Hours

30 minutes	**Introduction**
45 minutes	**Objective 1** Participants will be able to identify the knowledge, skills, and personal attributes they have that contribute to their success as youth workers.
1 hour, 15 minutes	**Objective 2** Participants will be able to develop indicators of core competencies with which to measure their professional development.
30 minutes	**Objective 3** Participants will be able to identify strategies for developing core competencies.
45 minutes	**Objective 4** Participants will be able to assess their core competencies and develop strategies for strengthening them.
15 minutes	**Closure**

RECOMMENDED READINGS

Shepherd Zeldin: "Professional Development for Youth Workers: What is Best Practice?" (especially pp. 23-29) *[R13]*

HANDOUTS

Handout 6.1: Core Competencies from National Youth-Serving Organizations

Handout 6.2: Youth Worker Job Description Sample

Handout 6.3: Youth Worker Résumé Sample

Handout 6.4: Learning Experiences for Youth Workers

Handout 6.5: Core Competency Self-Assessment Survey for Youth Workers

MATERIALS

newsprint
markers
masking tape
hat, bag or anything from which to pull out small pieces of paper
index cards or small pieces of paper

INTRODUCTION

TIME: 30 minutes

STEP 1: Distribute the updated list of practice guidelines developed by participants.

STEP 2: Summarize Sessions 2 through 5 and explain the focus of this session:

- Session 2 addressed the importance of focusing on developmental outcomes.
- Sessions 3 and 4 covered the way society often views youth through negative stereotypes and identified strategies for exhibiting caring behavior and promoting youth development.
- Session 5 introduced the concepts of opportunities and supports for youth and identified strategies for building opportunities and supports into ongoing organizational practice.
- This session focuses on identifying the core competencies needed by youth workers to support youth development in all young people and on developing strategies for strengthening participants' core competencies.

STEP 3: While outlining the agenda for the day, highlight the learning objectives for this session (see page 2).

STEP 4: Follow up on the assignment from Session 5. Ask participants to share their learnings from their interviews with young people describing the knowledge, skills and personal attributes that best describe an exemplary youth worker. Document the responses on newsprint.

STEP 5: Briefly introduce the term "core competencies" as the knowledge, skills, and personal attributes all youth workers need to work effectively with young people, regardless of (1) the setting in which the youth worker works, (2) the youth worker's identified profession (such as health care worker, social worker, coach, or parole officer), or (3) the position held (direct line staff, program manager, executive director, security, front desk staff, facilities staff, etc.). Youth development core competencies are used by youth workers to promote developmental outcomes for youth. Ask participants if they are comfortable with the definition of the term "core competencies."

OBJECTIVE 1

Participants will be able to identify the knowledge, skills, and personal attributes they have that contribute to their success as youth workers.

TIME: 45 minutes

STEP 1: Use the following questions to encourage participants to identify the knowledge, skills, and personal attributes they have that support their work as exemplary youth workers:

- What personal attributes do you need to have to be an exemplary youth worker?
- What do you need to know to be an exemplary youth worker?
- What do you need to be able to do to be an exemplary youth worker?

Record the responses on newsprint. For each response, encourage participants to describe a situation on their job where they incorporated the knowledge, skill, or attitude they have identified as important.

STEP 2: Ask participants to review the responses to be sure the competencies listed are needed by all youth workers for promoting developmental outcomes for young people, regardless of setting, identified profession, or population served.

Some participants may disagree about certain competencies being "core." The challenge is to re-word these competencies so they have widespread applicability. For example, "knowing the proper use of restraints" may not be a core competency for a recreation worker, but essential for a detention worker. Yet, even recreation workers encounter fights among young people. The competency might become "core" when it is rewritten to say "the ability to defuse violent or potentially violent situations."

STEP 3: Ask participants to compare this list of core competencies to the responses of young people in the assignment from Session 5. Ask participants to identify both the similarities and differences.

STEP 4: Distribute HANDOUT 6.1. Explain that this handout is a list of core competencies developed by a working group of representatives from national youth-serving organizations. The working group met regularly over a 12-month period to examine core competency lists from their individual organizations and to develop a "generic" list that would reflect the core competencies needed by all youth workers regardless of setting.

STEP 5: Ask participants to identify competencies from HANDOUT 6.1 they would like to add to their list.

STEP 6: Conduct a role play with participants demonstrating what would happen if they did not have a specific competency. Have participants choose a competency that has been written on index cards or small pieces of paper and placed in a hat, bag or similar container. Participants' task is to dramatize a youth worker interacting with a young person without the competency chosen. For example, if the competency chosen is the "ability to maintain boundaries," the role play should demonstrate what it would look like in practice if the youth worker was unable to maintain boundaries.

STEP 7: Outline for participants the basic functions core competencies serve:

- Core competencies provide a concrete way to contrast youth development workers with the many other professionals who provide service to young people.

- Core competencies set objectives for creating staff development strategies, including training, supervising, and evaluating personnel.

- Core competencies provide a foundation for creating performance and credentialling standards for youth workers.

ADDITIONAL COMMENTS

Throughout the discussion, be sure to highlight the following:

- Being an exemplary youth worker is not easy. Youth work calls for a rich variety of knowledge, skills, and personal attributes.

- Core competence lies in the heart of the current debate about professionalizing the field of youth work. Youth workers may be misunderstood or undervalued because the competence level needed for acceptable standards of youth work practice has never been adequately

defined. A definition of "competence" can only come from within the field and from youth workers themselves.

- In addition, even when core competencies have been identified, they are not set in concrete. The profession needs to keep definitions of competence under constant review. The understanding any profession has of itself grows from experience, and because the experiences of youth workers are constantly changing, the process of defining competence is unending.

- Youth worker core competencies may be readily and easily practiced in settings where young people are not acting out. The important question for participants working with very troubled youth is the way to use core competencies and to work towards promoting developmental outcomes for youth in the midst of chaos and crisis.

- Although youth workers generally agree about what constitutes core competencies, they are often not articulated in a way that secures widespread acceptance. The challenge to the profession is to word the competencies so they are applicable to all youth workers.

OBJECTIVE 2

Participants will be able to develop indicators of core competencies with which to measure their professional development.

TIME: 1 hour, 15 minutes

STEP 1: Ask participants to refer to HANDOUT 6.1, or the list of core competencies generated in Objective 1, and to choose the three core competencies most important for their position with their organization.

STEP 2: Introduce the concept of core competency performance indicators: Core competency performance indicators provide youth workers with a way of knowing that a core competency has been achieved. Indicators are things we can measure through observation, self assessment, interviewing, testing, or some other way to document the competency has been attained. For example, if "ability to access community resources" has been identified as an important competency, a participant may mention the following two performance indicators:

- identification of three or four organizations in the community that provide complimentary services
- referrals made to other community agencies in the last month

Each of these translates a core competency into a performance indicator. Indicators of core competencies allow youth workers to better explain who they are and what their value to youth is.

STEP 3: Have participants work in pairs to help each other develop indicators for the three most important core competencies for their job. How would they know if they possess the core competencies they have identified as most important?

STEP 4: Distribute HANDOUT 6.2 and 6.3 as samples of a youth worker job description and résumé. Ask participants to refer to the list of core competencies and performance indicators they developed while working in pairs and then write a job description for their present position or a résumé for themselves.

STEP 5: Point out that participants can share their job descriptions and résumés with the young people they work with. They can then get feedback from these young people by asking the following two questions:

- Does this job description/résumé reflect what you are looking for in a supportive youth worker?
- What other characteristics would you like to see in a youth worker?

ADDITIONAL COMMENTS

Throughout the discussion, be sure to highlight the following:

- In addition to developing job descriptions and résumés, indicators can be used to assess and evaluate youth worker performance and to create interview questions for hiring new employees. When an interviewee says "I care about kids," the interviewer will have a way of measuring what that means.
- Often youth workers are asked how they know they are making a difference in the lives of young people. Translating core competencies into performance indicators is one way of articulating the role youth workers play in young people's lives.

OBJECTIVE 3

Participants will be able to identify strategies for developing core competencies.

TIME: 30 minutes

STEP 1: Using HANDOUT 6.4 as a guide, briefly outline for participants the different ways youth workers acquire core competencies. Distribute HANDOUT 6.4 before moving on to the next step so participants will have the handout to share with their colleagues when they return to their agencies.

STEP 2: Ask participants to look at the list of core competencies in their job descriptions or résumés and to discuss how they acquired these competencies (such as through formal education, on-the-job experience, on-site training, off-site training, supervision, life experience, etc.). Keep a running list on newsprint of the different forms of learning identified by participants.

Often, participants will identify life experience as the way they gained the competency. Encourage participants to be specific about the life experience (or training program or on-the-job experience, etc.) from which they have learned.

OBJECTIVE 4

Participants will be able to assess their core competencies and develop strategies for strengthening them.

TIME: 45 minutes

STEP 1: Distribute HANDOUT 6.5. Ask participants to complete the survey to self-assess their core competencies. Emphasize that the survey is confidential. No one will know the results unless they themselves wish to share the information with others. Explain that this tool will be most useful if survey responses are as objective and honest as possible.

STEP 2: Ask the following questions to discuss staff development opportunities at participants' organizations:

- How are staff development programs offered?
- Is staff development equated with training?
- What forms of staff development are valued?

STEP 3: Referring to the self-assessment survey, use the following questions to discuss the core competencies that are most important for participants' jobs and for which participants have a low or average competency level rating.

- What is the best way to strengthen the competency (such as on-site training, supervision, site visits, or life experience)?

- Is this a realistic option, given the staff development priorities and policies in your organization?

- Would you have the support of your supervisor and organization to pursue the option?

Encourage participants to help each other identify creative strategies for strengthening their core competencies.

STEP 4: To further encourage participants to lend support to one another, create a support network resource list for strengthening core competencies. Write the core competency list from HANDOUT 6.1 (or the list generated in Objective 1—whichever the participants have been using more often) on newsprint. Ask volunteers to be resources by placing their name next to a competency in which

they are particularly strong. Participants who would like to strengthen particular core competencies can call volunteers for peer guidance and support.

Tell participants they will receive a copy of the list at the next session and encourage then to use the list to contact one another.

SESSION CLOSURE

TIME: 15 minutes

STEP 1: Ask participants to reflect on the session and identify one or two guidelines for practice that they learned or relearned during this session. Write these on newsprint. Add these new guidelines to the ones generated in previous sessions and distribute at the beginning of the next session.

STEP 2: Encourage participants to reinforce the learning from this session by discussing the following with their supervisors:

- their job descriptions or résumés
- the possibility of incorporating the core competencies and indicators in their job descriptions and evaluations
- their core competency assessment
- options for accessing the professional development opportunities needed to strengthen their core competencies

Type the list of core competencies developed by participants in Objective 1 to distribute at the next session. Participants can refer to the list after the training is completed.

STEP 3: Remind participants of the first activity in this training program (Session 1, Objective 2) where they were asked to imagine themselves in a meeting with the mayor. The mayor says to them, "What is it that you do? What do you accomplish with young people?" Explain that answers to these questions will be discussed in the next session. To prepare for the next session, participants should, in no more than two sentences, provide an answer to the following questions:

- What is it that youth workers do?
- What do youth workers accomplish with young people?

SESSION SEVEN

Review, Practice and Celebration

SESSION 7: Review, Practice and Celebration

AGENDA

Recommended Time: 4 Hours

15 minutes	**Introduction**
30 minutes	**Objective 1** Participants will define and explain the importance of youth work.
45 minutes	**Objective 2** Participants will review the practices that reflect exemplary youth work.
1 hour	**Objective 3** Participants will identify how key youth development concepts can influence youth work.
1 hour	**Objective 4** Through a practice presentation, participants will articulate their learnings to their constituencies.
30 minutes	**Closure**

RECOMMENDED READINGS

Karen Pittman and Shepherd Zeldin: "Premises, Principles and Practices: Defining the Why, What, and How of Promoting Youth Development Through Organizational Practice" (especially pp. 7-12) *[R14]*

HANDOUTS

none

MATERIALS

newsprint
markers
masking tape

INTRODUCTION

TIME: 15 minutes

STEP 1: Distribute the support network resource list and the list of core competencies developed by participants in Session 6.

STEP 2: While outlining the agenda for the day, highlight the learning objectives for Session 7 (see page 2).

STEP 3: Highlight that this session focuses on one of the primary assertions of this training program: an exemplary youth worker is one who can support young people in their development, communicate the importance of youth work, and work with a variety of adult stakeholders. Facilitate a brief discussion to name the types of adult stakeholders who youth workers are most seeking to influence (such as policy-makers, board members, and community leaders).

OBJECTIVE 1

Participants will define and explain the importance of youth work.

TIME: 30 minutes

STEP 1: Refer to the homework from Session 6, noting that the questions posed are identical to those asked in Session 1 (Objective 2). Ask volunteers to answer one or both of the following questions in no more than two sentences. Stress that their answers always have to be concise and well articulated (many audiences don't know what youth workers do and youth workers don't get many opportunities to explain their work to influential audiences, such as policy-makers, funders, and community leaders).

- What is it that youth workers do?
- What do youth workers accomplish with young people?

STEP 2: Facilitate a short discussion around participants' responses. Discuss how and why their responses are the same or different from those offered during Session 1. Identify how different answers may be more appropriate than others for different audiences; point out that we often have to "present differently" and "talk differently," depending on the audience. The major difference is that the examples or illustrations provided would be tailored to resonate with the background and experiences of the audience.

STEP 3: Engage participants in a discussion about establishing youth work as a society-valued profession. Focus on one or both of the following:

- highlighting the challenges facing youth workers, regardless of their specific job titles, to continue to establish and publicize the profession
- brainstorming local strategies through which participants can strengthen the youth work profession.

OBJECTIVE 2

Participants will review the practices that reflect exemplary youth work.

TIME: 45 minutes

STEP 1: Distribute the updated list of practice guidelines that participants have generated throughout the training program. Ask participants to review the list.

STEP 2: Aiming to build consensus among participants, ask participants to offer their opinions as to the core of exemplary youth work.

The challenge to participants during the discussion is twofold:

- identify two or three guidelines that best represent the core of exemplary youth work
- articulate how the best practice guidelines influence their organizations and their practice.

STEP 3: During the discussion, ask volunteers to demonstrate through brief role plays what the guidelines look like when practiced with young people and/or their co-workers. The role plays should be as spontaneous as possible. For example, if one person says that the most important guideline is to be a "caring adult," ask that person to demonstrate on the spot one aspect of a caring adult and engage another participant in the role of a young person.

OBJECTIVE 3

Participants will identify how key youth development concepts can influence youth work.

TIME: 1 hour

STEP 1: Provide a quick review of the curriculum sessions. Emphasize the key concepts and ideas discussed throughout the training program.

STEP 2: Create small groups by asking participants to place themselves into one of five groups. Ideally, each group should have an equal number of participants, so negotiation may be necessary.

Each group will focus on one of the following concepts.

- Youth outcomes
- Adultism and caring
- Youth participation
- Opportunities and supports
- Core competencies

STEP 3: Allow the small groups ten minutes to discuss their topics. Their task is to identify the following:

- the two or three key learnings that emerged through the session that focused on their assigned concept

- two ways in which these learnings have influenced or could influence their work in their own organizations.

STEP 4: Ask each group to summarize their discussions in a five-minute presentation to other participants. Stress the importance of clearly and succinctly offering their thoughts on how these concepts can be used to guide their work.

OBJECTIVE 4

Through a practice presentation, participants will articulate their learnings to their constituencies.

TIME: 1 hour

STEP 1: Keep participants in the small groups that were formed during Objective 3. Set up the following scenario:

The participants are speaking to a community meeting. They have been asked to represent the youth work profession in this meeting. The mayor and council are at the meeting, as well as leaders from citizen groups, public agencies, and non-profit organizations. The purpose of the meeting is to begin the process of debating whether youth development should be adopted as a guiding framework for policy and programs.

STEP 2: Explain that each group will contribute to a collective ("seamless!") presentation and that each group will have 20 minutes to prepare a five- to seven-minute presentation to the community meeting. Ask each group to volunteer to address one of the following questions, negotiating as necessary so that each group is comfortable with its assignment:

- What are the key assertions (such as "youth development is the best strategy for problem prevention") that underlie a youth development approach, and, in general, how does this approach provide "added value" to existing youth services and programs?

- How will young people benefit if the community adopts a youth development approach?

- How would an organization be strengthened by adopting a youth development approach?

- How would the community as a whole be strengthened by adopting a youth development approach?

- What can policy-makers do to strengthen the youth work profession in order to advance a youth development approach in organizations and communities?

STEP 3: Begin the presentation by starting with the group that has prepared the first question, then the second question and so on. Have the presentations build on each other and stress the importance of active listening throughout the activity. Remind participants of the importance of attending to the audience (such as community leaders), therefore requiring their presentations to be more formal than they might prefer.

ADDITIONAL COMMENTS

In a very real way, the "content" of this session is secondary to the process. By keeping participants together in the same small groups during Objectives 3 and 4, and by engaging all participants in a collective presentation, participants should leave the training with a sense of solidarity and a sense of being part of the same profession and network. Hence, the last session should be both fun and work. These considerations should also guide you during the session closure.

CLOSURE OF TRAINING PROGRAM

TIME: 30 minutes, not including any "special" events you might organize.

CONGRATULATIONS. YOU HAVE FINISHED!!!!!!!

The only remaining objective is to provide time for participants to celebrate their involvement in the training program. Some facilitators have, in the past, done the following:

- Formally provided participants with "completion certificates" through a ceremony where each participant is called by name and asked to come to the front of the room to receive their diploma.
- Distributed a list with the names and phone numbers of all participants.
- Provided participants with food and refreshments and gave them time to network with one another.
- Had organizational directors come and speak to the group, reinforcing the importance of the participants' ongoing work with young people.
- Organized a picnic or reception, where participants invited youth and their colleagues to attend. This event can be held immediately after this session or sometime shortly after the training program is completed (excellent results have derived from this activity).

HANDOUTS

- **HANDOUT 1.1:** Curriculum Overview: Key Assumptions and Outline of Sessions
- **HANDOUT 2.1:** Youth Development Assertions
- **HANDOUT 2.2:** Developmental Youth Outcomes
- **HANDOUT 2.3:** Developmental Outcomes and Indicators
- **HANDOUT 3.1:** Definitions and Assumptions
- **HANDOUT 3.2:** Cultural Assumptions About Young People
- **HANDOUT 3.3:** The Pat Story (2 pages)
- **HANDOUT 3.4:** Statistical Trends Affecting Children in the United States (2 pages)
- **HANDOUT 3.5:** Framework for Understanding Adultism
- **HANDOUT 3.6:** -Isms and Internalized Oppression: Behavioral Dynamics
- **HANDOUT 3.7:** Guidelines for Alternate "Caring" Behaviors (2 pages)
- **HANDOUT 3.8:** Three Well-Intentioned Models of Multiculturalism (2 pages)
- **HANDOUT 3.9:** Taking Steps to Achieve Systemic Multiculturalism in Organizations and Programs (2 pages)
- **HANDOUT 4.1:** Overview of Youth Participation
- **HANDOUT 4.2:** A Model for Understanding Youth Participation
- **HANDOUT 4.3:** Assessment of Youth Participation in Youth Programs

- **HANDOUT 4.4:** Settings for Youth Participation
- **HANDOUT 4.5:** Youth-Adult Partnerships: Guidelines for Practice (2 pages)
- **HANDOUT 4.6:** Strategies to Promote Youth Participation
- **HANDOUT 5.1:** A Truism: All Young People Will Seek to Meet Their Fundamental Needs
- **HANDOUT 5.2:** The Twelve "P's"
- **HANDOUT 5.3:** Opportunities and Supports: Experiences that Promote the Development of Young People
- **HANDOUT 5.4:** Research Background and Justification for Youth Development
- **HANDOUT 5.5:** Best Practices for Youth Development: Some Guidelines for Program Implementation (7 pages)
- **HANDOUT 5.6:** Self-Assessment of Youth Programs: A Planning Worksheet
- **HANDOUT 5.7:** Supportive Community: A Youth-Centered Perspective
- **HANDOUT 5.8:** Implementation of Best Practices for Youth Development: Draft Guidelines for Organizations (9 pages)
- **HANDOUT 6.1:** Core Competencies from National Youth-Serving Organizations (3 pages)
- **HANDOUT 6.2:** Youth Worker Job Description Sample
- **HANDOUT 6.3:** Youth Worker Résumé Sample
- **HANDOUT 6.4:** Learning Experiences for Youth Workers
- **HANDOUT 6.5:** Core Competency Self-Assessment Survey for Youth Workers (7 pages)

HANDOUT 1.1
Curriculum Overview:
Key Assumptions and Outline of Sessions

Curriculum Goals

The curriculum has four broad learning goals:

- Participants will gain a familiarity with the youth development approach and use this approach to explore, share, and learn new strategies for working with young people.
- Participants will strengthen their ability to communicate their ideas, expertise and experience to their constituencies: board members, families, co-workers, community leaders, and youth.
- Participants will identify barriers to organizational change and discuss practical strategies for integrating a youth development approach into their programs.
- Participants will form an informal network and become ongoing resources to each other.

Overview of Curriculum Sessions

This curriculum is composed of seven sessions. Each session introduces participants to a youth development "concept" and facilitates shared learning of the practical applications of the concept.

Session 1	Introduction to the Youth Development Approach
Session 2	Developmental Youth Outcomes: The Bottom Line of Youth Work
Session 3	Cultural Assumptions and Stereotypes about Young People: From Adultism to Caring
Session 4	Strategies of Youth Participation
Session 5	Opportunities and Supports for Youth Development: Identifying Best Program Practices
Session 6	Core Competencies of Youth Workers
Session 7	Review, Practice and Celebration

Source: AED/Center for Youth Development and Policy Research

HANDOUT 2.1
Youth Development Assertions

Problem free is not fully prepared. Preventing high-risk behaviors, even if achieved, is not the same as helping young people prepare for the future. Preparation requires an equal commitment to helping youth understand life's challenges and responsibilities and to teach youth the necessary skills for success.

Preventing problems does not necessarily promote development and is usually not enough to fully prepare youth for adulthood. A young person's not getting pregnant, using drugs, or joining a gang does not mean that person has the skills, knowledge, or personal attributes to "make it."

Youth development (such as working towards developmental outcomes) is the best strategy for problem prevention. Striving for more positive goals that promote development often gives youth the skills and motivation they need to adopt healthy life styles.

Youth development is the best strategy for achievement. Striving for more positive goals that promote development often gives youth the skills and motivation they need to achieve milestones, such as high school graduation and employment.

The goal is not to fix youth but to develop them. Adults often work from a deficit or problem prevention mode. The result is that young people get clearer messages about what they should not do, think, or become than what they should do.

Source: AED/Center for Youth Development and Policy Research

HANDOUT 2.2
Developmental Youth Outcomes

ASPECTS OF IDENTITY: Young people demonstrate a positive identity when they have a sense of personal well-being and a sense of connection and commitment to others.

- ***Safety and Structure:*** a perception that one is safe in the world and that daily events are somewhat predictable
- ***Self-Worth:*** a perception that one is a "good person" who contributes to self and others
- ***Mastery and Future:*** a perception that one is "making it" and will succeed in the future
- ***Belonging and Membership:*** a perception that one values, and is valued by, others in the family and in the community
- ***Responsibility and Autonomy:*** a perception that one has some control over daily events and is accountable for one's own actions and for the consequences on others
- ***Self-Awareness and Spirituality:*** a perception that one is unique and is intimately attached to extended families, cultural groups, communities, higher deities, and/or principles

AREAS OF ABILITY: Young people demonstrate ability when they gain knowledge, skills and attitudes that prepare them for adulthood.

- ***Physical Health:*** the ability and motivation to act in ways that best ensure current and future physical health for self and for others
- ***Mental Health:*** the ability and motivation to respond affirmatively to and cope with positive and adverse situations, to reflect on one's emotions and surroundings, and to engage in leisure and fun
- ***Intellectual Ability:*** the ability and motivation to learn in school and in other settings, to gain the basic knowledge needed to graduate high school, to use critical thinking, to be creative, to use problem-solving and expressive skills, and to conduct independent study
- ***Employability:*** the ability and motivation to gain the functional and organizational skills necessary for employment, including an understanding of careers and options, and the steps necessary to reach goals
- ***Civic and Social Ability:*** the ability and motivation to work collaboratively with others for the larger good and to sustain caring friendships and relationships with others
- ***Cultural Ability:*** the ability and motivation to respect and affirmatively respond to differences among groups and individuals of diverse backgrounds, interests, and traditions

Source: AED/Center for Youth Development and Policy Research

HANDOUT 2.3
Developmental Outcomes and Indicators

OUTCOMES	INDICATORS
ASPECTS OF IDENTITY	
Safety and Structure	
Self-Worth	
Mastery and Future	
Belonging and Membership	
Responsibility and Autonomy	
Self-Awareness and Spirituality	
AREAS OF ABILITY	
Physical Health	
Mental Health	
Intellectual Ability	
Employability	
Civic and Social Ability	
Cultural Ability	

Source: AED/Center for Youth Development and Policy Research

HANDOUT 3.1
Definitions and Assumptions

"If we are to be successful in our work with young people, we have to tackle the pervasive existence of 'adultism.' We use the word 'adultism' to mean all those behaviors and attitudes which flow from the assumption that adults are better than young people and entitled to act upon young people in myriad ways without their agreement." (John Bell, Co-Founder of YouthBuild, USA).

Because society too often practices "adultism"— in other words, youth are too often viewed as "second-class citizens," unable or unwilling to contribute to society—we limit the chances for young people to achieve positive outcomes.

Some people prefer the term "ageism." This creates a problem of language; in the United States we don't have accepted terminology for the issues in question.

Adultism is one form of "intolerance." Intolerance (or "-ism")—be it sexism, racism, or homophobia—is when we treat an individual or a group based on negative stereotypes about a certain population or people. This occurs in the United States most strongly to racial and ethnic populations.

When we do not practice adultism, we are practicing "caring." "Caring"—or "multiculturalism" is treating individuals and groups in a way that appreciates and values differences and that leads to a sharing of power.

"Cultural competence" is seen as a characteristic of the exemplary youth worker. However, too often, "adultism" is ignored in discussions and trainings on cultural competence.

Source: AED/Center for Youth Development and Policy Research

HANDOUT 3.2
Cultural Assumptions About Young People

Assumptions

- Youth are troublesome, and hence, the goal is to deter and correct problems and to stop youth from "acting out."

- Youth are poor investments because they have little to offer society.

- Youth do not desire to become contributing members of society.

Effects of These Assumptions

- These assumptions lead to low expectations for young people—we expect them to fail or to just get by.

- To assume that youth have little to contribute to society is to fail to provide them with opportunities to participate.

- To believe that youth do not care about community is to fail to empower them to make full use of their skills.

Source: AED/Center for Youth Development and Policy Research

HANDOUT 3.3
The Pat Story

Pat, who is 18 years old, has been a client of an independent living program for six months. This is Pat's first participation in a program of this kind.

Pat's **father** abandoned Pat's **mother** and two siblings when Pat was eight. Pat's mother has never been effective at disciplining Pat. She has in the past struggled with alcohol dependency and, only recently, joined Alcoholics Anonymous. Her children were often left at home unattended. In the past, Pat missed weeks of school at a time, was suspended for knife possession, and was caught shoplifting. Pat's mother, in her most recent attempt to control Pat's behavior, established new house rules (curfew, no car privileges), which Pat immediately broke. When Pat's mother threatened to kick Pat out of the house, Pat ran away. Pat's arrival at the shelter coincided with notification from the school **principal** that Pat had finally been expelled. Pat resided at a shelter for runaway teenagers for three weeks, the maximum time allowed to stay. Pat then went to live with a **family friend** and participated in the independent living program. Pat was trying to both obtain a GED and develop some job skills.

Pat's participation in the independent living program was not successful. Pat constantly missed job interviews, did not complete GED homework assignments, and got into trouble with other program participants. One young person, in particular, became Pat's partner in crime. **Kelly** had recently been kicked out of the program but continued to hang out with Pat after hours—drinking, harassing people, and stealing.

A program staffer, **Chris**, fed up with Pat's behavior, kicked Pat out in the middle of the day explaining that Pat was too much trouble. Pat left the program, found Kelly, and, in an effort to find something exciting to do, hot wired a car and started joy riding through town. Detecting a speeding vehicle occupied by what appeared to be two young people, a **police officer** in a patrol car began a chase. Pat, as the driver, ran a red light and crashed into a utility pole. Pat was tragically killed, and Kelly sustained serious injuries.

Questions:

- In what order do you hold the characters in this story responsible for the tragedy?
- How could the characters have shown more caring towards Pat?

Adapted from William A. Lofquist, Associates for Youth Development, Inc.

The Pat Story Worksheet

Characters (in order of appearance)

- Pat
- Father
- Mother
- Principal
- Family Friend
- Kelly
- Chris
- Police Officer

Step 1

After reading the short story, indicate in the spaces below the individuals most responsible for this tragedy in decreasing order (individual identified in Space #1 below is the most responsible).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Step 2

Identify some specific caring behaviors that these persons could have taken to help Pat, rather than contribute to the existing problem. Record your group's responses below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Adapted from William A. Lofquist, Associates for Youth Development, Inc.

HANDOUT 3.4
Statistical Trends Affecting Children in the United States

"Unless progress is made in ameliorating the conditions that produce high-risk settings, large numbers of young people will fail the transition into roles of healthy, productive, contributing adults. The increasing size of the problem suggests that the response must be powerful and comprehensive. Attention to policies supporting families and neighborhoods and restructuring service institutions is necessary to impart the functional academic, vocational, social and psychological competencies needed by young people." (National Research Council, p. 237).

Discrimination

- On virtually all aggregate statistical measures for adults and adolescents—income, living standards, health, education, occupation, residential opportunities—blacks, Hispanics, and other minorities remain substantially behind whites. Much of this gap is due to income differentials, but a considerable amount can still be attributed to discrimination. Employment and housing discrimination limits the choices available to parents in raising their children. A single act of discrimination—be it the denial of a job promotion or the denial of housing in a desirable neighborhood—can dramatically change the life course of a family (National Research Council, pp. 244-45).

Pockets of Poverty/Communities

- By 1980, the 10 largest metropolitan areas accounted for almost half of all poor persons who live in the poorest neighborhoods—those census tracts in which at least 40 percent of all residents have poverty-level incomes.

- The 1970s saw a 29.5 percent increase in the number of poor people (an estimated 2.45 million) living in these neighborhoods.

- Today, the average black family lives in a census tract in which 30 percent of families are poor.

- Between 1970 and 1980, the number of Americans living in neighborhoods with high concentrations of poverty (poverty rates of 40 percent or higher) had more than tripled. Early data show these trends have continued throughout the 1980s.

Demographic Changes/Families

- About 25 percent of all children live with only one parent, usually the mother, a rate double that of 1970.

- Between 1970 and 1990, the number of single-parent households rose 51.67 percent.

Sources: Losing Generations, *National Research Council, 1993, and*
The State of America's Children Yearbook 1994, *Children's Defense Fund, 1994*

- Since 1970, the number of female-headed households that are poor or on the margins of poverty has increased almost 40 percent.

- More than 2.9 million children were reported abused or neglected in 1992, about triple the number reported in 1980.

- The number of children in foster care reached an estimated 442,000 in June 1992, a 68 percent increase from a decade earlier.

- By the year 2000, 80,000 to 125,000 children will have lost a mother to AIDS.

- Data released in mid-1993 showed that the teen birthrate rose for the fifth year in a row in 1991, reaching 62.1 births per 1,000 girls. Not since 1971, when the rate was 64.5 per 1,000 girls, have births to teens been so prevalent.

- The percentage of teen births that were to unmarried teens rose from 30.5 percent in 1970 to 69.3 percent in 1991.

Earnings and Employment

- The increase in the youth employment rate for those kids with less than four years of high school between 1970 and 1992 was 44.8 percent.

- The average real earnings for young adults declined significantly from 1979 to 1988; this decline occurred during a period of strong economic expansion. Those who worked year-round on a full-time basis experienced a 5.2 percent decline in real earnings in the 1980s.

- Median incomes of families with children (of all races) fell nearly one-third between 1973 and 1990.

- Between 1979 and 1992, the average annual earnings of male high school graduates ages 20 to 29 fell by 29 percent (after adjusting for inflation), while the average annual earnings of their peers without high school diplomas fell by 35 percent.

Poverty

- In 1992, one in five, or 14.6 million children were living in poverty—5 million more than in 1973.

- The child-poverty rate for those kids under 18 years of age increased 56.4 percent between 1969 and 1992.

Sources: Losing Generations, *National Research Council, 1993, and*
The State of America's Children Yearbook 1994, *Children's Defense Fund, 1994*

HANDOUT 3.5
Framework for Understanding Adultism

Dysfunctional Rescuing means helping young people on the assumption that they cannot help themselves or helping youth in such a way that limits their ability to help themselves. The result is that young people are ultimately set up to fail.

Youth are not given the chance to make important decisions or to take on legitimate responsibilities under the assumption that they are "just kids" or because it is "too hard to keep them on track."

Blaming the Victim means attributing the behavioral problems of young people solely to the youth themselves, without considering that many young people have grown up in poverty, in dangerous neighborhoods, in inferior schools, and among adults who don't care about them. The result is that young people don't get the adult support that they need.

Adults "give up" on youth with behavioral problems because "they just don't want to act right" or because "they don't deserve help until they help themselves."

Avoidance of Contact indicates the lack of regular social or professional contact with young people and the lack of effort to learn about youth and the environments in which they live. The result is that adults create programs based on their own needs, not on the needs and interests of young people.

Adults say that "they just don't understand youth," but don't seek out information on young people and don't ask youth for their ideas, preferences or interests.

Denial of Cultural Differences a form of adultism, is often motivated by egalitarian ideals because it involves "age-blind" or "color-blind" approaches. Age and cultural differences are assumed to be merely superficial. The consequence is that young people are denied the opportunity to bring their own beliefs, skills, or lifestyles into settings.

Adults either treat youth "just like adults" not respecting the fact that youth are still children in some respects (in terms of their overall development and experience) and/or adults treat youth "just like children" not respecting that youth do have some adult attributes.

Denial of the Political Significance of Adultism indicates a lack of understanding or denial of the social, political, and economic realities of young people. It also involves discounting the fact that young people are not treated "as equals" or "as real people" in many of the settings where they live on a daily basis.

An adult gets frustrated with a young person and says, "I give him all the chances in the world to act responsibly, but still he screws up," but does not acknowledge that other adults treat the same youth as a "child."

Note: This framework can be used to understand other "-isms," such as racism, classism, homophobia, and sexism.

Source: Visions, Inc. and Camino and Associates, Inc.

HANDOUT 3.6
-Isms and Internalized Oppression: Behavioral Dynamics

-Isms	Internalized Oppression
1. Dysfunctional Rescuing	1. System Beating
2. Blaming the Victim	2. Blaming the System
3. Avoidance of Contact	3. Avoidance of Contact
4. Denial of Differences	4. Denial of Distinction and Heritage of Group
5. Denial of the Political Significance of Oppression	5. Lack of Understanding of Political Significance of Oppression

Adapted from Visions, Inc.

HANDOUT 3.7
Guidelines for Alternate "Caring" Behaviors

(Note: The following list is not exhaustive. Brainstorming of strategies appropriate for your own situations is recommended.)

-Ism	Alternate Behavior	Some Guidelines to Achieve Alternative Behavior
Dysfunctional Rescuing	Functional Helping	■ Resist doing things for people that they can do for themselves ■ Provide clear and constructive feedback that notes positive behaviors as well as areas for improvement ■ Engage people as partners in formulating plans to improve their lives or behaviors ■ ■
Blaming the Victim	Taking Responsibility	■ Take responsibility for determining your own group's standards ■ Define how your own thoughts and behaviors contribute to a situation ■ Do not degrade the concerns or issues of any group of people ■ Do not assess other groups of people by using the standards of your own group ■ ■
Avoiding Contact	Making Contact	■ Make an effort to learn about the lives and concerns of people who are different from you ■ Make an effort to get to know and interact personally with people who are different from you ■ Be willing to change your perceptions to fit your new experiences ■ ■

Source: Camino and Associates, Inc.

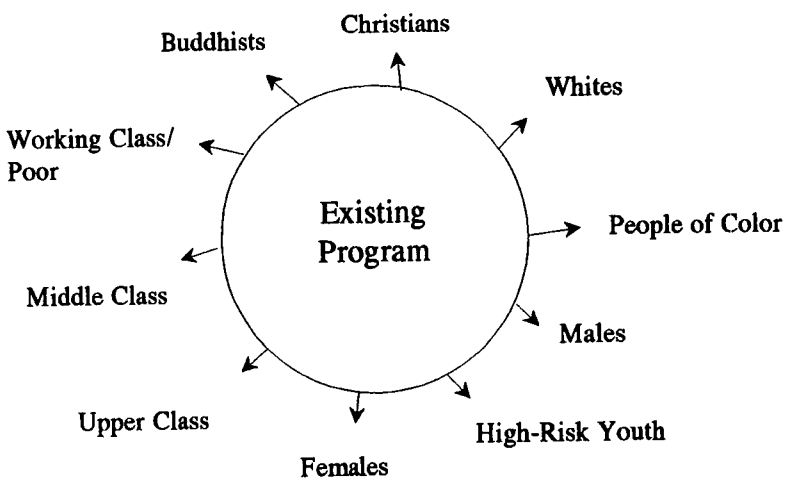
-Ism	Alternate Behavior	Some Guidelines to Achieve Alternative Behavior
Denial of Differences	Recognition and Appreciation of Differences	■ Grant equal respect to all people, but learn to distinguish among cultural differences in world views, communication patterns, issues of concern, etc. ■ Develop an awareness of your own assumptions and verbal and nonverbal communication patterns that may be inappropriate for use with another group of people ■ Do not assess other groups by using the standards of your own group ■ Do not assume you understand members of another group; do not assume people are like you ■ ■
Denial of Political Significance of Oppression	Recognition and Understanding of Political Significance of Oppression	■ Seek knowledge about the political, social, and economic realities of different groups ■ Avoid depending on a sole (or merely a few) source(s) of information ■ Develop critical thinking skills ■ Recognize that the personal experiences of people constitute a valid source of knowledge ■ ■

Source: Camino and Associates, Inc.

HANDOUT 3.8:
THREE WELL INTENTIONED MODELS OF MULTICULTURALISM

Business as Usual with Unusual Populations

Program assumptions, content, and setting remain largely the same as they have been, but the program is delivered to a new population.

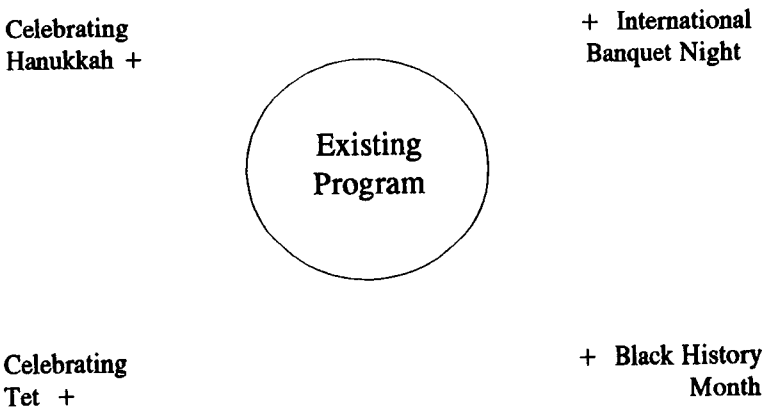


Positive Aspects
* Recognition that diverse populations must be included.

Pitfalls
* Various populations receive programming that is inappropriate.
* Major assumption that the program is good for everyone is left unexamined.

Additive

Special events are held to honor diversity or to highlight the contributions and achievements of members of diverse groups.



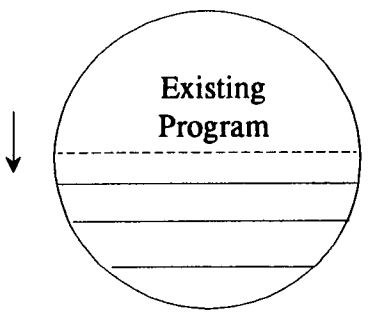
Positive Aspects
* Recognition that diverse populations have positive experiences/ rituals/traditions that all program participants can enjoy and benefit from.
* There is a desire to include perspectives and experiences of diverse populations.

Pitfalls
* Contributions of many groups are acknowledged as interesting or fun, but not indispensable.
* Contribution of many groups are accepted only if they do not disturb the status quo.

Source: Camino and Associates, Inc.

Substitutive

Remedial programs, courses, and activities are provided for members of minority groups.



New knowledge and skills (defined by majority) are learned and substituted for indigenous peoples. Indigenous knowledge and skills held by members of diverse groups must be suppressed.

Positive Aspects

* Attainment of certain knowledge and skills can be helpful for competing with members of majority groups.

Pitfalls

* Acceptance of superiority of majority culture in defining relevant areas of knowledge and skills is reinforced.
* View of program recipients as disadvantaged and deficient is reinforced.
* View that members of majority cannot benefit from gaining knowledge and skills held by minority group members is reinforced.

But, well intentioned is not enough....

Source: Camino and Associates, Inc.

HANDOUT 3.9:
TAKING STEPS TO ACHIEVE SYSTEMIC MULTICULTURALISM IN ORGANIZATIONS AND PROGRAMS

Major components of organizations and programs that need to be addressed when adopting a systemic model of multiculturalism appear in the boxes below. Under each of these components are listed example strategies for achieving multiculturalism. In the remaining spaces, list and describe additional approaches that your organization or program can take.

GOALS AND PHILOSOPHY

* Examine goals and philosophy and tease out underlying assumptions about young people and about differences.

* Ensure that goals and philosophy are widely understood and accepted by all stakeholders.

*

*

GOVERNING BOARDS AND ADVISORY GROUPS

* Ensure that the surrounding community is reflected on board and advisory groups (such as in terms of race/ethnicity, age, gender, socioeconomic class).

* Provide roles for individuals who bring practical experiences in addition to those who have access to funding sources.

* Ensure that all youth and adult members are given decision-making powers and that no member participates in a token way.

*

*

Source: Camino and Associates, Inc.

STAFFING

* Actively recruit staff at all levels who reflect the diversity of participants and the surrounding community.

* Provide multicultural training, formal and informal, for all staff on a regular basis. Include people who have different backgrounds (ordinary folks, traditional leaders, paraprofessionals, and professionals).

*

*

OUTREACH

* Become familiar with the location and make-up of diverse populations in the community (where they live and congregate, who they are, and what they do).

* Learn the different ways that each group may understand and interpret your organization or program.

* Become familiar with the ways that each group in the community receives its knowledge about community events and your program or organization.

* Use avenues of communication that are familiar to each group in the community.

*

*

PLANNING AND DESIGNING PROGRAMS

* Articulate explicitly the skills and competencies the program seeks to foster in young people.

* Strive to locate expertise and existing knowledge and skills among various groups in the community that can be incorporated into the program.

* Early in the planning process, facilitate the formation of community task forces, study groups, or discussion groups to address issues of multiculturalism.

*

*

Source: Camino and Associates, Inc.

HANDOUT 4.1
Overview of Youth Participation

FORMS OF YOUTH PARTICIPATION

- *Choosing.* Young people can choose which activities they wish to participate in and how they wish to participate.
- *Decision-Making.* Young people can meet on a regular basis to discuss and modify existing program rules and regulations.
- *Planning.* Young people can meet regularly to plan future programs or community activities.
- *Assessing.* Young people can "map" their communities or engage in program evaluation activities.
- *Communicating.* Young people can regularly present the program to outsiders: tours, talks to community audiences, presentations to funders.

BENEFITS TO YOUTH

- Promotes a rich cultural diversity within the program.
- Promotes choice and opportunity towards achievement of participants' full potential.
- Ensures that programs have relevance and flexibility to all young people.
- Increases the likelihood that all forms of discrimination are challenged and unacceptable, and a sense of membership is promoted.
- Encourages young people to stay in the program. Program retention rates increase.

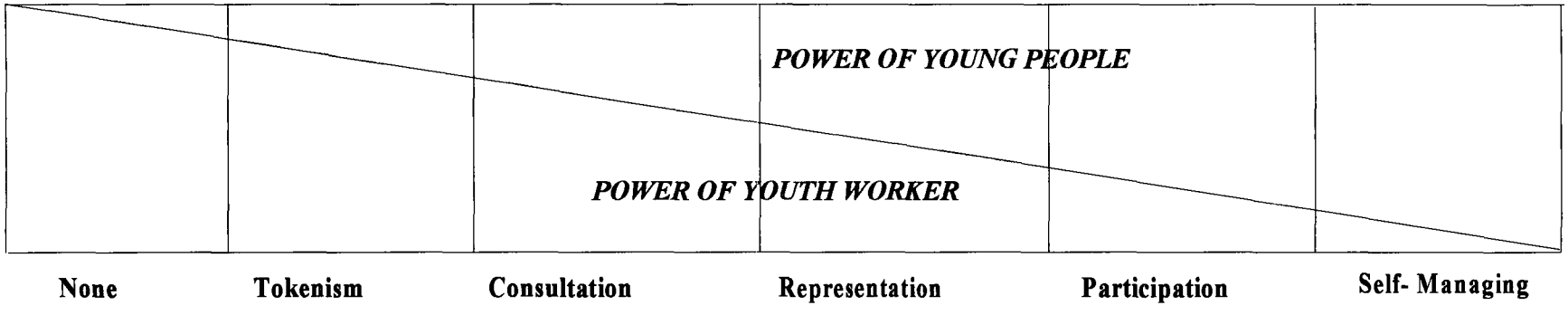
BENEFITS TO YOUTH WORKERS

- Youth participation keeps adults engaged, and thus makes their job more satisfying.
- Youth workers are more likely to be successful when they utilize strategies of youth participation.
- Youth are more likely to respect youth workers, hence meeting their own psychological needs.

Source: AED/Center for Youth Development and Policy Research

HANDOUT 4.2

A Model for Understanding Youth Participation



None: Youth worker has unchallenged and complete authority.

Tokenism: Workers set agenda and make decisions. One or two young people may be consulted but without necessarily taking heed of their views.

Consultation: Workers consult young people, but parameters are set by workers.

Representation: A select number of young people are put forward as representing their peers, usually via a committee system but with varying degrees of accountability.

Participation: Youth set agenda, decide on issues and activities, and have joint accountability with workers.

Self-Managing: Youth manage their group with little or no adult guidance.

Source: Youth Council of Northern Ireland

HANDOUT 4.3
Assessment of Youth Participation in Youth Programs

Program Functions

	Governance	Program Design	Rule-Making and Enforcement	Day-to-Day Decisions	Staff Recruitment and Training	Program Evaluation
None/Tokenism						
Consultation/ Representation						
Participation/ Self-Managing						

Source: AED/Center for Youth Development and Policy Research

HANDOUT 4.4
Settings for Youth Participation

Pseudonym of young person: _____

Settings	Actual Types of Participation	Future Types of Participation
Home		
School		
Extracurricular Activities		
Religious Institutions		
Your Organization/ Program		
Other Youth Organizations		
Other		

Source: AED/Center for Youth Development and Policy Research

HANDOUT 4.5
Youth-Adult Partnerships: Guidelines for Practice

One important form of youth participation involves youth and adults acting as partners in planning and implementing a program, event, or activity. Such partnerships are most effective when conducted in an ongoing manner, over time. Developed by Alternatives, Partners With Youth, this handout includes guidelines for assessing such partnerships.

BACKGROUND INFORMATION ON GUIDELINES

Each summer, Alternatives, Partners with Youth (in Hampton, Virginia) hires young people to research and recommend or develop products to support the agency's youth development agenda. In the summer of 1994, 20 youth were employed. One team of youth produced a comprehensive report on the state of youth services; this report helped managers rethink their priorities and redesign some of their programming. Another product was generated from the team's realization that the most successful strategies had one element in common: using some level of youth-adult partnerships. One young person, Neiasha Campbell, drafted the following instrument, which was edited by the team, and formatted and strengthened by the adult staff of Alternatives.

Neiasha Campbell is a freshman at James Madison University. For more information on youth-adult partnerships or this instrument, contact Richard Goll, Executive Director, Alternatives, Partners with Youth, 2013 Cunningham Drive, Suite 104, Hampton, Virginia 23666 (804) 838-2330.

DIRECTIONS

An organization can use these criteria in two ways:

As A Planning Guide. During staff meetings and planning meetings, the list can be used as a foundation for decision-making. If staff explicitly seek to build these criteria into their initiative—whatever it might be—then the organization will begin to create strong youth-adult partnerships. During discussions, staff should explain in their own words the strengths and weaknesses of the existing partnerships.

As An Assessment Tool. Ask staff to rate the organization on each statement on the list using the following scale. If the statement is 100 percent accurate of how their partnership operates, the rating is 4. If the statement is something that never happens, the rating will be 1. Staff members should use their judgment to rate everything in between, add up the total scores for all the statements, and repeat the activity in a few months. If the total score increases, then the organization is making progress in building strong youth-adult partnerships.

Note: Becoming a 100 percent youth-adult partnership organization takes a long time. Depending on the circumstances, your organization might need to stay at a "middle ground" for a while. However, since partnering relationships are essential for youth development, the goal should be to maintain steady progress.

Source: Alternatives, Partners With Youth

I. High Expectations for Youth-Adult Partnership

- The purpose of the youth-adult partnership is clear, mutually understood, and valuable to both the youth and adult participants.
- Standards of group and meeting behavior are clear to each member.
- The location and time of meetings and events are convenient to all youth and adults.
- All members will attend all meetings.

II. Ongoing Support for Partnership Members

- Involvement is open to anyone who has an interest.
- Each member feels comfortable and respected in being themselves.
- When members choose to speak, they are comfortable expressing their ideas.
- Each member feels a sense of ownership for the group.
- Members feel they have unique or important skills or quality that contributes to the group.
- Members find their involvement to be challenging and positive.
- Members are rewarded for their participation.
- Meetings are jointly facilitated by youth and adults.

III. Ongoing Support for Effective Partnerships

- Expectations of each group participant are clear and realistic to their maturity and skill level.
- Available opportunities allow members to practice and develop skills that, in turn, allow them to make meaningful contributions.
- Members are allotted adequate time to prepare for presentations, meetings, and activities.
- Sufficient training is provided that allows youth and adults to work together and be productive.
- The adult-to-youth ratio is adequate for assuring a collaborative partnership between adults and youth.

Source: Alternatives, Partners With Youth

HANDOUT 4.6
Strategies to Promote Youth Participation

Although youth participation has a high profile—it is often seen as the new "magic bullet"—the United States has yet to get to a point where youth participation is an "accepted norm" of good practice. Managers of youth organizations and youth workers must face several challenges:

- Test the strategies learned by youth workers during training workshops and with practices used by other organizations.
- Create structures and opportunities for both youth workers and youth to become legitimate participating members of the organization.
- Motivate staff to become enthused, to gain ownership of the processes required, and to set up and implement plans and actions that have specific targets.
- Build trust between youth workers and young people.
- Prioritize material and human resources to ensure participation becomes a reality.
- Generate practical plans for adopting youth development strategies in the short, mid-, and long term.

Source: AED/Center for Youth Development and Policy Research

HANDOUT 5.1
A Truism:
All Young People Will Seek to Meet Their Fundamental Needs

"All young people will seek to meet their fundamental needs whether we like it or not. The issue is whether we want to help young people meet their needs in healthier ways."

A basic assertion of the youth development perspective is that young people are always seeking to meet their own fundamental needs. This is identical to what adults do: We identify our needs, and we try to meet them.

If we don't provide young people with the opportunities and supports they need, they will go elsewhere to meet their own needs.

Elijah Anderson has studied life on the streets in very poor neighborhoods. He points out that young blacks will always assume different facets of a "street-oriented demeanor" just to pass among community members, but more basically, to earn respect, to develop a self-image, to make decisions, and to gain the skills necessary to "make it." This demeanor includes learning adaptive language, new codes of communication, new ways of expressing love, and new ways of responding to alienation. In brief, taking on this demeanor is an essential strategy through which youth position themselves to meet their own needs.

Effective youth organizations, recognizing that young people will either meet their needs "on-the-street" or "somewhere else," provide places for young people to meet these needs "somewhere else." According to Anderson, youth organizations are effective because they meet the fundamental needs of young people for structure, affirmation, discipline, signals, contribution, group membership, economic reward, responsibility, safety, and family.

Source: AED/Center for Youth Development and Policy Research

HANDOUT 5.2
The Twelve "P's"

What can youth workers offer to facilitate youth development? What must communities provide to help youth meet their personal and social needs and build competencies? The Twelve "P's" provide some answers for discussion:

1. **PARENTS/ GUARDIANS:** Youth need caring, supervision, and guidance from the adults with whom they live.

2. **PEOPLE:** Youth need strong, stable relationships with more than one adult.

3. **PLACES:** Youth need places to hang out, sleep, be active, escape, and explore.

4. **PURPOSES:** Youth need short-term and long-term goals based on both their own expectations and on those of the adults and peers in their lives. Youth need to be depended upon to meet their goals and to be rewarded for doing so.

5. **PLANS:** Youth need strategies for carrying out ideas, meeting responsibilities, and living up to expectations.

6. **PRINCIPLES:** Youth need guidelines/values for making decisions.

7. **POSSIBILITIES:** Youth need opportunities to learn, test, work, explore, interact, and contribute.

8. **PREPARATION:** Youth need explicit skill-building instruction across competency areas (and major problem-prevention areas).

9. **PEERS:** Youth need other young people to identify with and relate to—others who are trying to achieve the same goals.

10. **PROTECTION:** Youth need safe environments; safe practices taught to them and used by adults who work with them; and assurances of protection from abuse, neglect, exploitation, and discrimination.

11. **POWER:** Youth need opportunities to be heard, give input, make decisions, and lead.

12. **PROMOTION:** Youth need to be expected to learn, to succeed, and to be responsible. Such expectations help youth contribute in meaningful ways.

Source: AED/Center for Youth Development and Policy Research

HANDOUT 5.3
Opportunities and Supports:
Experiences that Promote the Development of Young People

Opportunities for Informal Instruction and Active Learning

- Exploration, Practice, and Reflection: the chance to actively learn and build skills and to critically test, explore, and discuss ideas and choices

- Expression and Creativity: the chance to express oneself through different mediums and in different settings, and to engage in both learning and play

Opportunities for New Roles and Responsibilities

- Group Membership: the chance to be an integral group member (such as family, school, and youth organization), by fully taking on the responsibilities of membership

- Contribution and Service: the chance to have positive influences on others through active participation in formal or informal community- and family-based activities

- Part-Time Paid Employment: the chance to earn income and to be a part of the work force within a safe and reasonably comfortable setting

Emotional Support

- Nurturance and Friendship: to receive love, friendship, and affirmation from others, and to be involved in caring relationships

Motivational Support

- High Expectations: to receive high expectations from others, including the opportunities, encouragement, and rewards necessary to meet high expectations

- Standards and Boundaries: to receive clear messages regarding rules, norms, and discipline, and to be involved in discussing and modifying the boundaries as appropriate

Strategic Support

- Options Assessment and Planning: to receive assistance in assessing one's options and to be involved in relationships characterized by coaching, feedback, and discussion

- Access to Resources: to receive assistance in gaining access to current and future resources through involvement and connections to people and information

Source: AED/Center for Youth Development and Policy Research

HANDOUT 5.4
Research Background and Justification for Youth Development

Review of Developmental Research

In 1994, the Center for Youth Development and Policy Research collaborated with a group of scholars to conduct an exhaustive literature review. This review indicated that when young people have ongoing opportunities and supports, their lives follow a positive path:

- They are less likely to engage in problem behaviors (such as drug use, delinquency, school truancy, and early pregnancy)
- They are more likely to achieve developmental outcomes
- As young adults, they are more likely to attend higher education and/or secure a full-time job

Lessons from Evaluation of Prevention Programs

Joy Dryfoos, in *Adolescents At Risk* (1989), analyzed "what works" in prevention programs, including drop-out prevention, drug and alcohol prevention, pregnancy prevention, and delinquency prevention. Dryfoos found that effective programs provide a core range of opportunities and supports.

- ensure that young people have access to caring adults
- provide individualized attention
- provide young people with the skills to cope with external pressure and to make healthy decisions
- involve peers as tutors and mentors
- provide links to the world of work

Lessons From Resiliency Research

Bonnie Benard (see Recommended Reading, especially pp. 14-18) identifies factors that lead to "resiliency." Benard finds that those young people from high-risk situations who "make it," did so because of caring and support, high expectations, and opportunities to participate. The most important point of Benard's paper is that these inputs can, and should, be provided in all settings including family, school, and community.

Source: AED/Center for Youth Development and Policy Research

HANDOUT 5.5
Best Practices For Youth Development: Some Guidelines for Program Implementation

What do opportunities and supports "look like" in practice? In 1995, the Fund for the City of New York asked youth workers to "identify the defining characteristics of their youth development programs." Using the answers provided, the Center for Youth Development and Policy Research integrated the voices of the youth workers into a framework of opportunities and supports. This handout summarizes the responses, and in so doing, offers some of the key characteristics of best practice. Practices are highlighted in the following categories:

- opportunities for informal instruction and active learning
- opportunities for new roles and responsibilities
- emotional supports for development
- motivational supports for development
- strategic supports for development

Opportunities for Informal Instruction and Active Learning

Exploration, Practice, and Reflection: the chance to actively learn and build skills and to critically test, explore, and discuss ideas and choices

- Learn the strengths and interests of the youth and use it to gain their attention. Conduct activities that integrate cognitive, emotional, social, and physical activities. Use their abundance of energy and relational cognitive styles. Include youth in organizing and implementing some classroom, group, community, and recreational activities. Expose youth to other experiences via field trips and extracurricular activities.

- Encourage and entertain all ideas from youth on how to make the program more enjoyable. Allow the youth council to contribute suggestions on ways their ideas can be incorporated in the teen program activities. Allow teens to voice their opinions. We always ask them what they think of what is going on and allow them to make changes when possible. Allow youth to choose from a menu of activities. Ask youth what they like, but don't engage in prolonged activities—mix them up.

- If the children have no homework, give them something that is both academic and fun to do during "homework help" activities. Create study groups where they can help each other.

- In employment programs, teach participants job search, interviewing, and negotiation skills to carry with them through their careers. Career development programs allow youth to practice supervision, management, fiscal, and budgetary skills. Let the youth practice both office and

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

professional skills and demeanor. Learning communicative skills is important for participants. At the program, a group of volunteers work to teach various skills, such as typing and using the computers. Our employment program provides case situations on workplace problems. We ask participants to use problem-solving techniques to reason through and resolve situations.

- Provide opportunities for youth and adults to exchange ideas and think critically together. Frequent discussions about the issues that face the teens daily, such as drugs, gangs, school, boyfriends, girlfriends, college, and sex. The teens talk frankly and receive positive feedback from one another. Learning centers conduct inquiry activities in various subject areas, including law and science, that involve active learning.

Expression and Creativity: the chance to express oneself through different mediums and in different settings and to engage in both learning and play

- Oral presentations and speaking in groups is always important. Preparing for and attending presentations helps develop organization, leadership, and oration skills. Whenever we go on a presentation, we take time afterwards to get the teens' feelings about how it went. And when other agencies come and present, the teens complete evaluations at the conclusion of the presentation.

- Assessment of creative outlets of participants when they enter the program. Activities such as musical expression, dance, gym activities, and karate should be noted. Psychodrama helps children explain themselves through song. Workshops/classes focus on creative expression.

- Teens come to our center for fun, and we try to make sure all programs are fun. Two new programs—drama and hip hop dancing—are examples of programs that combine fun and learning. The gym activities are a lot of fun. Games and basketball are very enjoyable activities in any program.

Opportunities for New Roles and Responsibilities

Group Membership: the chance to be an integral group member (such as family, school, youth organization) by fully taking on the responsibilities of membership

- Find out what they are thinking and encourage them to get involved and take action. Listen. The youth are given challenging problems that are resolved on their own or as a group. We ask teens to provide input into how we develop activities. Through this dialogue, we are able to build trust by incorporating their ideas into the program.

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

- Delegate responsibility among staff to help youth identify with their cultural and role models. Provide full access to all of the facility and as much control as any staff member, an open door policy, personalized contact at all levels of organization, and a parent council and parent events for creating opportunities for parent to be involved in the organization.

- Frequent group meetings with teens to discuss the way activities are developing and the areas that need to be improved. We build community through recreation, student-committee-driven activities, and group and community meetings. Involve them in the decision-making process for recreational activities, setting group rules, organizing educational or social events and ceremonies for student body. The young people take turns facilitating the group sessions.

- Create a comfortable and relaxed setting in the organization. We have a teen lounge and game room where teens can hang out. The young people feel it is their own space. We have a young teen women's group in which we focus on these young women's special developmental needs.

- Offer these opportunities: signing of membership agreements, end-of-day rituals and graduation from programs, Thanksgiving celebration for all the participants by sharing Thanksgiving dinner and giving thanks, offer the same activity at Christmas time.

Contribution and Service: the chance to have positive influences on others through active participation in formal or informal community- and family-based activities

- Provide opportunities for young people to "give back" to the agency and/or communities. We expect our teens to volunteer in their centers. Students volunteer to do clerical work in the office, to be safety patrols, and to administer the lunch program.

- Encourage and support youth to be involved in youth leadership and community activities. Community services such as homework help, tutoring, and counseling are provided to the community. Encourage participants to volunteer. Our 1-1 to 13-year-olds were concerned about the homeless and decided to feed the homeless who sleep under the FDR Drive. Participants wrote journal articles and discussed how people can become homeless. At carnival time, teens and children opened a carnival where food was available and games are set up and played with staff, community members, and parents.

- Affiliate with fraternities and sororities and other organizations who do community service and are looking for people to help, and provide mentoring relationships.

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

Part-Time Paid Employment: the chance to earn income and to be a part of the work force when such work is done within a safe and reasonably comfortable setting

- Help youth get jobs out in the community by locating employment opportunities for youth at all levels from entry level to supervisor. Teens can do park landscaping and cleanup during the summer. Teens learn the link between their own contributions and the well-being of the community.

Emotional Supports for Development

Nurturance and Friendship: to receive love, friendship, and affirmation from others and to be involved in caring relationships

- To be viewed as nonthreatening, issues should be approached positively. Being positive allows you to create an atmosphere for a captive audience and decreases tension. Approaching matters from the negative puts others on the defensive and gives others a license to approach you in the same manner. Try to avoid negative phrases such as "Don't wear your ...." Dignify youth responses by writing them on the board or reflect on the content of the feeling involved in their statements. Always address youth by name and show concern about what happens in their world.

- Establish an environment where teens know they can come to the office at any time and talk to any of the staff about their problems and concerns. Be available for the young people, really listen to them and hang in with them. Follow through with promises made during the course of the day. Walk the streets they walk. Visit their homes. Listen, ask questions, validate support, and challenge. Respect a youth's decision even if the youth disagrees with you.

- Create informal monitoring outside of program-related activities. These are one-on-one relationships. Promote freedom of speech and let youth know they will be heard. Set clear and honest limits to confidentiality. Engage students in a discussion about confidentiality and be clear on how/what people will agree to in a group. Individual issues are not to be discussed. Be honest and direct.

- Emphasize the positive attitudes and things youth have done. Even if it's a small thing they did, acknowledge it. Stress the positive more than the negatives. We often open our teen groups with an exercise called "New and Good." Each teen presents something new and something good that has happened to them since we last met.

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

Motivational Supports for Development

High Expectations: to receive high expectations from others, including the opportunities, encouragement, and rewards necessary to meet these expectations

- Be consistent in giving students feedback and strokes for successful outcomes. Focus on rewards and reinforcement for desired behavior. Counselors must communicate to the young person that they are genuine, warm, and willing to accept the young person regardless of the undesired behavior. Undesirable behavior must always be addressed. Give youth praise and positive reinforcement on a consistent regular basis. Let them know they are important and have accomplished a lot and that they should be proud of themselves because they are positive role models for their community.

- Identify "benchmarks" and assess competencies when a young person enters the program. Periodically reward those who show positive behavior and those who have most improved with certificates, awards, and/or recognition ceremonies. Conduct promotional ceremonies, three-month structures to show accomplishment. Recognize milestones and accomplishments, such as the student of the month, the students with perfect attendance in the project, the student with the highest report card marks, the student who has the most improved grades, and the student who has contributed most to the center.

Standards and Boundaries: to receive clear messages regarding rules, norms, and discipline, and to be involved in discussing and modifying the boundaries as appropriate

- Youth develop rules for participation in groups to ensure safety and security. Our programs emphasize respecting each other. We accomplish this through rules and dialogue and quick response to problems. Encourage honesty. Set clear rules, regulations, and expectations.

- Work towards community building. Respond to students' questions and needs accordingly. Assist youth in resolving conflicts peaceably. Be consistent in messages and expectations. Develop and orient all participants to the program philosophy, which includes basic needs such as respect, trust, tolerance of differences, multicultural awareness, and support. Have strong and clear program structure, philosophy, and rules.

- Define respect on both youth and staff levels. Address issues and/or behavior rather than blame or judge a person. Follow through with daily routines. Work with set goals and clear tasks. Develop a plan. Keep appointments and promote good attendance.

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

- Encourage youth to attend (1) groups to discuss various issues that explore the consequences of our actions, (2) conflict resolution workshops, and (3) peer mediation sessions. Stress ownership behavior and promote appreciation of surrounding.

- Conduct an orientation program for incoming registrants. Post rules around the building. Have all youths sign contracts for self-responsibility. Establish clear rules that prohibit negative behavior, such as violence, weapon carrying, and profanity, with clear consequences for infractions. Address cruelty among youth and create contracts against violence and cruelty.

- When youth are having a problem in a group, they are asked to go to an area that is designated for quiet time. When the group concludes, a mediator discusses the problem with the youth and provides a caring, but concerned message. Conflict resolution training for young people and staff is available.

Strategic Supports for Development

Options Assessment and Planning: to receive assistance in assessing one's options and to be involved in relationships characterized by coaching, feedback, and discussion

- Support young people as a bridge to adulthood through goal setting, planning, and life skills development in classes and individual work. Help young people think through their choices. Recognize small gains and build upon them. Work with youth to develop clear realistic goals, plans and tasks. Acknowledge their abilities to overcome obstacles.

- Be aware of what is going on in youths' lives, neighborhoods, and schools. Encourage individual counseling services, peer counseling, and therapy sessions. Teens work individually with social work students on personal development issues.

- Discuss goals and expectations on a realistic level. Establish youth groups that discuss and come up with solutions to youth issues and problems, mentoring groups, open-dialogue (rap) sessions, and group workshops for both genders. These are free flowing, closed-circle meetings.

- Counselors meet on a one-to-one basis and provide assessment and focus on starting a job search. In our employment program, we provide case situations on workplace problems. We ask participants to use problem-solving techniques to reason through and resolve situations. Counselors provide individual and group counseling to all participants in academic, college, and career choices, in pre-employment, and in health issues. Collaborate with other programs to present workshops to youth in health and pregnancy prevention. Create a youth workshop to help in college essays, résumés, and interview skills.

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

Access to Resources: to receive assistance in gaining access to current and future resources through involvement with and connections to people and information

- Use the community as a resource. Involve community members in program development and effectiveness. Conduct parent nights where parents and their children get to know other parents and their children. Included families in intake and goal setting at the beginning. Encourage families to call or visit as needed. Maintain an open line of communication with parents through telephone calls, home visits, and parent meetings. Encourage parents to join a problem-solving process with school and youth.

- Provide access to services that support participants' job search activities, such as child care, counseling, and housing. Conduct career days in the community—at school, police headquarters, and hospitals. Offer flyers and pamphlets with information and resources for the community. A resource directory for information is available. Participants use a telephone bank for self-directed job search. Calling and finding work on their own creates personal gratification. Always have a resource list, resource pamphlets, and telephone numbers available. Invite guest speakers from other agencies to give presentations on a regular basis.

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

HANDOUT 5.6
Self-Assessment of Youth Programs: A Planning Worksheet

Program Name: _____

What positive outcomes is the program seeking to promote among young people? _____

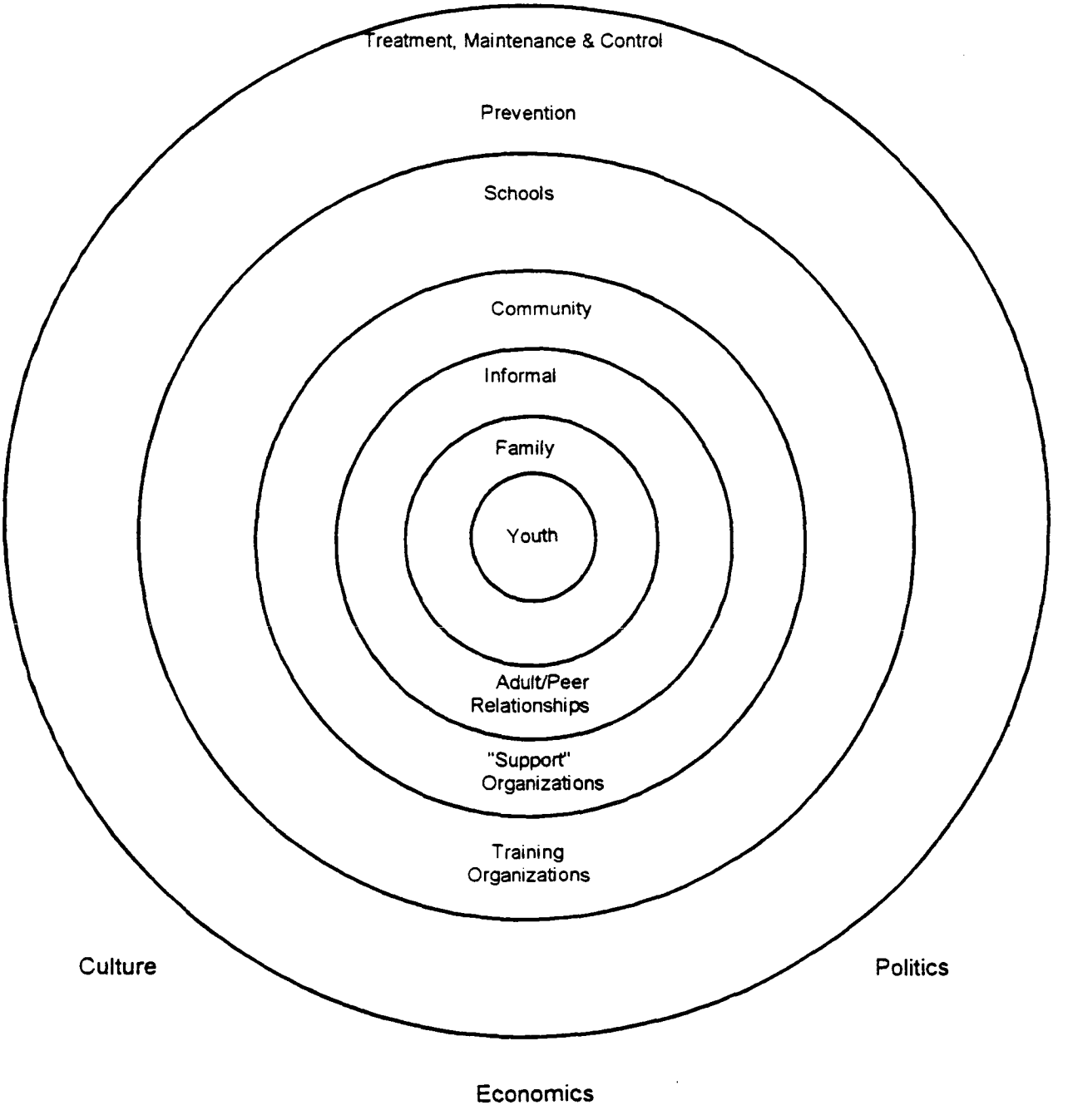
For each of the five categories of opportunities and supports in the chart below, identify one specific program component or activity through which the program effectively (strongest) offers the opportunity or support to young people. Then identify one specific component or activity which is less effective (weakest) in providing the opportunity or support to young people.

Identify strategies through which the program can be strengthened by integrating a richer array of opportunities and supports.

Opportunities and Supports	Description of Program Component(s) Strongest ⟶ Weakest
Active Learning Exploration, Choice, Reflection, Expression	
Challenging Roles and Responsibilities Group Membership, Contribution/Service to Others, Volunteer or Paid Work	
Emotional Support Ongoing Friendship, Respect, Affirmation	
Motivational Support High expectations for young people to achieve; clear standards and boundaries to guide behavior	
Strategic Support Assistance in planning for future; access/linkage to necessary resources and people	

Source: AED/Center for Youth Development and Policy Research

HANDOUT 5.7
Supportive Community:
A Youth-Centered Perspective



AED/Center for Youth Development and Policy Research

HANDOUT 5.8
Implementation of Best Practices for Youth Development: Draft Guidelines for Organizations

How do we know a youth development organization when we see one? What are the defining characteristics of a youth development organization?

Because few efforts have addressed these questions two consequences have resulted:

- Professionals in the field have difficulty (1) defining their work and explaining the importance of their work with young people, families, and communities.

- Organizations do not have a strong mechanism, that is, a set of guidelines to follow to assess their own operations as a youth development organization.

In 1995, the Fund for the City of New York organized a series of meetings for youth workers from exemplary youth development organizations. These youth workers developed guidelines for assessing operations of youth development for organizations. The Fund and a growing network of organizations are testing these guidelines through both self- and external assessment.

This handout summarizes the following key features of these guidelines:

- Mission and Leadership
- Holistic Assessment and Follow-Up
- Opportunities for all Participants to Explore, Practice and Reflect
- Opportunities for all Participants to Express Themselves and Be Creative
- Opportunities for Group Membership for all Participants
- Opportunities for all Participants to be of Service and to Work
- Emotional Supports for Participants
- Motivational Supports for Participants
- Strategic Supports for Participants

Mission and Leadership

The organization establishes and maintains an explicit focus on helping young people prepare and succeed, not simply to avoid problems.

- The organizational mission statement clearly identifies the necessary competencies to promote among young people and the types of experiences offered so that young people can obtain those competencies.

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

All members of the Board of Directors have a familiarity with youth development and at least one member has substantial knowledge and/or experience with youth development.

- The Board of Directors has a presence at agency functions/events.

The following organizational policies and administrative decisions have been developed to fully reflect and support youth development.

- The mission statement of organization (and/or the appropriate unit of the organization) supports youth development. All staff, volunteers, and participants understand and agree with the mission statement.

- The organization reaches and serves its targeted population.

- The organization's budget reflects the youth development mission: to have a combination of funding sources, a continuity of funding streams, an allocation of funds and support for different programs/activities, and an appropriate ratio of overhead to services.

- Staffing patterns support and reflect the mission of the organization (such as status of full-time/part-time workers, and caseload sizes). The ethnic/cultural background of staff reflects the population served.

- The organization does community-advocacy work in support of youth development and/or related issues.

All staff and volunteers are trained to implement the best practices of the organization, as defined by the organization.

- The organization has a professional development program that identifies the core competencies needed by staff to implement organizational programs and activities.

- With the guidance and support of the organization, all staff are required to identify and work towards explicit performance expectations.

Holistic Assessment and Follow-up

The organization conducts a comprehensive assessment of all young people.

- The creative outlets of youth are assessed when they enter the program. All of the young person's needs and interests are addressed and priorities established. All issues and potential

issues outside of the program are considered in the context of a young person's strengths and resiliencies.

- Goals and benchmarks for obtaining goals are established with young people, who have the opportunity to develop an individual action plan.

The organization ensures agency-wide orientation.

- Total agency orientation is available to all youth regardless of the specific activity for which they enter the program.

The organization is aware of monitors and responds to what youth are experiencing within and outside of program.

- The organization has established mechanisms for parents to talk to staff about their children's needs.

- Individualized case conferences include focusing on family, peers, school, community, and other agency issues.

- Availability of referrals through guides and staff interventions. Follow-up to relevant persons outside of the agency is made as necessary.

- The academic progress of young people is assessed and monitored when they enter the program and periodically thereafter.

Opportunities for all Participants to Explore, Practice, and Reflect

The organization creates room for youth to continue to grow within the program.

- Schedules, with their many options, reflect the expressed interests of participants.

- Activities are available for a continuum of ages.

The organization ensures youth participation in programs.

- Youth, staff, and administrators attend regular meetings together. Youth contribute ideas for projects and activities that are considered and acted upon.

- Youth play a role in implementing the program and developing their own action plans.

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

The organization offers a balance between individual and group activities.

- Large group, small group, and one-to-one activities are available.
- Workshop training or group sessions are supplemented with individual counseling sessions on participant needs and/or with opportunities for individual study and activity.
- Based on youth and staff feedback and initiative, new activities are continuously added to programs.

The organization provides youth with opportunities to develop the capacity to reason, solve problems, and empathize.

- Written, verbal, mathematical, critical thinking and/or research activities are built into group and individual activities.
- Educational opportunities (such as tutoring, homework help, college preparatory workshop, library access, and a resource person) are available to all young people to ensure success in formal school settings.
- Decision-making and problem-solving opportunities are provided and supported in personal, school, community, work, family, and center settings.

The organization provides life-skills training and multicultural understanding.

- There are structured classes and workshops that cover a variety of life skills (such as money and time management, networking, job searching, home management, and communications).
- Career readiness training is incorporated into events and activities.
- Opportunities to explore different life situations, viewpoints, and other cultures are available.
- The curricula of programs, including activities that focus on gender "roles" and issues, differences, stereotypes, and myths, foster and promote multicultural understanding. Cultural awareness and pride are fostered.

Opportunities for all Participants to Express Themselves and be Creative

Activities are designed to instil curiosity to learn from a broad range of experiences.

- Activities (such as field trips, guest speakers, and research) are interactive and experiential ("hands-on") and emphasize questioning, experimenting, and exploring by the youth.

The organization values and fosters choice, creativity, free expression, and fun.

- Young people choose when and how they wish to participate within the program.
- Activities are structured so that youth can choose parts of a program that they would enjoy.
- Structured opportunities (such as activities, workshops, and classes) that involve arts, music, theater, poetry, and dance are available.

The organization values and incorporates free expression, fun and humor in its operations.

- All staff actively participate during team-building activities and meetings/activities, which begin with events such as poetry reading, games, and role-plays.
- "Nontargeted" laughter occurs throughout the organization.

Opportunities for Group Membership for all Participants

Youth have ownership of program and program space.

- Youth are members of the organization with membership responsibilities, membership cards, and symbols (such as T-shirts and caps) to create identification with the program.
- Youth know how the program is funded and participate in fund-raising and/or advocacy activities. Youth play a role in hiring and orienting new staff, new youth members and visitors to the program.
- Youth play a role in setting up and decorating the space.
- Youth are included in planning and implementing programs and activities, with an emphasis on building membership through peer mentoring, rites of passage program, and/or leadership groups.
- The organization continuously involves families and caretakers. For example, parents and caretakers are involved through some or all of the following: ongoing parent groups, parent councils, parent events, parent awareness meetings, parent/youth celebrations, and performances.

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

Youth and community members are an integral part of the organization decision-making and operations.

- Formalized youth councils or committees exist.
- Youth are represented on the Board of Directors, and/or regular meetings between youth councils and program administration are held.
- Youth leadership is witnessed in events such as community meetings, youth forums, journals, radio shows, and other places for a youth voice.
- Established mechanisms are used to gain parental comment and to hear the views of the community-at-large (such as establishing community advisory councils).

Opportunities for all Participants to be of Service and to Work

Youth are involved in community development.

- The organization arranges structured activities through which youth, with staff support and the opportunity for reflection, feedback, and modification, participate in community services (such as peer tutoring, counseling, education, helping the homebound or homeless, and park landscaping).
- The organization assists youth in community development planning (such as community surveys, needs assessments, and mapping projects).
- Opportunities for civic involvement (such as letter-writing campaigns, voter-registration drives, and public-education strategies) are available.
- The organization maintains ongoing relations with other community agencies (such as police, fire, schools, and youth organizations), and youth are involved in these relationships (such as participation in meetings, councils, and volunteer activities).

Participants are involved in paid and/or volunteer work.

- Paid employment or volunteer opportunities (such as clean-up crews, security patrol, supervising teen lounge, program staff, and GED mentors) are available in the program.
- The organization helps link interested participants to employment opportunities in the community.

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

- Youth have opportunities to volunteer in a variety of areas and/or with a variety of age groups.
- The organization promotes from within, for example, youth who have participated in programs.

Emotional Supports for Participants

The organization ensures one-to-one staff/youth relationships.

- Participants are assigned a primary staff person in the agency with whom they have individualized sessions.
- There is free access to consultations with all staff.
- Relations between youth and staff are characterized by attributes that allow for shared learning and development: showing respect, distinguishing the behavior of youth from their personality, being nonjudgmental and affirming, and having open and interactive communication.

The organization creates a caring, family environment within its programs.

- Staff advocates are available for participants.
- The point of entry to program is welcoming.
- Ongoing chances for all staff and youth to come together for events and celebrations are available. Personalized interactions, where staff call youth by name, speak to the interests and concerns of young people, and are affirming take place.
- Ongoing opportunities are available for youth to take responsibility for sustaining a positive environment.

The organization ensures keeping a caring family environment by maintaining open communication.

- Participants are afforded personalized contact with staff at all levels of the organization.
- An open-door policy allows youth to approach staff at any time to talk about their concerns.
- Established strategies are available for ongoing print communication (such as newsletter, bulletin boards, and announcement memos).

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

- Procedures are in place for youth to have access to staff for grievances and ideas with clear feedback mechanisms where the recommendations of youth are discussed, decisions are made, and results are publicized.

The organization ensures keeping a caring family environment by maintaining an appropriate physical environment and a safe environment.

- Program space is attractive and appropriate (clean, safe, reflective of youths' recommendations, with adequate ventilation, lighting, and plumbing facilities). Program space is physically safe and accessible to all youth.

- A security plan exists, and staff are trained in emergency procedures.

Motivational Supports for Participants

The organization recognizes the individual accomplishments of all program participants.

- Each youth is afforded the chance to develop and complete individual projects and/or set and meet individual challenges and to periodically command attention of the group to celebrate these accomplishments.

- There are regular private and public awards and recognition for participation, accomplishments, and progress.

The organization offers services within the framework of confidentiality.

- Written policies, principles, and rules regarding confidentiality are established and understood by all staff and youth, and communicated and reinforced through membership agreement or other mechanisms.

- The program space is structured to allow privacy when it is appropriate.

The organization creates firm and respectful structures, guidelines, and rules about acceptable behavior and conduct within the organization.

- Organizational norms which include clear rules prohibiting dangerous actions (such as violence, drug and alcohol use, and carrying weapons) and encouraging affirmative actions (such as respect, affirmation, rights, and responsibilities) that are developed with input from the participants.

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

- Norms and rules are published; discussed; revised, as necessary; and distributed throughout the organization on a regular basis.

- Mechanisms are established for handling problems in ways other than expulsion.

Strategic Supports for all Participants

The organization supports young people as a bridge to adulthood.

- All youth are regularly assisted with goal setting and planning through established mechanisms.

- A system through which a person tracks each young person's progress over time, revises plans, and helps coordinate resources is available.

- Activities are designed to help young people gain the life skills necessary to meet their goals.

- Social supports are created to provide guidance and ready access to resources to young people as they prepare for their transition to adulthood. Social supports include alumni groups, mentors from community, youth/employer networks, and discussion groups.

The organization creates closure for participants as they transition within the program and, subsequently, as they graduate from the program.

- Formal rituals are given salience within the program, including final awards dinner, certificates and trophies, youth presentations and reflection on their experiences, end of day rituals and graduation ceremonies.

- One-to-one closure that includes discussion of transition. The point of closure includes individual assessment of what has been accomplished and what the future should look like, including referrals addressing individual needs, where appropriate.

The organization retains youth within the program until appropriate termination.

- Follow-up procedures are itemized as part of staff responsibilities.

- Attendance sheets are maintained and follow-up calls are made to clients.

- Staff routinely remind participants of work ahead.

Source: adapted from Fund for the City of New York/Youth Development Institute/Networks for Youth Development

HANDOUT 6.1
Core Competencies from National Youth-Serving Organizations

A working group made up of key representatives from national youth-serving organizations met for over a year to conduct definitional work needed to develop strategies to address professional development issues. The working group was part of a larger project, *Stronger Staff—Stronger Youth*, sponsored by the DeWitt Wallace-Reader's Digest Fund and administered by the Center for Youth Development and Policy Research. The following list of core competencies developed by the working group is one piece of the definitional work they conducted.

Definition. Core competencies are based on the knowledge, skills, and personal attributes of youth development workers. We propose to define core competencies as "demonstrated capacities" that allow a youth development worker to be a resource to youth, organizations, and communities. Specifically, ten core competencies can be categorized into four areas:

Area 1: Youth Development Workers as Supports for Youth, Families, and Colleagues

Demonstrate Awareness of Self as a Youth Development Worker

- ability to articulate a personal "vision" of youth development work and to express current and potential contributions to that vision
- ability to be reflective and express opinions; to evaluate self and seek feedback from colleagues, parents, and youth; and to assess his/her role as he/she sees himself/herself and as he/she might be seen by others

Demonstrate Caring for Youth and Families

- concern about the well-being of others, interest in feelings and experiences of others, support of the self-esteem of others, enjoyment of being with youth
- belief in the potential and empowerment of all youth and family members, and the ability to identify developmental possibilities amid difficult situations
- ability to actively engage family members in program and community initiatives and to provide support to parents and guardians as they nurture the development of their children

Source: AED/Center for Youth Development and Policy Research

Demonstrate Respect for Diversity and Differences Among Youth, Families, and Communities

- awareness of commonalities and differences (such as gender, race, ethnicity, class, and religion) among youth of diverse backgrounds and appreciation of those of differing talents, sexual orientations, and faith
- willingness to search for and retain information about families and communities with cultural and economic backgrounds different from own
- ability to build on diversity among individuals to strengthen organizations and communities

Area 2: Youth Development Workers as Resources to Youth

Demonstrate Understanding of Youth Development and of Specific Youth

- ability to articulate relevant theory and research about youths' physical, emotional, social, and cognitive processes; peer group relations and sexuality; and risk and protective factors of youth development
- ability to observe and talk with youth to assess individual needs, interests, fears, and competencies and to do so with an appreciation of organization and community context

Demonstrate Capacity to Sustain Relations that Facilitate Youth Empowerment

- ability to challenge values and attitudes of youth in a supportive manner, affirm and validate youths' feelings and ideas, and nurture and confirm learning
- ability to articulate and maintain appropriate "boundaries" (such as roles, responsibilities, relationships, and confidentiality) with youth
- ability to actively and continuously consult and involve youth and to encourage youth to contribute to programs and other conditions that affect their lives

Demonstrate Capacity to Develop Peer Group Cohesion and Collaborative Participation

- ability to articulate basic principles of group work and facilitation, cooperative learning, conflict resolution, and behavior management
- ability to initiate, enable, and sustain group interactions and relationships through the completion of an ongoing activity or project

Source: AED/Center for Youth Development and Policy Research

Area 3: Youth Workers as Resources to Organizations

Demonstrate Capacity to Plan and Implement Events Consistent with Needs of Youth and In Context of Available Resources

- ability to establish priorities in relation to organizational mission and plan and use existing resources to create a social environment of membership, altruism, participation, and challenge
- ability to articulate "best practices" principles from a youth development approach and to apply these principles to the design, implementation, and evaluation of organizational programs and practices

Demonstrate Capacity to be a Colleague to Staff and Volunteers in the Organization

- ability to be accountable, through work in teams and in isolation; to recognize and act on need for own support; and to accept and delegate responsibility
- ability to engage colleagues for reconciling diverse opinions and to handle differences between one's own values and those of others and to make appropriate challenges to stereotyping and discrimination in the workplace

Area 4: Youth Workers as Resources to Communities

Demonstrate Capacity to Work with Community Leaders, Groups, and Citizens on Behalf of Youth

- ability to articulate strategies of community consensus-building, mobilization, and advocacy
- ability to facilitate and enable groups through the process of identifying community needs and determining appropriate responses
- ability to assist groups in affirmatively responding to structural inequality and community factors that diminish opportunities for youth development

Demonstrate Capacity to Collaborate with Other Community Agencies and Youth-Serving Organizations

- awareness of the array, mission, and referral processes of community agencies and organizations that serve youth and families
- demonstrated ability to conduct community assessments and to identify underused resources
- demonstrated ability to initiate, create, and sustain collaborative relations with other organizations and develop concrete strategies that benefit both organizations and youth

Source: AED/Center for Youth Development and Policy Research

HANDOUT 6.2
Youth Worker Job Description Sample

Position

HIV/AIDS Prevention Program Worker
The Fictional Center for Youth

Responsibilities

The person filling this position will provide assistance to the program coordinator by planning and conducting activities related to the prevention of HIV and AIDS for and with program participants. Specific job responsibilities include the following:

- assisting with recruiting program participants
- conducting HIV and AIDS educational presentations to program participants and community members
- assisting and supporting program participants to develop their own HIV and AIDS community action plan
- collecting program data on rates of participation, demographics, and program outcomes

Required Skills and Qualifications

- interest in and commitment to youth issues and youth programs, demonstrated by volunteer and employment experiences of working with young people
- ability to openly discuss the sensitive issues of sexuality and societal stereotypes with young people, as demonstrated by comfortably using relevant language
- ability to challenge values and attitudes of youth in a supportive manner, as demonstrated by asking nonthreatening questions and encouraging self-reflection
- ability to access relevant community resources and collaborate with other community agencies, as demonstrated by making appropriate referrals and attending community meetings

Source: AED/Center for Youth Development and Policy Research

HANDOUT 6.3
Youth Worker Résumé Sample

Sierra Nevada
2345 Lawrence St.
Washington, DC 20000
(202) 555-0987

PROFESSIONAL EXPERIENCE

Director
Care for Youth, Washington, DC 4/93 - present

Advanced organizational mission through program planning and development with other public sector organizations, foundations, and national advocacy groups which also strive to meet the diverse needs of youth. Implemented and managed Teen Leadership Council, which includes young people in the day-to-day operations and decision-making of the organization.

Program Officer
HIV/AIDS Prevention Council, Washington, DC 1/90 - 3/93

Organized a partnership among local community-based organizations which work in the field of youth HIV/AIDS education and prevention. Maintained collaboration through joint efforts in schools and the community, including workshops, fairs, and fundraisers. Developed policies and programs for HIV/AIDS and sexual health education in public schools with the input of local young people through focus groups and leadership training.

Program Associate/Counselor
Juvenile Detention Center, New York, NY 7/86 - 12/89

Created and facilitated support groups for families and youth to address issues faced in the home, school, and community. Counseled individual families to ensure continued support and development of youth during and after period of detention. Referred and placed young people in community volunteer agencies and monitored the emotional, social, and educational development of the young people through bimonthly home visits.

EDUCATION

B.A., Sociology
Urban College, College Town, NY
1986

Union High School, Home Town, NY
1982

ACTIVITIES

- Summer Camp Counselor, Foxtail Springs Camp, RI
- AYSO Soccer Coach, Another Town, NY

HANDOUT 6.4
Learning Experiences for Youth Workers

The knowledge, skills, and personal attributes that allow participants to be exemplary youth workers derive from many different sources because people learn in a variety of ways throughout their lifetime. We often assume that we learn what others have taught us. But much of the knowledge, skills, and personal attributes we use in youth work is learned from experiences outside of a formal educational setting.

Acquiring and improving core competencies is an unending professional development exercise in any field. This is especially true in youth work where trends and social conditions are ever changing. A good staff development program has multiple and interactive components. Too often, training is seen as the sole form of staff development. Yet, clearly, one becomes an exemplary youth worker through a variety of methods:

Life Experience. Life experience often attracts people to fields such as youth work. Knowledge, skills, and personal attributes derived from life experience and the street-wisdom of youth work are as important as other knowledge, skills, and personal attributes. The natural, innate ability of many youth workers should be acknowledged. Some people have difficulty calling their natural ability a "skill."

Formal Education. Formal education, including internships and field placements, has its place in learning. While it does not provide the type of hands-on experience that youth workers need, it can provide knowledge that reinforces practice. Because academic knowledge is developing all the time, keeping up with the latest advancements in the field is important.

On-the-Job Experiences. On-the-job experiences provide opportunities for face-to-face interactions with young people. Such interactions offer learning about youth and about ways to work with youth.

Supervision. High-quality supervision complements on-the-job experiences by providing opportunities to process interactions with youth with someone who is familiar with specific youth and the organization. The youth worker can immediately apply a supervisor's feedback and has an opportunity to follow-up with the supervisor to gain clarity, continue processing, and receive reinforcement of learnings.

On-site training programs. On-site training programs occur in the work place when an organization allocates time for professional development activities. These opportunities can be provided by co-workers, consultants, or staff from other organizations. Staff meetings can fall under this category.

Off-site training programs. This form of training is often equated with staff development or is seen as a primary vehicle of staff development. Off-site training includes training conferences, seminars, workshops, and continuing education courses.

Source: AED/Center for Youth Development and Policy Research

HANDOUT 6.5
Core Competency Self-Assessment Survey for Youth Workers

DIRECTIONS FOR SURVEY

This survey is to assess yourself on specific competencies grouped into ten areas. For each of these competencies you are asked to:

- Assess its importance to your job (Column A) using:

  Low = not very important for my job
  Average = important for my job
  High = very important for my job

- Rate your current competency level (Column B)

  Low = not very skilled or knowledgeable in this area
  Average = skilled or knowledgeable in this area
  High = very skilled or knowledgeable in this area

- Suggest the best way you could strengthen this competency (Column C)

For each competency, circle ONE number for EACH column. Note that columns A and B use a competency assessment format of 1 (low) to 5 (high); column C uses three broad categories to help identify the best way you can strengthen this competency. These three categories are:

- On-the-job experience related to working with youth

- Training provided by co-workers, consultants, or staff from other organizations at a specific time or in an ongoing sequence of time periods.

- Supervision including formal and informal supervisory relationships where the worker has ongoing meetings with his/her supervisor.

Source: AED/Center for Youth Development and Policy Research

	Column A					Column B					Column C		
	Importance for Current Job					Current Competency Level					Best Way to Strengthen Competency		
	Low		Average		High	Low		Average		High	On-the-job Experiences	Training	Supervision
Demonstrate Awareness of Self as a Youth Development Worker													
■ ability to articulate a personal "vision" of youth development work and to express current and potential contributions to that vision	1	2	3	4	5	1	2	3	4	5	1	2	3
■ ability to be reflective and express opinions; to evaluate self and seek feedback from colleagues, parents, and youth; and to assess his/her role as he/she sees himself/herself and as he/she might be seen by others	1	2	3	4	5	1	2	3	4	5	1	2	3
Demonstrate Caring for Youth and Families													
■ concern about the well-being of others, interest in feelings and experiences of others, support of the self-esteem of others, enjoyment of being with youth	1	2	3	4	5	1	2	3	4	5	1	2	3
■ belief in the potential and empowerment of all youth and family members, and the ability to identify developmental possibilities amid difficult situations	1	2	3	4	5	1	2	3	4	5	1	2	3

Source: AED/Center for Youth Development and Policy Research

	Column A					Column B					Column C		
	Importance for Current Job					Current Competency Level					Best Way to Strengthen Competency		
	Low		Average		High	Low		Average		High	On-the-job Experiences	Training	Supervision
■ ability to actively engage family members in program and community initiatives and to provide support to parents and guardians as they nurture the development of their children	1	2	3	4	5	1	2	3	4	5	1	2	3
Demonstrate Respect for Diversity and Differences Among Youth, Families, and Communities													
■ awareness of commonalities and differences (such as gender, race, ethnicity, class, and religion) among youth of diverse backgrounds and appreciation of those of differing talents, sexual orientations, and faith	1	2	3	4	5	1	2	3	4	5	1	2	3
■ willingness to search for and retain information about families and communities with cultural and economic backgrounds different from own	1	2	3	4	5	1	2	3	4	5	1	2	3
■ ability to build on diversity among individuals to strengthen organizations and communities	1	2	3	4	5	1	2	3	4	5	1	2	3

Source: AED/Center for Youth Development and Policy Research

	Column A					Column B					Column C		
	Importance for Current Job					Current Competency Level					Best Way to Strengthen Competency		
	Low		Average		High	Low		Average		High	On-the-job Experiences	Training	Supervision
Demonstrate Understanding of Youth Development and of Specific Youth													
■ ability to articulate relevant theory and research about youths' physical, emotional, social, and cognitive processes; peer group relations and sexuality; and risk and protective factors of youth development	1	2	3	4	5	1	2	3	4	5	1	2	3
■ ability to observe and talk with youth to assess individual needs, interests, fears, and competencies and to do so with an appreciation of organization and community context	1	2	3	4	5	1	2	3	4	5	1	2	3
Demonstrate Capacity to Sustain Relations that Facilitate Youth Empowerment													
■ ability to challenge values and attitudes of youth in a supportive manner, affirm and validate youths' feelings and ideas, and nurture and confirm learning	1	2	3	4	5	1	2	3	4	5	1	2	3
■ ability to articulate and maintain appropriate "boundaries" (such as roles, responsibilities, relationships, and confidentiality) with youth	1	2	3	4	5	1	2	3	4	5	1	2	3

Source: AED/Center for Youth Development and Policy Research

	Column A					Column B					Column C		
	Importance for Current Job					Current Competency Level					Best Way to Strengthen Competency		
	Low		Average		High	Low		Average		High	On-the-job Experiences	Training	Supervision
■ ability to actively and continuously consult and involve youth and to encourage youth to contribute to programs and other conditions that affect their lives	1	2	3	4	5	1	2	3	4	5	1	2	3
Demonstrate Capacity to Develop Peer Group Cohesion and Collaborative Participation													
■ ability to articulate basic principles of group work and facilitation, cooperative learning, conflict resolution, and behavior management	1	2	3	4	5	1	2	3	4	5	1	2	3
■ ability to initiate, enable, and sustain group interactions and relationships through the completion of an ongoing activity or project	1	2	3	4	5	1	2	3	4	5	1	2	3
Demonstrate Capacity to Plan and Implement Events Consistent with Needs of Youth and In Context of Available Resources													
■ ability to establish priorities in relation to organizational mission and plan and use existing resources to create a social environment of membership, altruism, participation, and challenge	1	2	3	4	5	1	2	3	4	5	1	2	3

Source: AED/Center for Youth Development and Policy Research

	Column A					Column B					Column C		
	Importance for Current Job					Current Competency Level					Best Way to Strengthen Competency		
	Low		Average		High	Low		Average		High	On-the-job Experiences	Training	Supervision
■ ability to articulate "best practices" principles from a youth development approach and to apply these principles to the design, implementation, and evaluation of organizational programs and practices	1	2	3	4	5	1	2	3	4	5	1	2	3
Demonstrate Capacity to be a Colleague to Staff and Volunteers in the Organization													
■ ability to be accountable, through work in teams and in isolation; to recognize and act on need for own support; and to accept and delegate responsibility	1	2	3	4	5	1	2	3	4	5	1	2	3
■ ability to engage colleagues for reconciling diverse opinions and to handle differences between one's own values and those of others and to make appropriate challenges to stereotyping and discrimination in the workplace	1	2	3	4	5	1	2	3	4	5	1	2	3
Demonstrate Capacity to Work with Community Leaders, Groups, and Citizens on Behalf of Youth													
■ ability to articulate strategies of community consensus-building, mobilization, and advocacy	1	2	3	4	5	1	2	3	4	5	1	2	3

Source: AED/Center for Youth Development and Policy Research

	Column A					Column B					Column C		
	Importance for Current Job					Current Competency Level					Best Way to Strengthen Competency		
	Low		Average		High	Low		Average		High	On-the-job Experiences	Training	Supervision
■ ability to facilitate and enable groups through the process of identifying community needs and determining appropriate responses	1	2	3	4	5	1	2	3	4	5	1	2	3
■ ability to assist groups in affirmatively responding to structural inequality and community factors that diminish opportunities for youth development	1	2	3	4	5	1	2	3	4	5	1	2	3
Demonstrate Capacity to Collaborate with Other Community Agencies and Youth-Serving Organizations													
■ awareness of the array, mission, and referral processes of community agencies and organizations that serve youth and families	1	2	3	4	5	1	2	3	4	5	1	2	3
■ demonstrated ability to conduct community assessments and to identify underused resources	1	2	3	4	5	1	2	3	4	5	1	2	3
■ demonstrated ability to initiate, create, and sustain collaborative relations with other organizations and develop concrete strategies that benefit both organizations and youth	1	2	3	4	5	1	2	3	4	5	1	2	3

Source: AED/Center for Youth Development and Policy Research

READINGS

R1 ***A New Vision: Promoting Youth Development:*** Karen J. Pittman and Michele Cahill.

R2 ***Nexus: A Book About Youth Work - Chapter Four: Themes:*** Mark Krueger.

R3 ***An Introduction to Youth Development Concepts: Questions for Community Collaborations:*** Shepherd Zeldin.

R4 ***Evaluation of the "Advancing Youth Development" Curriculum and Training Program - Executive Summary:*** Shepherd Zeldin and Steven Krauss.

R5 ***From Deterrence to Development: Putting Programs for Young African-American Males in Perspective:*** Karen J. Pittman and Shepherd Zeldin.

R6 ***Youth and Caring: The Role of Youth Programs in the Development of Caring:*** Karen J. Pittman and Michele Cahill.

R7 ***Understanding Intolerance and Multiculturalism: A Challenge for Practitioners, But Also for Researchers:*** Linda A. Camino.

R8 ***Adultism:*** John Bell.

R9 ***What is Participation?:*** Youth Council for Northern Ireland.

R10 ***Youth Participation Strategies for the Juvenile Justice System: Obstacles and Opportunities:*** Gordon Bazemore, Frank McAtee, George E. Capowich and Rebekah K. Hersch, and Kathlyn Schaaf.

R11 ***The Code of the Streets:*** Elijah Anderson.

R12 ***Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community:*** Bonnie Benard, Western Regional Center for Drug-Free Schools and Communities.

R13 ***Professional Development For Youth Workers: What Is Best Practice?:*** Shepherd Zeldin.

R14 ***Premises, Principles and Practices: Defining the Why, What, and How Of Promoting Youth Development Through Organizational Practice:*** Karen J. Pittman and Shepherd Zeldin.

A NEW VISION:

PROMOTING YOUTH DEVELOPMENT

Academy for Educational Development

The Center for Youth Development and Policy Research

In 1990, the Academy for Educational Development established the **Center for Youth Development and Policy Research** in response to a compelling need to define and promote national and community strategies for positive youth development. The chief goal of the Center is to create and advance a vision of youth development that specifies not only outcomes but strategies as well.

The Center seeks to direct growing concern about youth problems into a public and private commitment to youth development. Our work is characterized by distinctive activities and services which include: conducting and synthesizing youth research and policy analyses; distributing information about exemplary youth programs and policies; initiating and strengthening discussion and coalition-building among those committed to the well-being and development of youth; and providing technical assistance to organizations, governments and institutions wishing to improve their youth development efforts.

We have also undertaken a major, five-year, public education initiative. Supported by core funding from the Ford Foundation and the Lilly Endowment, **Mobilization for Youth Development** is aimed at increasing America's understanding of and investment in establishing a cohesive infrastructure of community supports for youth. The effort is intentionally complex, encouraging dialogue and debate among youth organizations and communities and planning and testing strategies to address service gaps.

The Academy for Educational Development is an independent, nonprofit organization dedicated to addressing human development needs throughout the world. Since its founding in 1961, AED has conducted projects throughout the United States and in more than 100 countries in the developing world.

A NEW VISION:

PROMOTING YOUTH DEVELOPMENT

Testimony of
Karen J. Pittman

Before
The House Select Committee on Children, Youth and Families

Prepared by
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September 1991

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A New Vision: Promoting Youth Development

Citizen concern about youth problems is escalating. The sheer number of task forces, reports, and media specials about adolescents indicates that many Americans believe our youth are "at risk." Indeed, the possible **pitfalls** of adolescence are great: drug and alcohol abuse, unprotected and premature sexual intercourse, school failure, and delinquency. But the potential for productivity and growth during adolescence is equally great. This is also a time when young people ***can*** begin to think critically and act deliberately. They ***can*** learn and respond to the requirements for a healthy life; ***can*** contribute to the life and revitalization of their communities and neighborhoods; ***can*** actively prepare for and even begin careers, relationships and lifestyles, and ***can*** develop nurturing relationships that sustain themselves and others. These abilities reflect the outcomes of positive youth development and are the foundation for successful adulthood.

Unfortunately, as a society, we merely seek to reduce youth problems. We rarely emphasize or promote youth development in any sustained way. In our desire to rear healthy productive youth, our policies and actions should not be restricted to prevention or cures but should include cultivating skills and meeting needs.

Every day youth are exposed to and engage in risky and health-threatening behaviors. While these problems require vigilant action, we must acknowledge that the most effective way to reduce tragedies in adolescence is to pursue the highest level of youth development possible. This can only be accomplished by developing a clear vision of positive youth development and devoting adequate resources and energy to achieving it.

The federal government has assumed leadership in defining educational and health goals for youth. Yet rhetorically, we ask our youth to be not just good students, but good workers, good neighbors, good parents, good citizens. Equal leadership is needed to define and promote the full range of goals we hold for young people and to assess the extent to which the current array of youth services are helping young people achieve these goals.

At The Crossroads

If Americans wish to sound an alarm, they need only look at their young people. Regardless of background, adolescents are increasingly engaged in behaviors or faced with conditions which jeopardize their lives. These include lifestyle choices, attitudes toward education, and relationships to the larger society. **First, too many youth lack the skills and competencies needed for future success.** A national study released in 1991 reveals that most of American students have not mastered basic arithmetic at a time when sophisticated technology and computers increasingly require mathematical skills to succeed in the work place. Of those who enter the work force, many have inadequate academic skills, little understanding of the rules of the work place, and limited ability to work as members of a team, solve problems or make decisions. **Second, too many youth lack connections to family, school, community, and society.** Changes in family

composition, the rising number of working mothers, less neighborhood cohesiveness and confusion about what roles are appropriate for adolescents have left many young people isolated. Youth also spend most of their time in schools, which increasingly have become large and impersonal institutions, where relationships with adults are narrowly defined. Ultimately, today's youth often have limited adult contact, supervision, or guidance, and opportunities for them to contribute and connect to their families and communities are scarce.

Finally, too many youth engage in behaviors that threaten their health and their futures. Researchers estimate that 25 percent of America's 10 to 17 year-olds are "high-risk" youth. They are involved in several behaviors which may have tragic consequences, such as heavy alcohol, tobacco and drug use, delinquency, unprotected sexual intercourse, or school truancy. Perhaps most compelling is the fact that despite laws in all 50 states banning the sale of liquor to youth under 21, almost 8 million junior and senior high school students use alcohol weekly; and 454,000 young drinkers "binge," consuming an average of 15 drinks weekly.

Why are American youth faring so poorly? As comparisons of this country's youth problems are made with those of other industrialized nations, citizens have begun asking this question. Policy makers and service providers assert that current supports and services for youth must be reexamined. Some state that youth programs and services should be less fragmented and more adequate in number, duration and outreach. The recent drive to develop comprehensive programs, cross-sector collaborations, and "high-risk" youth programs reflects this belief. While commendable, these programs, however, may fall short of our highest goals.

The problem is more than an inadequate base of youth services. It is an inadequate vision of what young people need and what they can achieve.

Researchers, program directors and many others working with young people have examined youth programs around the country, especially those aimed at preventing or treating problems. **They know what works.** Regardless of name or original intent, programs that youth eagerly attend and benefit most from are those which go beyond treating or preventing high-risk behaviors. They ask and encourage youth to set goals. They build competencies, and equally important, they push youth to contribute to their own growth and to that of their peers, families and communities.

A Snapshot of Crises:
Youth in America

- A national sample of 26,000 students in private and public schools revealed that in mathematics, most high school seniors perform below the eighth grade level; only five percent are prepared for college math.
- Each day, 1,219 teens drop out of school.
- The 1988 National Education Longitudinal Study (NELS), reported that 27 percent of eighth grade students spend two or more hours home alone without adult supervision after school. 13 percent spend more than three hours alone.
- In a 1989 survey of youth values in America, 60 percent of young people ages 15-24 stated that they feel they know just some or very little about how government works.
- According to NELS 88, the typical eighth grader spends four times as much time watching television as doing homework (21.4 hours versus 5.6 hours per week).
- By March 1990, the Centers for Disease Control had counted 1,429 cases of AIDS among teenagers and although teens account for only one percent of the nation's cases, the number of cases is doubling every 14 months.
- A 1991 US Department of Health and Human Services survey revealed that about eight million junior and senior high school students are weekly users of alcohol. 454,000 of these binge, consuming an average of 15 drinks weekly.

Toward A Different Philosophy

For years, Americans have accepted the notion that -- with the exception of education -- services for youth, particularly publicly funded services, exist to address youth problems. We have assumed that positive youth development occurs naturally in the *absence* of youth problems. Such thinking has created an assortment of youth services focused on "fixing" adolescents engaged in risky behaviors or preventing other youth from "getting into trouble." Preventing high-risk behaviors, however, is not the same as preparation for the future. Indeed, an adolescent who attends school, obeys laws, and avoids drugs, is not necessarily equipped to meet the difficult demands of adulthood. **Problem-free does not mean fully prepared.** There must be an equal commitment to helping young people understand life's challenges and responsibilities and to developing the necessary skills to succeed as adults. **What is needed is a massive conceptual shift -- from thinking that youth problems are merely the principal barrier to youth development to thinking that youth development serves as the most effective strategy for the prevention of youth problems.** Nothing short of a broad national initiative will accomplish this.

The Problem: "Fixing" Versus Development

"Adults tend to think of kids.. you know...they're just troublemakers..put 'em somewhere, let 'em do something. It's like, it's like putting your.... three year old, if they're messing with something, you're gonna throw 'em in a room just to play with a toy or something, just to get them out of the way."

- Youth speaking on Washington, D.C. summer youth jobs program, WAMU-FM, 7/31

The radio segment cited above reported on pending cuts in the summer youth jobs program of Washington, D.C. Like many youth who live in Washington, the boy quoted could be characterized as "high-risk." He is black, poor and living in the inner city. For this reason, his comments and those of other youth interviewed are pertinent. During this interview, not one young person asked for a prevention or treatment program. Nor, did one suggest the need to be "fixed" or "repaired." Instead they mentioned the need for opportunities to learn, observe, and contribute to the well-being of their neighborhoods.

Their responses raise a key question: *Why do we, as policy makers, program directors and citizens, believe that it is appropriate to cut summer youth jobs programs to pay for substance abuse treatment? Why do we accept the notion that it is logical to charge a fee for after school recreation programs while offering free remedial education?* Because we are locked into linear, one-track thinking that suggests that problems must be fixed **before** development can occur. The result of this thinking is that, often, services that promote youth development are pitted against those designed to forestall youth problems.

Our concern about youth problems has caused us to divide the population of young people into two groups: those who are "at risk" and those who are "O.K." Many recent policy reports state that, in many ways, all youth are at risk. This is true, but the growing public and private commitment to targeting scarce resources means that someone will always ask, "Which youth are most at risk?" This is a critical question. Far too many young people are in family, school and neighborhood environments that aggressively strangle their ability to grow and develop. These young people need **extra** supports. But linear thinking has led to the development not of extra supports, but different ones. **What has developed is a very disjointed array of policies and services for youth.**

At one extreme, there are policies and programs for "troubled" adolescents and young adults -- court-involved youth, youth in foster care, emotionally disturbed, runaway and homeless youth. These young people are quite likely to be clients of publicly funded programs which define youth needs in terms of placement, treatment and case management. The programs and services focus on treating the child's problems. Indeed, youth are often eligible only if they demonstrate serious and extensive problems. At the other extreme, there is a rich array of services and supports available to children and youth deemed "problem free." Frequently sponsored by community and private nonprofit organizations, these programs tend to impart some of the experiences necessary for adult success. Many are recreation and leadership

programs which enhance teens' skills and help them achieve maturity and confidence. Often, they require fees. Too often, they do not accept or reach out to teens labeled as troubled.

In the middle is precious little to help troubled or at-risk youth move from receiving treatment and targeted problem-prevention services to exploring opportunities to develop the skills and traits essential to succeed as an adult. Transitional programs for youth already in the child welfare, juvenile justice and mental health systems are woefully underfunded as are services to help those first encountering the systems avoid unnecessarily long entanglements. The chronic underfunding of the public child-serving systems as a whole has made the shift of emphasis from crisis to early intervention and transition difficult to achieve. Outside of these systems, there are an impressive number of sound prevention programs that seek to prevent youth problems by offering a combination of focused prevention services and broader developmental supports. But these programs serve only a small proportion of youth and operate in an even more precarious fiscal climate. Far too often, youth are presented with ineffective prevention strategies ranging from punitive policies that withhold desired privileges (e.g., team sports, driver's licenses) from students who are not enrolled or not doing well in school to extremely targeted programs and curricula designed to help students avoid particular high-risk behaviors.

Thinking that we have to fix problems before we can do anything to promote development means that we set priorities inappropriately.

The public dollars allocated to youth are far too few, but those that do flow are disproportionately allocated to intervention, placement, and treatment for "high-risk" youth.

> *"The problem we face on the front line is that when money becomes available, it is categorical money -- you go after teen pregnancy money, or drug abuse money, or young fathers' money. There's not much assignment of funds to generic programs and that makes things really tough."*
>
> - Arthur Elster, Associate Professor of Pediatrics, University of Utah Medical Center and researcher on adolescent fatherhood

The debate in Congress, in city hall and town meetings becomes which problem to prioritize, which youth to define as eligible. As more attention is focused on youth problems, public and private dollars for the development of young people teetering just outside of these systems dwindle. Youth programs that reach youth in high-risk settings but do not limit their focus to reducing problem behaviors come to be viewed as beneficial but not essential. Ultimately, these programs -- which most agree are the best of what are now called "prevention" programs -- are forced to accept funding which pushes them to provide fragmented, problem-focused programming at the expense of broader services and opportunities critical to problem-prevention.

The Solution: "Fixing" Through Development

If we continue to believe that the only way to help "at-risk" young people is to devote more resources to "fixing" their problems, we will not only fail, but also seriously weaken an already fragile system of youth development supports. There is growing agreement that the high-risk behaviors that have received so much public and political attention **cannot** be reduced without meeting youth's needs and cultivating their skills -- in essence, without addressing the broader issue of youth development.

"Today, one in four adolescents in the United States engages in high-risk behaviors that endanger his or her own health and well-being and that of others...We must reach these young people early and provide them with both the means and the motivation to avoid risky... destructive activities....Where damage has already occurred, we must also help those young people experiencing problems cope with the consequences of their actions.

Society's concern and involvement must also extend to the three-quarters of young people at low and moderate risk of serious problems. Their transition to adulthood is often equally difficult...

Unfortunately, too few adults invest the personal time and effort to encourage, guide, and befriend young people who are struggling to develop the skills and confidence necessary for a successful and satisfying adult life. Too few communities encourage and recognize community service by young people. And, too few offer programs and activities to promote healthy adolescent development...As a result, many young people believe they have little to lose by dropping out of school, having a baby as an unmarried teenager, and committing crimes."

-*Beyond Rhetoric*, The National Commission on Children

The best way to help at-risk youth is to provide them with the same types of supports and services other adolescents need. It means engaging youth, their families, and their communities in developing the ***skills and potential*** of young people and in helping youth define and achieve their ***goals***. In shaping those goals, it is equally important that we provide youth with evidence and examples of why risk-taking behaviors can inhibit or diminish their ambitions.

This approach is valuable for two reasons. It recognizes that we have created a bloated, vastly overextended, system of treatment/intervention (or secondary supports) while ignoring, to the detriment of all youth, primary supports that build competencies and prepare adolescents for adulthood. It also promotes a unified youth policy. Rather than stratify and segregate at-risk and "problem-free" young people, it connects intervention, treatment and prevention with development.

Defining Youth Development

If we establish youth development as a goal for all young people, how do we define it? A single, commonly used definition does not exist. Instead, discussion often revolves around what we wish youth to be or not to be, for example, good citizens rather than criminals. Our definition regards the reduction of risky behaviors and existing

problems as important. But, it asserts that competence and strong connections to the larger society are essential and invaluable in preparing youth for the challenges of adulthood. Indeed, it is not enough to develop strategies to prevent dangerous things, such as substance abuse, or to preach against behaviors that place youth in jeopardy. We must be equally adamant about stating and enabling goals that we wish young people to achieve -- post-secondary education, community involvement, civic contribution, and leadership roles.

To begin, **the term youth development must be attached firmly to young people, not wholly to the institutions that serve them.** Just as schools have become known as the sole agents of education, youth-serving institutions and organizations have too often been ascribed the responsibility of youth development. Youth development, however, should be seen as an ongoing, inevitable process in which all youth are engaged and participate. The emphases here is on **constancy** ("ongoing") and **inclusion** ("all youth"). The process of development occurs in schools, programs, communities, and day-to-day interactions with peers, family, and neighbors. Each sector of society has responsibility for the well-being and development of our youth. Likewise, **all** youth regardless of background or circumstance experience the process of youth development. This definition ascribes value to every young person and indeed, each youth through his contribution or failure to contribute to society will affect the lives of others.

Even in the face of limited family support and formal or informal programs, all young people will seek ways to meet their basic physical and social needs and to build the competencies or knowledge and skills necessary to succeed in adolescence and adulthood. Herein lies the crux of youth development. To develop maturity and self-fulfillment, young people must become both competent and connected to their families and communities. To do so, skills (or competencies) must be acquired and the basic human needs that combine to determine young people's confidence and commitment to others must be met. These are the two critical components of youth development described on the chart on the following page.

It is clear that we want our young people to be competent. We also, however, admonish them to be confident, caring, and committed to the broader good. These last goals can only be achieved if we pay as much attention to the environments that we create for young people's learning as we do to the content of that learning. By offering them opportunities to develop skills, contribute, belong, form close relationships, and safely explore new ideas while avoiding real risks, we nurture them and encourage their growth. That must be our contribution to what is, in the end, their development.

Affecting Youth Development

"Youth development ought not be viewed as a happenstance matter. While children can, and often do, make the best of difficult circumstances, they cannot be sustained and helped to grow by chance arrangements or makeshift events. Something far more intentional is required: a place, a league, a form of association, a gathering of people where value is placed on continuity, predictability, history, tradition, and a chance to test out new behaviors."

-Youth Development Committee of the Lilly Endowment

Whether and how young people meet their basic needs and acquire the maturity, confidence, and skills critical in adulthood depends largely on the influences in their lives. Evidence exists that family, peers, schools, community groups, religious organizations and places of employment are critical in determining a youth's development. Indeed, these places and people can be viewed as potential "agents" of youth development.

Both research and common sense suggest that we have been far too narrow in our definitions of what is important. Too much attention is devoted to assessing youths' academic competence and to mapping out the content of formal classroom learning. Youth development is more than this. It is a process that involves experiential learning as much as formal instruction. It is an outcome that has academic competence as only one component. Youth development occurs in an environment that extends well beyond the school doors. There are key people in this environment -- family members, gang members, teachers, youth leaders, peers, neighbors, drug dealers, employers. There are key places in this environment -- home, school, community organizations, the block, the mall, the alley, the rec center, the religious organization, the crack house. Their impact can be positive or negative; strong or weak. Together, their combined impacts can be reinforcing or conflicting.

Some of these people and places may contribute to young people's feelings of self-worth, membership, safety. Others may provide instruction and experiences that lead to the development of competencies. A few, we would hope, will do both. These people and places will become the agents that have the most powerful impact on young people's lives.

Young people will find these central people and central places because they are committed to their own development. If we do not want these people to be drug dealers, gang leaders, drifters; if we do not want these places to be back alleys, vacant lots, malls, then we have to be much more aggressive in reaching and holding the interest and respect of our youth.

Our role as policy makers, program directors, and citizens is to create environments in which young people can develop the confidence, caring and competencies necessary to lead independent and productive lives. Because research strongly suggests that no single organization, program or person can ensure the healthy development of young people, we must create a web of supports that extends from the family outward. Schools are a critical part of this web. So too are the array of organizations -- public and private -- that offer young people opportunities to take healthy risks, make real choices and contributions, and form lasting relationships, as well as those designed to help youth cope with serious problems.

Programs That Work

For many youth, the family serves as the central place and central people. These youth still have a very real need for other places and people to assist them in their development. School and community are key parts of their lives. But for young people whose family supports are weak, whose schools and communities are deplete of natural role models and opportunities, or whose personal decisions have led them into high-risk behaviors, more is needed.

Critical Components of Youth Development

Meeting Needs	*Plus*	Building Competencies
Young People have basic needs critical to survival and healthy development. They are a sense of:		*To succeed as adults, youth must acquire adequate attitudes, behaviors, and skills in five areas:*
Safety and Structure		**Health** Good current health status and evidence of knowledge, attitudes, and behaviors that will assure future well-being, for example, exercise, good nutrition and effective contraceptive practices.
Belonging and membership		**Personal/Social** Intrapersonal skills - an ability to understand emotions and practice self-discipline; and interpersonal skills, such as working with others, developing and sustaining friendships through cooperation, empathy, negotiation and developing judgment skills and a coping system.
Self-worth and an ability to contribute		
Independence and control over one's life		**Knowledge, Reasoning, and Creativity** A broad base of knowledge and an ability to appreciate and demonstrate creative expression. Good oral, written, problem-solving, and an ability to learn. Interest in life-long learning and achieving.
Closeness and several good relationships		**Vocational** A broad understanding and awareness of life options and the steps to take in making choices. Adequate preparation for work and family life, and an understanding of the value and purpose of family, work and leisure.
Competence and mastery		
Self-awareness		**Citizenship** Understanding of their nation's, their community's and their racial, ethnic, or cultural group's history and values. Desire to be ethical and to be involved in efforts that contribute to the broader good.

There are more than 400 national youth-serving organizations in America and over 17,000 U.S. nonprofits that have youth programming as their primary focus. A diverse group, they range from large national organizations, like the Boy Scouts, that serve millions of youth and have budgets of more than $10 million to small community programs that have no full time paid staff. Backed by strong traditions, they value youth and rely heavily on informal educational methods. Their programs and activities span a range of competencies and include sports and recreation, community service, problem prevention, and science and math education. The practices and strategies used in delivering these services reflect an understanding of young people's basic physical and social needs. What's more, they emphasize challenging youth and acknowledging their achievements.

Not all of these nonprofits are youth development organizations in the sense that they have created environments in which youth can work to meet their personal and social needs and develop an array of competencies. But many are. Furthermore, the philosophy, operational flexibility and commitment of these organizations as a group, makes them prime candidates for becoming central places with central people for youth whose needs have not been adequately met at home or in school. The following four examples are just a few of the many programs widely recognized by practitioners and program planners as exemplary. They range from a large multi-service agency to an alternative school for youth with emotional and behavioral problems. While clearly different in the services offered, all the programs emphasize a development-focused strategy which respects and promotes the potential and competence of youth:

• The Door, A Center for Alternatives

"Right now I feel like the Door is where I'm learning to fly."
- Linda, 19

"When we give them (teens) successful experiences, for instance, in the arts, their self-definition becomes, 'I'm the person who just accomplished such-and-such. Yeah, I may have a problem at home or in school, but that's not all I am.' We don't label kids, and they don't feel like a walking problem when they come here."
- Ophie Franklin
Executive Director

"The Door flies in the face of how the world is organized. There were a lot of people who told us, 'You can't organize across disciplines.' Was it hard to do? Yes, but we proved it could be done."
- Julie Glover
Associate Director, The Door

The Door, A Center for Alternatives, has created a unique environment for young people which is intentionally youth-centered. Founded in 1972 by the International Center for Integrative Studies (ICIS), the Door was established to meet the needs of New York City's neediest young people and to test the effectiveness of providing several services in an integrated way. Today, it is the most comprehensive cultural, mental health, vocational, education, and health center in the United States, drawing 6,000 teenagers annually. While most of these youth are poor and disadvantaged, any young person may use the more than thirty coordinated services and programs.

STANDING APART FROM THE OTHERS

Programs that are explicitly committed to helping young people build the full range of necessary competencies and meet the needs so critical to the development of confidence and commitment to others stand apart from those designed to simply fix problems. Dorothy Stoneman, President of YouthBuild, suggests that programs must have the following positive elements:

- *profound respect for the youth involved in them*
- *power for youth over their immediate environment*
- *offer protection from disaster*
- *meaningful and important work*
- *real, patient caring for youth's development*
- *actual teaching of skills*
- *consistently positive values*
- *family-like support and appreciation from peers and adults*
- *understanding of the proud and unique history of their people*
- *a path to future opportunity*
- *real concern and action from the agency about changing the conditions that have affected youth and the people they love.*

Aside from its impressive reach and size, the Door is distinctive in the opportunities it provides and the way in which they are provided. It is a walk-in, no-fee source for help. Services are integrated through collaborative planning and program development. With the assistance of a large cadre of volunteers, the Door offers comprehensive services including medical care and legal consultation, drug rehabilitation, employment aid, meals, and creative aids and classes that range from martial arts to English. Because of its integrative approach to services, young people interact with a host of professionals within a single facility. This includes physicians, lawyers, teachers, job developers, counselors, nutritionists, athletic coaches, and artists. Indeed, the key to the Door is complete coordination of services with interdisciplinary staff supervision at all times. Each staff member is alert to the many issues a youngster may be facing and strives to treat the whole person. Every doctor, lawyer, and teacher at the Door, including the wrestling coach and pottery instructor, is a trained counselor.

• El Puente

"I have a lot that I can teach other people and that gives me a sense of pride...it gives me a sense of confidence because there is something I can give. I'm not just a sponge, soaking up everything that everyone, if they feel inclined, can give me."

- Maribel Lizardo, Dance Teacher
  NYU student and former El Puente
  youth member

"We had almost every indicator of what we would call a problem society in the Southside. But it wasn't one issue...It wasn't about pregnancy; it wasn't about education; it wasn't about criminality. It was not about the fact that maybe 65% of this community is on some form of public assistance. It was about the fact that young people were not being supported to develop. It was as simple as that. That there was no focus support for their development in this community. That

the adults of the greater society had forfeited their responsibility and had in a sense looked the other way...[At El Puente] we don't tell them to come if you're about to drop out or come because you may be a teenage pregnancy problem or come if you want to prevent yourself from going to jail. These are all negatives -- at-risk notions that really belittle our community and our people. We say, `come to be fully human, to develop, to contribute to New York City.'"

- Luis Garden-Acosta
  Executive Director

Established in 1983 by Luis Garden-Acosta, El Puente is a multi-service youth program which, within a holistic framework, focuses on all aspects of young people's lives: health education, achievement, personal, and social growth. The organization describes itself as a "holistic center for growth and empowerment." "El Puente" means bridge in Spanish and refers to the nearby Williamsburg Bridge. More importantly, it symbolizes the goal of providing a bridge from adolescence to adulthood and from dependency to self-empowerment and self-esteem. The organization also seeks to create a bridge for the various Hispanic groups in the area into the wider society and out of economic impoverishment.

El Puente's work with youth emphasizes empowerment. Upon arriving at the organization, youth are asked to develop a "total person plan" which outlines how they plan to use the agency's services and what they hope to achieve. Young people are actively involved in all operations of El Puente from program planning and design to actual implementation. Trained as peer counselors, they assist with discussion groups and counseling. Youth also teach classes in music, aerobics, and dance and serve as receptionists and maintenance workers.

El Puente offers services in three designated areas: social medicine, arts, and social health. This includes recreation, academic enrichment, health, family planning, and career education. While services are free, it is expected that all young people involved will contribute to El Puente and to the community.

• YouthBuild USA

"Leadership can engage young people intensely and deeply, liberating their best energies."

- Dorothy Stoneman
  President, YouthBuild

"There is no socially responsible, productive, and connected role for young people in most societies, certainly not in the United States: few jobs, no real policy-making leadership, no positions of political power, no high expectations of young people's contribution to society."

- John Bell, "The Role of Adults in Developing Youth Leaders," YouthBuild

YouthBuild USA was first developed by the Youth Action Program of the East Harlem Block Nursery. The Youth Action Program was established in 1978 to work with youth in designing and implementing community improvement projects. These projects include housing rehabilitation, park construction, reclamation of two community centers, crime prevention patrols, residences for homeless youth, and a variety of other projects.

In 1988, the founder of the Youth Action Program, Dorothy Stoneman, established

YouthBuild, with Boston slated as the first of several sites. YouthBuild trains young people 17 to 24 to rehabilitate abandoned buildings to accommodate low-income and homeless people. Participants engage in general construction work and learn basic carpentry, electrical, and plumbing skills. Academic and vocational skills are imparted through a self-contained education (GED) and vocational training lasting one year. YouthBuild also offers counseling, academic classes, and recreational and cultural activities.

Critical to YouthBuild's operation is the emphasis on leadership. The organization believes that many young people are impoverished and powerless. They live in a society that, although affluent and greatly influenced by power and wealth, fails to accord youth respect or opportunities to participate or contribute. Furthermore, it has failed to protect most young people from drugs and violence. For this reason, YouthBuild teaches skills in decision-making, speaking, group facilitation, and negotiating.

YouthBuild has been written into federal law in the National Youth and Community Service Act, and eight million dollars has been authorized for YouthBuild programs to be administered by ACTION. In addition to Boston, there are YouthBuild sites in Tallahassee, Cleveland, San Francisco, and three in New York City. Several more will be established in the coming year.

The Door, A Center for Alternatives

- Integrated and comprehensive services spanning the arts, health care, counseling and education.
- Open to all youth regardless of social or economic background.
- Exposure to a variety of professionals and mentors.
- Philosophies: Avoid labeling teens; encourage holistic approach.

El Puente

- Widespread, integral involvement of youth in program development and implementation.
- Individual short-term and long-range plans for each youth.
- Philosophies: Move from dependency to self-empowerment; "you may have a problem, but you're not a problem kid."

YouthBuild USA

- Alternative education linked with development of marketable skills.
- Dual approach for promoting youth participation and leadership and providing housing for low-income and homeless persons.
- Philosophies: Youth are consistently mistreated by society. Young people can be leaders; leadership best engages hearts and energies of young people.

City Lights

- Unique strategy of combining psychosocial therapy with classroom instruction.
- Integrated computer managed system of lessons guiding youth in academics and living skills.
- Use of retired professionals as volunteers or "grandparents."
- Philosophies: Self-sufficiency, achieving the highest possible degree of productivity.

• City Lights

"To me success is when I see a kid walk in here and they can hold their head up and say, `I'm worth something'....The expectations that they hold themselves to become higher."

- Robin Keys, Caseworker
City Lights, The Washington Post, 10/88.

"An important underlying principle of our day treatment program is the belief that education is therapeutic and therapy is education; therefore the boundary between these two program components is intentionally blurred."

- Judith Tolmach Silber
Founding Director

"I'm just trying to work hard to get up there..Being as I ain't been to school in five years, its kind of exciting doing the work."

- Lena, 20, speaking about her efforts to move up from an eighth grade academic level.

City Lights gets its name from a 1931 Charlie Chaplin movie about a victimized man's struggle to survive and foster love for a flower girl. City Lights evolved from a class action suit against the District of Columbia Department of Human Services for not providing sufficient community-based treatment for adolescents in the city's custody.

Recognized as a "best-practice" model for mental health care, City Lights is an unusual day treatment program that links therapy with classroom instruction. Pivotal to the operation is intensive personal attention and a supportive network of teachers, counselors, and peers. The youth are faced with multiple problems, often including emotional, behavioral, educational, and vocational difficulties. They are taught but they are also prepared for work and life. A three-pronged approach consists of academics, counseling, and vocational training and placement. City Lights uses a computer education program within a therapeutic setting. The curriculum allows students to advance at their own pace and addresses not only academic skills but life skills such as budgeting and nutrition. Students also receive a variety of counseling including individual and group therapy, family counseling, music and art therapy, and substance abuse prevention and treatment.

Despite their apparent differences, these programs demonstrate that youth development is a philosophy which can be applied in all programs and services. Equally important, they exemplify how the goal of youth **development** can successfully serve youth labeled as "at-risk" and viewed as primarily in need of **treatment**. Dozens of other examples can be offered. Some, like the Shiloh Baptist Church Male Youth Project, here in Washington, D.C., are sponsored by religious organizations. Others, like Fifth Ward Enrichment Program in Houston, Texas, are offered in school during the school day. Still others, like Midnight Basketball League in Chicago, are sponsored by the Housing Authority.

Schools, religious organizations, housing and community development organizations, direct service nonprofits, and businesses exist in almost all communities. Insufficient attention has been paid to the identification and development of their combined capacity to offer young people the opportunities, structures, and concrete supports and services they need to bring purpose to their present

lives as they prepare for their futures.

MOVING THE VISION

We know what is needed. What works, for all types of youth, in all types of communities, is sustained and demonstrated commitment to helping youth set and achieve positive, meaningful goals. Our commitment cannot be naive -- many young people have real problems and face grave risks. These must be addressed. But full commitments must be made to every youth in this country. As soon as we suggest that the most we expect from a significant proportion of our youth is that they become "problem-free," we have undermined our ability to gain their attention and their respect. We have given them permission to turn elsewhere for structure and standards.

There is an urgent need to reexamine the current array of policies and services that address youth. More must be done. The first step, however, must be to define the vision. Teachers, program directors, parents, community leaders, researchers, policy makers, and youth themselves must be actively engaged in *defining outcomes, amassing evidence, and outlining strategies.* We have to make youth development as real as youth problems. We have to make the positive rhetoric -- that we want our youth to be good parents, good workers, good citizens -- reality.

Having established goals in education and health, the federal government should now lead the country in discussing and establishing a broader, integrated set of goals for youth that reflect the outcomes parents, teachers, employers, citizens **and youth themselves** consider important. Youth must be fully engaged in this process.

Once agreed upon, these outcomes must be monitored through the national data collection systems. Today, the information available on the negative activities youth engage in vastly outnumbers that on the positive. We know how many youth use drugs, but do we know how many volunteer? how many have the skills to make sound decisions? how many know about and are working toward career goals? how many have been leaders?

The National Longitudinal Survey of Youth, the National Educational Longitudinal Survey of 1988, the High School and Beyond Survey and other national surveys should be expanded to include much more extensive and consistent questions on youth's non-school activities and interests, their family commitments, their knowledge of, need for and use of public and private services and supports, and their opinions about what is needed to improve their schools, neighborhoods, lives. In addition, we have no systematic way of capturing the achievements and concerns of young people who are in vulnerable settings -- foster care, juvenile homes, mental institutions. Not having their voices allows the assumption that they are different to go unchallenged. The federal government must make a commitment to not only count but also survey these vulnerable youth.

There are organizations, programs and people across the country who are delivering what our youth -- even our most vulnerable youth -- need. Their knowledge, activities and achievements, however, have not been adequately documented. The best prevention and intervention programs are, as just illustrated, what we would call youth development programs. Similarly, the best transitional programs for young people

already in the public child-serving systems are youth development programs. While recognizing the problems that young people have, both expect young people to participate, to achieve, and to contribute. But the true power and impact of these programs are lost when they are evaluated only on their ability to reduce problems. The genuine accomplishments are overlooked when programs are documented only in terms of curricula used and numbers served.

The federal government must make a commitment to establish the expectation and partially underwrite the cost of building an overlapping system of services for youth that fills the void that exists between expensive out-of-home treatments and private, fee-for-service enrichment and development programs. In addition to taking leadership in establishing a new vision for youth, the federal government can play a significant role in reshaping the array of services available.

We urge this Committee to take the following steps:

• ***Address the inadequacy of prevention and transition services entering or leaving the child-serving systems.*** The effectiveness of early intervention and transitional services for youth entering or leaving the child welfare, juvenile justice, and health (substance abuse) and mental health systems has been documented, but these services are still unavailable to many youth who need them.

• ***Explore the adequacy of youth development services for those youth within the child-serving systems.*** Once in the systems, the educational, health, and broader development needs of youth are often ignored as is their need for ongoing treatment. Consequently, problems often intensify rather than improve. Guidelines and incentives should emphasize the importance of plans for the treatment and broader development of young people in these systems.

• ***Document the existence and effectiveness of policies and programs that connect the treatment-focused child-serving systems with those that reach all youth.*** Exemplary strategies that create program and staffing overlaps between the systems of institutionally based or funded transitional services and those public and private systems that serve all youth should be documented and replicated. These include partnerships/ collaborations with schools, housing authorities, parks and recreation, health, and direct-service non-profits and businesses. Most promising are efforts that do not address youth problems on an individual case basis, but seek to identify broader interventions that can change the environments that contribute to individual problems.

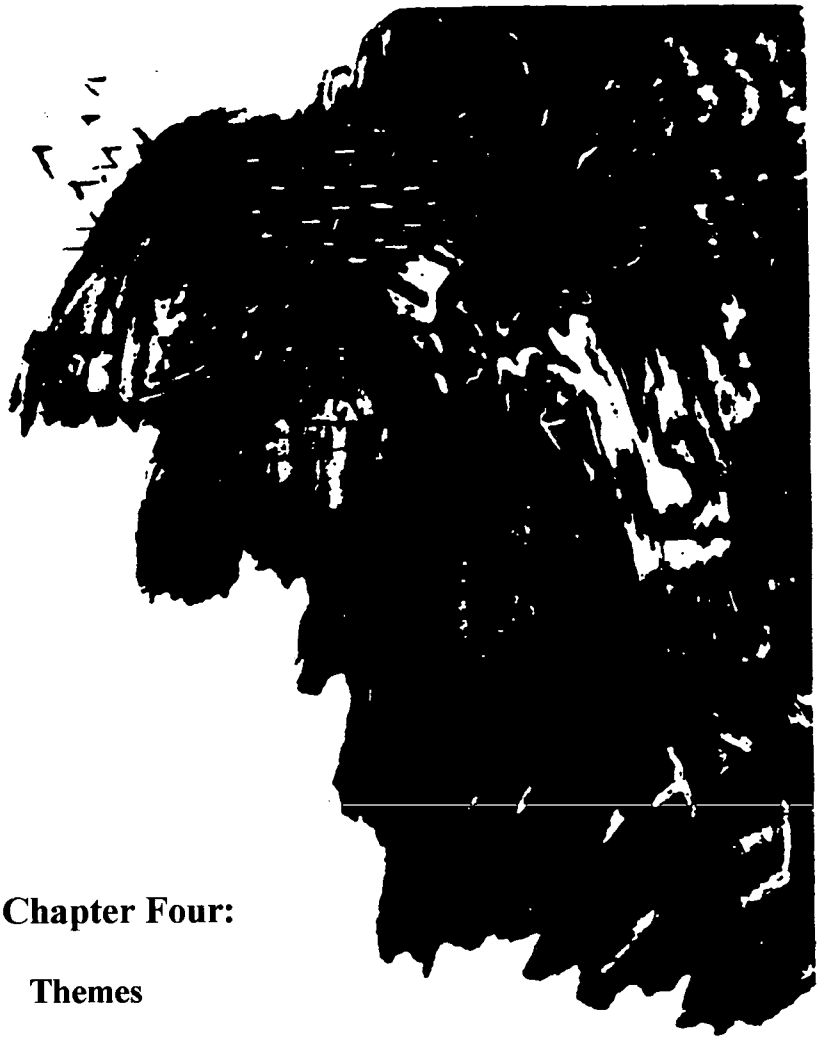
• ***Assess the impact and efficacy of developing and supporting single-problem funding categories (pregnancy prevention, substance abuse prevention, AIDS prevention) for community-based prevention efforts.*** Categorical prevention dollars are placing multi-service, youth development programs in jeopardy. We must find ways to support the expansion of programs that offer targeted, time-limited prevention curricula or intervention services within ongoing youth development programming.

• ***Examine the cost and impact of funding politically safe programs that admonish youth to stay away from drugs, sex, violence***

but do not offer opportunities to discuss these risks fully and to engage in real problem-solving and life planning.

Finally, we urge this Committee to recognize publicly, not only exemplary youth and exemplary programs, but exemplary communities. As communities across the country cry out that our youth are at risk, we must ask an important question: Are we trying to build better youth to ensure the support and safety of our communities, or are we trying to build better communities to ensure the support and safety of our young people? It simply is not enough to devise complex community strategies to prevent harmful behaviors, like substance abuse or delinquency. We must be equally adamant about defining and promoting positive goals that we, the families of young people, and youth themselves hope to achieve. Our strategies for preparing youth for parenthood, for example, must be as detailed and aggressive as those for helping youth avoid pregnancy.

The Center for Youth Development and Policy Research -- a new center established by the Academy for Educational Development in Washington, D.C. -- is working with many organizations and communities across the country to define and promote positive goals for youth and offer communities concrete examples and implementation strategies. This Committee could play an invaluable role in this process by expressing urgency in finding ways to identify, document and support those communities that are aiming to become better places for young people to develop and that are insisting that youth play an active role in their reshaping.



Chapter Four:

Themes

While reading stories and articles in preparation for this book, several themes kept reappearing. In this chapter these themes are described with excerpts from a few of the writer's works.

Commitment

"You either throw your body and soul into it or forget it. There can be no compromise"
(Waggoner, 1984, p. 255).

"Over the course of the next five months Darren ran the gamut of behavior, from running away from our secure unit, physically assaulting staff with a curtain rod he ripped of the wall, and punching the walls till blood flowed from his hands, to being a wonderful, fun loving child who sought out affection from the staff and contributed actively in what seemed to be his progress toward becoming emotionally healthy. Despite all my setbacks in my attempts to "cure" this child, I still vowed to be the one that didn't give up, the one professional that didn't desert this lonely boy..."
(Rose, 1991, pp. 162-163).

Being "with" youth

"Youth work is a way of being in the world with kids... To recognize the place of hope in youth work is to remember that present is to be understood in the future more than the context of the past. Biography and history give way to the possibility as mediated by choice and decision...

"Youth work should not be lonely; it is always one-on-one, youth worker-with-youth (group) – "us" or "we"...

"Youth workers....don't "build trust" mechanically, like carpenters build houses: they are in the world with youth and, in so being, disclose trust as fundamental to being together as persons..."
(Baizerman, 1992, pp. 129-133).

"Now...now she lay there sleeping, breathing softly and evenly. I felt a sort of sadness as I watched her sleep. A sense of Helplessness. Not for myself against her, but rather for the fact that I could not do anything to chase away the evils of the world. An enchantress I wasn't. A child care worker I was. I leaned over and pulled her rumpled covers over her arms, softly brushed the tussled hair off her face, and whispered, 'Goodnight, Anna, see you in the morning"

(Nault, 1987, p. 86).

Attachments

"What I have been most struck with over the past ten years is that these children are unattached and have no significant person in their life. They are children who have been traumatized by many losses which cause them to withdraw from attachments. Their losses, coupled with abusive and 'neglective' interactions with adults, significantly retards their capacity for healthy object relationships.... They need someone they can incorporate, who they can learn from and who they can become dependent on so they are able to develop from that person (through ego lending), a concept of self and the knowledge and desire to control themselves..."

(McElroy, 1991, p. 36).

"Care is a very personal experience for both the care giver and the cared for person. Each needs the other. Each, within the process of caring becomes more firmly attached and paradoxically takes on a greater range of freedom from the other"

(Maier, 1987, p. 40).

The long haul

"Despite all the warnings we had received, no one expected her first words that summer to be, 'Get the fuck out of my face you asshole, bitch, slut, whore. I never wanted to come to this dumb-ass stupid camp anyway.' Tasha was coming to what might be the hardest, yet most instrumental, three months in her eight years...

So what were we trying to do with Tasha in a three month period? How were we able to show her that we would be there for her, regardless of how she acted. I believe that consistency and predictability were the keys.

These children, so used to havoc, needed to know that no matter what they did , the staff would not abandon them, nor would we ever lash out and hit them or verbally attack them. For some children, such as Tasha, this took a long time..."
(Tausig, 1992, pp. 54-57).

Undivided Attention

"... think of an incident where you experienced nurturing care. This would be a moment in your life when you felt a sense of being the one, and only one, who counted at that particular moment..."
(Maier, 1987, pp. 114-116).

Developing beings

"We need to work and relate with children as developing beings....It is important to remind ourselves that the developmental approach does not permit preoccupation with deviant, pathological, or defective behavior....When an

individual's effect, behavior, and cognition are evaluated as distinct processes, care workers can rely on predictable patterns of developmental progression instead..."
(Maier 1987, pp. 2-4).

Rhythms of daily living

"As everyone, adults and boys alike, takes a seat in the living room, a new calmer rhythm is set. The more hurried pace of early morning activity is replaced by a slower, more relaxed tempo. Voice levels are softened, movements are not so hurried. It is the adults' responsibility to facilitate this change in the rhythms of the group..."
(Fahlberg, 1990, p. 172).

"We go crazy all night. Two fights, a few arguments, one runaway returned by police, a visit from a neighbor who thinks the kids stole his lawn mover, too many irrelevant phone calls, not enough food thawed for dinner, an angry mother, a depressed newcomer and no breaks for us. Ronald and I struggled through...

Gradually the house starts to fall silent. The radios play softly. There's the odd giggle and whisper. One by one the lights go out. It looks as if we made it...."
(Desjardins and Freeman, 1991, pp. 139-144).

Nurturance

At the group home for teen mothers, the staff teaches Milly, 14, how to rock her baby daughter to sleep, then they rock Milly to sleep...
(Observation at a group home for pregnant teens).

Space

"On my first home visit the boy was so scared that he hid in the crawl space behind his bedroom wall where the roof slanted to the first floor. I tried to coax him out but he wouldn't come. So I went in there and that's where we met"
(story told to the author while jogging with a child and youth care worker, John Sullivan).

"We shape our buildings and they shape us....Territory defines the person....Whatever space supports the work endeavored, the question remains: in which way can spatial factors be altered to further accentuate the process.... The wish to be periodically alone and to have space of one's own is not merely a whim with children and adults, it is a human requirement"
(Mair, 1987, pp. 59-62).

Special skills

"There was a child at the treatment center who never seemed to be able to find his way into the 'in' group. He was awkward and had very poor social skills.

"One day as the child care worker was walking with his group, he noticed this child take a drink of water and blow a long, thin stream from his mouth. Some of the other boys tried to do the same thing but none were as good. That night the worker invented a new game for his group called target spitting"
(Notes From a 1970 Morris Mayer (1957) Workshop).

Closeness

> *"Leo, the Indian looking boy, is watching TV in the lounge. I try to start a conversation with him. I sit down with him and put my arm around his shoulder. 'Having a lazy day, eh?' I ask. He says, "Yah." Then very naturally and gently, he rests his head on my shoulder. I feel so touched. It's the soft feeling when something inside seems to be melting inside between the kids and me.*
>
> *"I wish I could hug the kids more often, but I must be careful. I must learn small talk also, so I will not scare them. Some kids are afraid they might be melted away. They must be tough and put on a hard face. They have learned at a very young age the hardening of the heart..."* (Phuc Nguyen, 1992, p. 94).

Social environment

> *"Therefore, at Peper Harrow, a potential new boy, attending his interview, is shown around with immense personal commitment by other boys—so are his parents and social worker. By this action alone, an impression begins to be created that this place belongs to the boys, not just the adults. Under such circumstances the new boy's eyes unaccustomedly widen..."*
>
> (Rose, 1987, p. 30).

Perceptions

> *Bobby, 12, had blond hair with a young, almost babyish face. Abused, then abandoned, he was bounced from one foster home to one treatment program to another. When he came to the residential treatment center, he was angry*

and frightened. He had the language (but not the smarts) of the street.

We began with him as we did with all the boys: by paying attention to his basic safety and nurturing needs. We fed him, taught him how to brush his teeth, and made sure he had clean sheets and warm blankets. We tried to talk with him and hold him safely in the midst of his temper tantrums. We made trips to the art room, played together, and got him ready for school.

It wasn't easy. On a visit to the game room, Bobby pushed a pool stick under the felt cloth and broke the television screen with the eight ball.

Nonetheless, gradually and often grudgingly, he began to change with our help, he learned how to groom himself and take pride in the way he looked, combing his blond hair away from his eyes several times a day. As he became more adept at ping pong and pool, he accepted the paddles and pool sticks as extensions of his own mastery rather than weapons. We taught him social skills.

During our team meetings we evaluated his progress and talked about our feelings about him. Finally, the day came when it was time for him to go on limited off grounds, which meant he could take short trips into the community by himself. As we sat at out team meeting we recalled the difficulty we had had. On my first trip to the variety store, Bobby tried to steal a bag of candy, then when he got caught, he cussed out the attendant.

Over a nine-month period, however, he had grown and each of us on the team had numerous successful voyages into the community with him. We trusted him and felt he trusted us. So it was a consensus decision that it was time for him to go off on his own.

We told him in the afternoon, The usual procedure was for all the adults to tell a boy together in the privacy of his room and then see if the boy concurred with the decision. Bobby was ecstatic. So were we.

At 4:00 p.m., Bobby ran up to me to see if he could make his first journey alone into the world in several months. "Yes, of course, but what do you plan to do?" I responded.

"Go to the variety store."

"What will you buy?"

"Life Savers."

I got 50 cents from his bank. "How much change will you be getting?"

He scratched his head. "One, no two, yeah two dimes."

"Good, now I want you back at 4:45 so we can get ready for dinner."

"Sure, sure, I'll be back." He ran down the stairs. I watched from the second-floor window in the game room where the other boys were playing as he literally flew down the street like a bird with new wings.

He returned a few minutes early with a smile that went from ear to ear. I greeted him at the top of the stairs. "Wow, looks like you had a good time."

"Yeah, I did." He held the pack of Life Savers (minus the two he had on the way home) and the correct change.

"Yes, I can see it was a successful trip. You are even back early."

"Yeah, guess what?"

"What?"

"I got a ride."

My smile sagged. "You did, from who, one of the workers?"

"No, no, you know that bench outside the store."

"Yes, so."

"Well, there was a man sitting there and I told him I was from the Children's Center and I was tired and so he gave me a ride."

"Bobby, how could you do that. Your first trip into the community and now I have to ground you," I said.

"Why?" He seemed surprised.

"How many times have we told you not to take a ride from a stranger."

His face turned red and he began to walk away. Then, after a few paces, he turned back towards me with his fists clenched by his side and shouted, "How the fuck was I supposed to know he was a stranger!"
(Krueger, 1991).

The need to be children

"When I first saw Mary, she looked like a caricature of a hooker....I got to know her as a scared and lonely nine-year-old girl who believed she had to be tough to survive... Mary's treatment plan was simple and uncomplicated. She was treated as a young girl, encouraged to interact with peers on an equal level, encouraged to relax and play, was reassured that she was cared for and safe. As she relaxed and let others in, the veneers and defenses dropped away of their own accord. She emerged as a delightful child who openly sought and responded to affection. As her mood lightened and her need to defend herself declined, a warm smile frequently shone on her face..."
(Al Mayotte, 1989, p. 86).

Culture

"The hospital used a form of milieu therapy whereby the peer group helps to determine the wellness and progress of the patient. Everyone was assigned to a group of boys who would, by consensus, rate one another somewhere along a continuum from severely disturbed to normal. The criteria were based upon behavior in the group...

This all sounds reasonable and fair. Yet, the very behavior that the facility considered normal was quite abnormal for an American Indian (Tim). Being self-disclosive, breaking down emotionally in front of others, and relating traumatic experiences are all equated with losing face, shame and humiliation. Tim would never display this behavior before other boys in his tribe, and he certainly could never behave this way in front of Anglos.

In Tim's mind, this was brainwashing. He was being forced to give up his culture and adopt the Anglo culture. He had failed at everything—school, finding a job, even committing suicide. The only shred of self-esteem and pride he had left was his identity as a Native American. How would the other boys in his tribe interpret this behavior? What would his grandfather think of him?

To gain release, he had to display behavior appropriate for mainstream children in therapy. He had to act like a white youth. And, deep down, he knew he was expected to think and feel like a white youth. Indeed this was a form of brainwashing or cultural oppression...

Tim wasn't brainwashed. Eventually he hitchhiked across the country and came to live with us..."

(Weaver, 1990, pp. 65-67).

With families

"Barbara was a 15-year-old native Canadian girl....Her relationship with her family was characterized by alienation and isolation. As part of the regular unit program, family members spent time visiting with their children and were involved in ways in which they had something to contribute to the group. Barbara's mother showed a desire to be involved. She played guitar very well and liked to sing many of the old, and some of the more contemporary western tunes. As her way of participating in the program, she came regularly to the unit, and played her guitar and sang for those youngsters who were interested...

Barbara and her mother did not live happily ever after but through this experience Barbara found a way to appreciate and value her mother as a person. They found a way to share an enjoyable experience and now one sometimes finds them together singing and playing new songs or learning old ones from each other"

(Garfat, 1990, pp. 125-126).

Rhythmicity

"Have you noticed that when people jog, dance or throw a frisbee in rhythm with each other, they seem to experience momentary bonding and a sense of unity? At these and other moments of joint rhythmic engagement, they discover an attraction for each other regardless whether there has been a previous sense of caring. In fact, it is almost impossible to dislike a person while being rhythmically in "sync." Rhythmic interactions forge people together. Rhythmicity provides a glue for establishing human connections..."

(Maier, 1992, p. 7).

Milieu

"Our major concern is the 23 hours outside the psychotherapy session, because that is where the milieu is"
(Trieschman, et al., 1969, p. 1).

"...these children live in unique worlds of their own experience. They are caught up in their own confusion, their own pain, and their own rage. From this perspective, the task is coming to know, understand and respect the world of each child, skillfully and diligently helping the child to move through the torment and learn ways of expressing herself, himself, in the world....
(Fewster, 1993, p. vii).

"It was bedtime and as I said goodbye each boy wished me the best, wanted me to write and send photos. Only Erik remained quiet, with that well known angry expression on his face. At last I came to his bed. I told him I would miss him and that I would write. He remained motionless with his arms crossed tightly against his chest. As I looked down at him to say my last goodbye, he suddenly reached up and grabbed on to me with his arms around my neck and said, "Norman, I don't want you to leave," and he began to cry very sadly. At his point the tears that had been welling up in my eyes began to roll slowly down my cheeks.

This little boy, who according to the experts, was 'not capable of expressing appropriate feelings and developing a positive relationship' was expressing sadness and caring"
(Powell, 1990, p. 20).

Crises

> *"Crises are opportune times for adults to model and teach social and emotional competence....For children under stress we must interpret adult intervention as an act of support and protection rather than hostility....We must acknowledge and accept the feelings of children without necessarily accepting the way in which they choose to express them"*
>
> (Powell, 1990, p. 26).

Peer support

> *"Helping a young person with problems requires that he develop feelings of self-worth, of significance, of importance to others, of dignity, of desire to do good and be good. It includes an examination of one's own behavior in relation to the reactions of others in an atmosphere where the group intent is to help and not to hurt. It includes intensive exposure to a subculture permeated with the positive values of respecting and helping others as well as self respect"*
>
> (Vorrath and Brendtro, 1974, p. 5).

The power of relationships

> *"Vera rested in the infirmary. Her normal robust body weakened by the flu. Her bleary eyes caught the movement at the edge of her vision as she lethargically turned to see Kate entering the room. In her twenties, Kate was lean and earnest. She asked Vera how she was feeling, but when she saw the abruptness bordering on contempt with which Vera responded to her, she wondered how she could get Vera to accept her again. She had come to appreciate, to know, and to love this child, whose intelligence, maturity and linguistic ability enabled her to dominate the group of girls for*

whom Kate was responsible (at the school for the deaf)....

At the Thanksgiving recess her parents, however, had met Kate for the first time, and by the time Vera was returned they had made it clear to the child (Vera) and to Kate that they disapproved of Kate, not wanting their child's worker to be a hearing person, They were as adamant in their position as parents active in civil rights or ethnic identity issues might have been. Vera's old suspicion and ridicule of Kate was renewed and intensified with hostility and defiance....

In talking with Pam (her supervisor) later that evening, Kate was able to express her sense of loss. She discovered how powerful this was, how it dominated her behavior. It felt to Kate as if she herself had done something wrong and must find a way to compensate for her wrongdoing. Pam helped her to see that she had done nothing wrong, and to explore the profound feeling that created a distance between her and the child. Perhaps much of the power of those feelings was not hers but belonged to Vera....

When Kate visited Vera the next day, she had the strength to insist that Vera attend to her, that Vera look at her and "listen." Kate was able to present her sympathetic view of Vera's problem. She saw Vera as having felt she had to choose between Kate and her mother, and that Vera had made the only choice possible. Kate said that she had learned how important it was for Vera, and that it could be understood and she did not, would not, want Vera to risk losing her mother's love. She hoped that Vera could find a way for them to be friends again, but could understand and accept the situation if that was not possible. She told Vera that perhaps her own painful feelings taught her what Vera was afraid of. Vera wept. They both wept. The conflict cycle had broken in a climate of warmth and truth"

(Cohen, 1990, pp. 104-109).

"Daniel slowly sauntered to the middle of the stage. He had on black running tights. Painted across his chest and arms were wisps of black and yellow. His face had similar markings fanning across his eyes, nose, and mouth. It reminded me of a Franz Klien expressionist painting.

He jumped into the music and showed us some new stuff. He was neither Mephisto nor Marcel Marceau. He was an ice skater, feet flying effortlessly across the wooden floor. A Spanish dancer, feet stomping, head thrown back, chest thrust out, and arm in half circle overhead...

Soon it became obvious he was painting a canvas to Stillwater's aching harmonies....For me the messages were obvious: he was letting go of Carla, cradling the child he never got to see, and exercising the last remnants of a violent father. For those who didn't know him, his sadness had to be felt if not understood. Every moment seemed to be spontaneously choreographed to convey his despair, to soothe his pain, to free his anger, to fill an emptiness. It was a painfully beautiful thing to watch. Sue had been right about the healing qualities of dance"
(Krueger, 1987, pp. 134-135).

"I assured Andy that I believed him and he went on with his story. When he vomited, they banged his head against the wall. He was sent to the bathroom to clean up. When his mother came home she beat him for getting feces on her towels. Andy drew separate pictures of his stepfather and his friend and I allowed him to smear brown clay on their faces, so, as Andy put it, "They can know what it feels like to have shit on their faces!" He went back to his footprint pictures

and drew a jail with thick bars on the windows, and put two men in prison for life. In the next picture Andy's mother was beating him across the back with a studded belt. He swiftly changed the belt into a blanket and said, "It's hard to hurt a kid with a soft blanket."

He sat beside me in my bean bag chair in my office, his head resting on my shoulder, wondering why his mother hit him so much..."

(Meyer, 1991, p. 88).

Shared journeys

"Child and youth care workers appear as fellow travelers along the pathway for an increasing number of children in our society. For brief periods of time they share part of their respective journeys, eventually choosing to part company to pursue their own purposes and destinies. The encounters are as varied as the wayfarers themselves, but they all offer their own unique opportunities for each individual to learn from the shared experiences of the others.

The caring adult, as the more seasoned adventurer, has much to offer in the sharing of past struggles and discoveries. Along with these experiences there are also fears, hopes, and aspirations about what lies ahead. Those who journey with calm confidence and courage know that the possibilities and potentials are endless and that each person must learn to steer his own course and make his or her own choices along the way...."

(Fewster, 1991, p. 85).

"Charlotte was inviting me to consider the idea that self-examination and discovery is a process of observing the "self" in action. The idea is that when we are experiencing another person, particularly at a feeling or emotional level we are actually experiencing ourselves..."

(Selected quotes from Fewster, 1990).

"When you work with troubled children, it is not their reality that you wonder; it is your own. Those footprints you see around you are on the border of your own reality, not theirs. Tread gently and with caution but do not be led by your fear. For in the territory of the children's reality, just where it borders with your own, lies the opportunity for change: for them and for you."

(Garfat, 1991, p. 159).

"The 'truth' to be discovered is the revelation of what is, rather than the attainment of should be or the illusion of what might be. In peeling back the layers of their own experience, child and youth care workers can make a unique contribution to our understanding of how it really is to work with kids. They can tell the untold stories of childhood and adolescence, albeit from the 'truth' of their own perspective. Surely the time has come for us to re-examine our discipline that moves from the inside out....look in the mirror, look beyond and tell it as it is."

(Fewster, 1991, p. 62).

Exploration into the complexity of the mind

> *"The challenge of this field is the ongoing exploration into the complexity of the human mind. Initially, you learn about your feelings of vulnerability and helplessness when you reach out to others, only to experience rejection and abuse from them. Next, you learn about the personal historical luggage which you carry into every new relationship. Then you discover the dynamics of the conflict cycle, aggression and counter aggression, passive aggressiveness and dependency. What's exhilarating to acknowledge is that there is no end to self learning. In fact, once you understand some complex relationship or achieve some insight into your dynamics, like a co-dependency, the result is a new and deeper list of questions and concerns...."*
> (Long, 1991, p. 49).

Conflict

> *"I rushed to the staff bathroom and quickly, but gently, splashed cold water on my throbbing face. I looked into the mirror. For a splash of a second I wanted to ask myself what I was doing here—in this position, in this job. But I didn't have time to be reflective. My red, swollen, teary-eyed face stared back at me and reminded me that I had to get back out there with kids. Hopefully, my nose wasn't broken....*
>
> *"Wasn't I supposed to be the strong-you-can-always-count-on-me adult? The one who could control these girls, using physical restraint if necessary when they couldn't control themselves. Wasn't I supposed to hold that girl without hurting her until the rage subsides....So what happened? What about my own rage, my own hurt. I looked in the*

mirror. There it was, already outlining itself on my face...

"My own confusion about what I was feeling made me leery of facing Anna. Anna was the most disturbed child we had in treatment....All I knew was that there was something eerily contagious about Anna's sick rage... I'm afraid, unintentionally"

(Nault, 1987, p. 81).

Learning from youth

Some years ago, when I began working as an expressive arts therapist in a residential treatment center for latency age children, I thought of my childhood as safe and protected....However, as the children came to therapy weighed down by conflicts, my carefree early days faded and I was confronted on a new level with unresolved conflicts from my own childhood which I felt had been left behind or forgotten.

The children left me no choice: I could stay on the surface or, through artwork and sand play, enter inner lands where I might view the world from behind their eyes, and feel the pain and sadness they were experiencing...

At the onset of my work with victimized children, I was willing to leave my early conflicts undisturbed. But when the children slowly and sometimes shyly gave me permission to step into their inner worlds, without knowing it, they gave me a very special gift. A chance to recapture my own childhood from the mists of the past"

(Meyer, 1991, p. 83).

AN INTRODUCTION TO YOUTH DEVELOPMENT CONCEPTS:

QUESTIONS FOR COMMUNITY COLLABORATIONS

Academy for Educational Development

The Center for Youth Development and Policy Research

In 1990, the Academy for Educational Development established the **Center for Youth Development and Policy Research** in response to a compelling need to define and promote national and community strategies for positive youth development. The chief goal of the Center is to create and advance a vision of youth development that specifies not only outcomes but strategies as well.

The Center seeks to direct growing concern about youth problems into a public and private commitment to youth development. Our work is characterized by distinctive activities and services which include: conducting and synthesizing youth research and policy analyses; distributing information about exemplary youth programs and policies; initiating and strengthening discussion and coalition-building among those committed to the well-being and development of youth; and providing technical assistance to organizations, governments and institutions wishing to improve their youth development efforts.

We have also undertaken a major, five-year, public education initiative. Supported by core funding from the Ford Foundation and the Lilly Endowment, **Mobilization for Youth Development** is aimed at increasing America's understanding of and investment in establishing a cohesive infrastructure of community supports for youth. The effort is intentionally complex, encouraging dialogue and debate among youth organizations and communities and planning and testing strategies to address service gaps.

The Academy for Educational Development is an independent, nonprofit organization dedicated to addressing human development needs throughout the world. Since its founding in 1961, AED has conducted projects throughout the United States and in more than 100 countries in the developing world.

AN INTRODUCTION TO YOUTH DEVELOPMENT CONCEPTS:

QUESTIONS FOR COMMUNITY COLLABORATIONS

Shepherd Zeldin

Over the past four years, Center staff in partnership with many other organizations, have sought to answer the question, "What is a youth development perspective?" This discussion paper seeks to summarize some of these discussions and provides the basic charts that have been disseminated to the field.

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November 1995

TABLE OF CONTENTS

YOUTH DEVELOPMENT: CARING PEOPLE, SUPPORTIVE PLACES AND CHALLENGING POSSIBILITIES FOR ALL YOUTH

There continue to be high rates of drug use, violence, school failure, and early pregnancy among adolescents. Many young people leave adolescence without the attitudes and skills that prepare them to be successful in the job market or in post-secondary school.

- *The research is clear. A high and increasing number of young people are living in families, neighborhoods, or schools that do not sufficiently care for youth nor challenge them to achieve their potential. We should not be surprised, therefore, that so many young people fail to "make it."*

In recent years, the phrases "positive youth development" and the "youth development perspective" have been used to describe an approach and set of strategies for addressing youth problems and for helping young people prepare for their futures. But what is a youth development perspective? At its core, a youth development perspective draws attention to the fundamental needs of young people -- a need for caring people, a need for safe places that they can call their own, and a need for challenging possibilities in their lives.

- *The research is clear. When young people have access to an array of supports and opportunities, they not only avoid engaging in self-destructive lifestyles, but more affirmatively, they achieve the healthy sense of identity and full range of competencies necessary to succeed as adults.*

The challenge facing the United States, therefore, is to ensure that all young people have ready and ongoing access to caring people, safe places, and challenging possibilities.

Purposes and Uses of this Document

Youth development is not a new program or system. It is instead a way of thinking about young people and their needs. A youth development perspective offers a valuable lens through which to plan and implement actions to meet that challenge. It builds directly on the collective wisdom of exemplary youth workers and on a large body of research and evaluation.

To draw attention to people, places and possibilities, a youth development perspective emphasizes five key concepts:

(1) Positive youth outcomes,
(2) Opportunities and supports for development,
(3) Outreach to underserved youth,
(4) Healthy "youth-centered" communities, and

(5) Principles of practice and adult-youth partnerships

This information brief explains the concepts so as to assist community leaders, practitioners and other stakeholders when they seek to gain support for youth development among their constituencies.

This information brief can also be used as a planning tool. At the end of each section are key questions that can be asked and answered by community planning groups. *It is through the process of discussion -- asking and answering questions -- among stakeholders, including youth, that a youth development perspective ultimately draws its power and influence.* As community coalitions begin to define the youth development perspective in their own words, they quickly find that the perspective has significant implications for policies, services, and programs.

It is hard to shift from conventional wisdom to a youth development perspective. Such a philosophical change requires sustained attention, a willingness to experiment, and the motivation to try diverse strategies.

- It is important to take the time to fully debate "youth development issues" prior to designing new programs and services.

- A youth development perspective raises questions that you may not be able to answer quickly and requires data that you may not have. It is important to do the research (formal or informal) to get that information.

- From the beginning, it is necessary to actively gain the advice, feedback and support from all community stakeholder groups. It is important to know how "the general public" thinks about issues. As the process continues, it will be important to create legitimate roles for the active involvement of all stakeholders.

- It is never too early to think about evaluation. It is important to identify how you will assess progress and identify benchmarks of success of the initiative.

POSITIVE YOUTH OUTCOMES

The youth development perspective begins with an emphasis on clearly defining the outcomes -- attitudes, knowledge, behavior -- that we want young people to achieve. Without knowing what we want young people to achieve, it is impossible to design effective initiatives and programs.

Conventional Wisdom

The existing conventional wisdom in this country is (1) that we want to prevent young people from engaging in destructive lifestyles -- delinquency, violence, drug and alcohol use, school failure, early pregnancy, and (2) that we want young people to achieve -- to graduate high school, to get a job or go to college. Although this second group of actions are desirable youth outcomes, when problem prevention and achievement outcomes become the principal goals that we establish for young people, we are essentially selling young people short.

Youth Development Perspective

We should expect much more from young people. Just because they don't get into trouble does not mean that they are "fully prepared" for adulthood. Achieving in school is not enough. We should expect young people to fully develop social skills, civic and cultural competencies, positive attitudes toward community and a strong sense of identity. After all, research shows that these are the abilities and attitudes that allow a young person to succeed and to avoid using drugs and becoming involved in delinquent behaviors. For example, a good worker is not just a young person with employment skills. It is a person who has positive attitudes toward adults, a sense of civic pride, and the ability to interact with customers and colleagues.

Young people are more than the sum of their problems and their status achievements. Developmental outcomes are what define a healthy and accomplished adolescent -- the degree to which they are confident and connected to others, and the degree to which they have the ability to act competently in community settings (see Chart A).

Implications of a Youth Development Perspective

Developmental outcomes are often viewed as "soft" or "of secondary importance." Quite often, education and business leaders will only value academic and job-related abilities. However, unless young people also acquire social, cultural, civic and mental health competencies, they are still at risk for failing in school or the workplace. Furthermore, research shows that the "identity" outcomes are the strongest predictors of adolescent well-being. Like adults, youth cannot develop abilities when they feel insecure or alienated from others.

- The goal is to promote developmental outcomes, not just problem prevention or achievement outcomes. It is important that all aspects of an initiative be oriented towards developmental youth outcomes. This means that all stakeholders need to agree that such outcomes are legitimate goals. Accordingly, it requires shifts in ongoing planning, program design and implementation, staff development, and evaluation.

- When setting "accountability benchmarks," political and community leaders should not only track indicators such as drug use and graduation rates, but also indicators such as social skills, attitudes towards community, and civic participation.

Basic Questions to Advance Discussions

The challenge is to not tie the initial discussions to specific programs or initiatives. The aim is to get people to define "healthy and accomplished young people" from their own perspective. Then, stakeholders are positioned to address the implications for their organization or initiative.

- How do you know a healthy and successful young person when you see one? What does this young person think about himself and about others? What knowledge and skills does this young person have?

- How do policy-makers typically define healthy and successful young people? Business leaders? School superintendents? Juvenile justice leaders? Parents? Staff in youth organizations? What are the commonalities and differences?

- What are the attitudes and skills necessary to be a good worker? What are the commonalities and differences between a good worker and a good community citizen?

- Consider Chart A. What youth outcomes have not been discussed by the group? Which are seen as most important? Less important? Why?

CHART A

Positive Youth Outcomes: Accomplishments Expected of Young People

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ASPECTS OF IDENTITY: Young people demonstrate a sense of:

- **Safety and Structure:** a perception that one is safe in this world on a day-to-day basis, and that some events are predictable.
- **Self-Worth:** a perception that one is a good person who can and does make meaningful contributions.
- **Mastery and Future:** a perception that one can and does "make it" and has hope for success in the future.
- **Belonging and Membership:** a perception that one values, and is valued, by others in the family and surrounding community.
- **Responsibility:** a perception that one has control over one's own actions, is accountable for those actions and for their consequences on others.
- **Spirituality and Self-Awareness:** a perception that one is unique and is ultimately attached to families, cultural groups, communities, higher deities and/or principles.

AREAS OF ABILITY: Young people demonstrate:

- **Physical Health:** the ability and motivation to act in ways that best protect and ensure current and future health for oneself and others.
- **Mental Health:** the ability and motivation to respond affirmatively and to cope with positive and adverse situations, to reflect on one's emotions and surroundings, and to engage in leisure and fun.
- **Intellectual:** the ability and motivation to learn in school and in other settings; to gain the basic knowledge needed to graduate high school; to use critical thinking, creative problem-solving and expressive skills; and to conduct independent study.
- **Career:** the ability and motivation to gain the functional and organizational skills necessary for employment, including an understanding of careers and options and the steps necessary to reach goals.
- **Civic and Social:** the ability and motivation to work collaboratively with others for the common good, and to build and sustain caring relationships with others.
- **Cultural:** the ability and motivation to respect and respond affirmatively to differences among groups and individuals of diverse backgrounds, interests and traditions.

Source: AED/Center for Youth Development and Policy Research

OPPORTUNITIES AND SUPPORTS FOR YOUTH DEVELOPMENT

Once stakeholders have identified the attitudes and abilities that they expect all young people to obtain, the next challenge is to identify what it is that young people require in order to achieve those outcomes.

Conventional Wisdom

Conventional wisdom is that young people require more services and instruction. For example, most political and community leaders will voice favor for a longer school year and more "basic" education. Many will champion more services, such as drug prevention, violence prevention, conflict mediation, life skills training, and career preparation.

Youth Development Perspective

Services are essential. Young people are at high risk when they do not have adequate safety, shelter, nutrition, affirmative action, and ready access to treatment and rehabilitative services, when necessary. Young people require quality instruction to learn to read, write, and compute.

From a youth development perspective, young people require more opportunities and supports (see Chart B). Research clearly shows that when young people are in places rich in opportunities and supports, then they are less likely to engage in problem behaviors and they are more likely to achieve in school and they are more likely to attend higher education or secure a full-time job.

- Opportunities are the ongoing chances for young people to: (a) be actively involved in their own learning, (b) make decisions and contributions, (c) take on challenging roles and responsibilities, and (d) engage in part-time or volunteer work.

- Supports are the ongoing relationships through which young people become connected to others and to community resources. Supports can be (a) emotional, (b) motivational, and (c) strategic.

A "high quality" service or program, then, is one that offers: (1) relevant instruction and information, (2) challenging opportunities to express oneself, contribute, take on new roles, and be part of a group, and (3) supportive adults and peers, who provide respect, high standards, guidance, and affirmation to young people.

CHART B

Opportunities and Supports: Experiences that Promote the Development of Young People

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OPPORTUNITIES FOR INFORMAL INSTRUCTION AND ACTIVE LEARNING

- Exploration, Practice, and Reflection: The chance to actively learn and build skills, and to critically test, explore, and discuss ideas and choices.

- Expression and Creativity: The chance to express oneself through different mediums and in different settings, and to engage in both learning and play.

OPPORTUNITIES FOR NEW ROLES AND RESPONSIBILITIES

- Group Membership: The chance to be an integral group member (e.g., family, school, youth organization), by fully taking on the responsibilities of membership.

- Contribution and Service: The chance to have positive influences on others through active participation in formal or informal community- and family-based activities.

- Part-Time Paid Employment: The chance to earn income and to be a part of the work force, when such work is done within a safe and reasonably comfortable setting.

EMOTIONAL SUPPORT

- Nurturance and Friendship: To receive love, friendship, and affirmation from others, and to be involved in caring relationships.

MOTIVATIONAL SUPPORT

- High Expectations: To receive high expectations from others, including the opportunities, encouragement, and rewards necessary to meet high expectations.

- Standards and Boundaries: To receive clear messages regarding rules, norms, and discipline, and to be involved in discussing and modifying the boundaries as appropriate.

STRATEGIC SUPPORT

- Options Assessment and Planning: To receive assistance in assessing one's options, and to be involved in relationships characterized by coaching, feedback, and discussion.

- Access to Resources: To receive assistance in gaining access to current and future resources through involvement and connections to people and information.

Source: AED/Center for Youth Development and Policy Research

Implications

Opportunities and supports are "place-neutral." They should, and can, exist in all of the places where young people live and where young people attend and receive services and programs. This includes schools, families and work places, but equally important, "informal" places such as extended families, social networks, youth organizations, recreation centers, extracurricular activities, job placement centers, and religious organizations.

- The challenge to political and community leaders is to ensure that all young people receive the full range of services, opportunities and supports. When setting "accountability benchmarks," political and community leaders should not only track youth outcomes, but also monitor the degree to which communities provide opportunities and supports.

- Opportunities and supports are the "core design elements" of any program. The challenge to organizations is to build in legitimate and ongoing opportunities and supports into all programs, formal and informal.

Basic Questions to Advance Discussions

The challenge is to <u>not</u> tie the initial discussions to specific programs or initiatives. The aim is to get people to answer the question "what experiences do young people need to achieve positive outcomes" from their own perspective. After stakeholders have reached consensus on the answer to this question, then they can address the implications for their organization or initiative.

- What were the types of experiences that allowed you to "make it" when you were growing up? Do all young people today have similar experiences?

- What defines a good youth worker or a good teacher? That is, how do they interact with young people in a way that promotes developmental and academic excellence?

- What defines a high quality service or program? What are the commonalities between exemplary violence prevention programs, classroom instruction, and after-school programs?

- Consider Chart B. What opportunities and supports have not been discussed by the group? Which are seen as most important? Less important? Why?

OUTREACH TO UNDERSERVED POPULATIONS: YOUTH DEVELOPMENT FOR ALL YOUNG PEOPLE

All young people will benefit from the opportunities and supports that can be offered by adults, peers, schools, communities and other settings. For many youth, many of these experiences are already offered on a daily basis. Many other youth, however, are at "high risk" because they are not afforded the rich array of opportunities and supports that they require to be healthy and accomplished.

Conventional Wisdom

Youth are at "high risk" when they begin to engage in lifestyles characterized by significant drug use, delinquency, and school failure. When youth are labeled "high risk," our first response is to try to "fix" or "control" them. We put them into specialized programs: drug prevention, violence prevention, crisis intervention, vocational education and remedial education to learn basic work and academic skills, or crisis intervention. Similarly, these "high risk services" are typically placed in neighborhoods that are labeled "high risk" (see Chart C). Finally, this perspective also dominates community planning efforts. Specifically, we tend to identify a youth problem (e.g., violence, drug use, early pregnancy), then seek to fix it by making sure that systems focus their efforts directly on the problem (see Chart D).

Youth Development Perspective

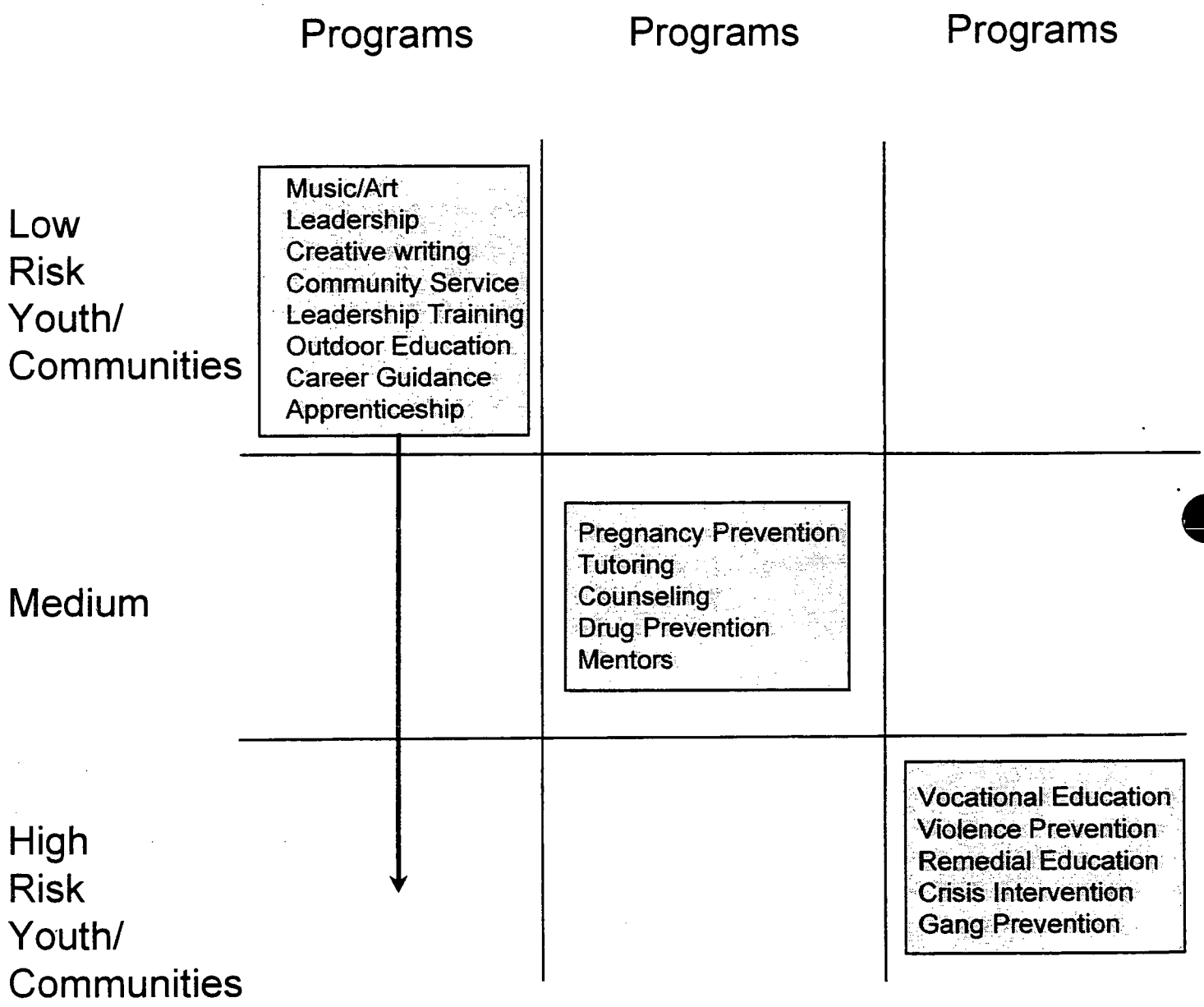
A basic tenet of a youth development perspective is "fix through development" or "first develop, then fix or control only if necessary." Most simply, the assertion is that youth become "high risk" *because* they do not receive the developmental experiences that are afforded to more fortunate young people. Further, the assertion is that effective "treatment" or "remediation" of youth problems has to include, but not be limited to, the provision of opportunities and supports to young people.

Implications

Young people, regardless of their "label," require the opportunities and supports that are delivered through programs such as music and art, leadership training, creative writing, career counseling and apprenticeships, community service, outdoor education, sports, and the like. One key challenge, therefore, is to provide these "low risk programs" to all youth, especially those labeled "high risk" (see Chart C). This challenge will also require changes in community planning, as indicated by Chart E. Specifically, the aim is not to mobilize around youth problems, but instead, to build communities that provide developmental opportunities and supports to all youth.

CHART C

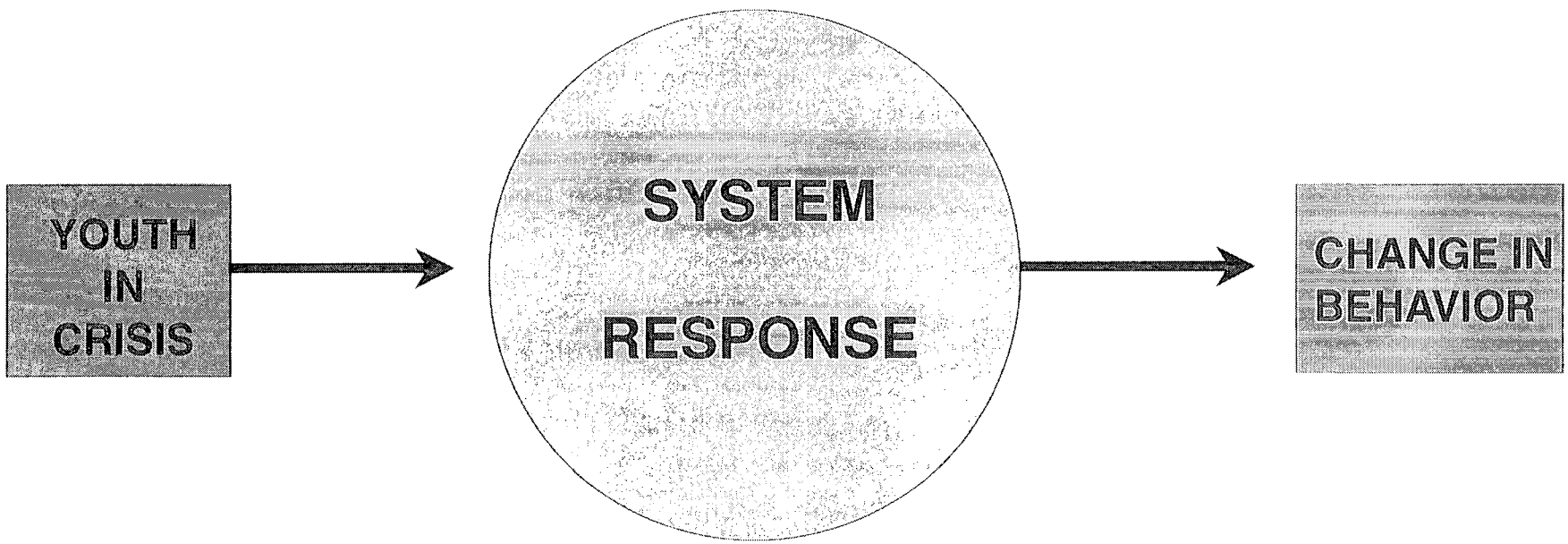
Traditional Views of Youth Programs



AED/Center for Youth Development and Policy Research

CHART D

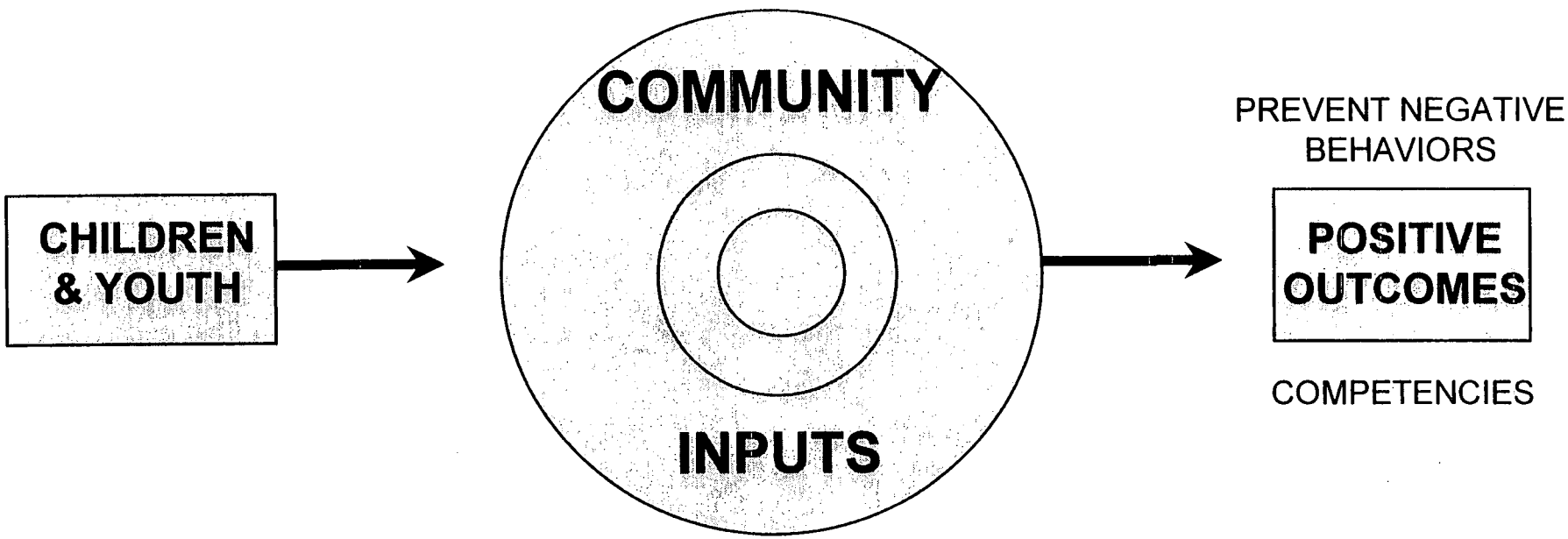
Traditional Planning Model
(Youth Problems)



AED/Center for Youth Development and Policy Research

CHART E

Alternative Planning Model
(Youth Development)



AED/Center for Youth Development and Policy Research

Questions to Advance Discussions on Outreach

The challenge is to push stakeholders to critically consider what it means to provide "youth development programs" to all youth.

- What programs and services are most important for "low risk" youth? For "high risk" youth? Is there a difference?

- What types of services and programs exist in the most affluent neighborhoods and schools? How do these services and programs differ from those that exist in poorer neighborhoods and schools?

- Why are there different services and programs in different types of neighborhoods? Do these differences make sense from the point of view of the young people who live in the neighborhoods?

- Why is it that community planning groups most often mobilize around youth problems? How would discussions and programs change if mobilization was around the goal of creating healthy communities?

HEALTHY "YOUTH-CENTERED" COMMUNITIES

Young people grow up in communities, not programs. This assertion is based on the fact that no single institution can, or should, be responsible for youth development. It brings attention to the fact that the goal is to strengthen communities, not such services and programs.

Conventional Wisdom

Healthy communities are typically defined in terms of their level of safety, economic viability, and existence of available services. As such, community-level collaborations often move quickly to implement neighborhood watches, community policing, and business-incentive programs. For youth, collaborations often move quickly to create integrated service systems, neighborhood schools and programs targeted at *preventing* youth problems.

Youth Development Perspective

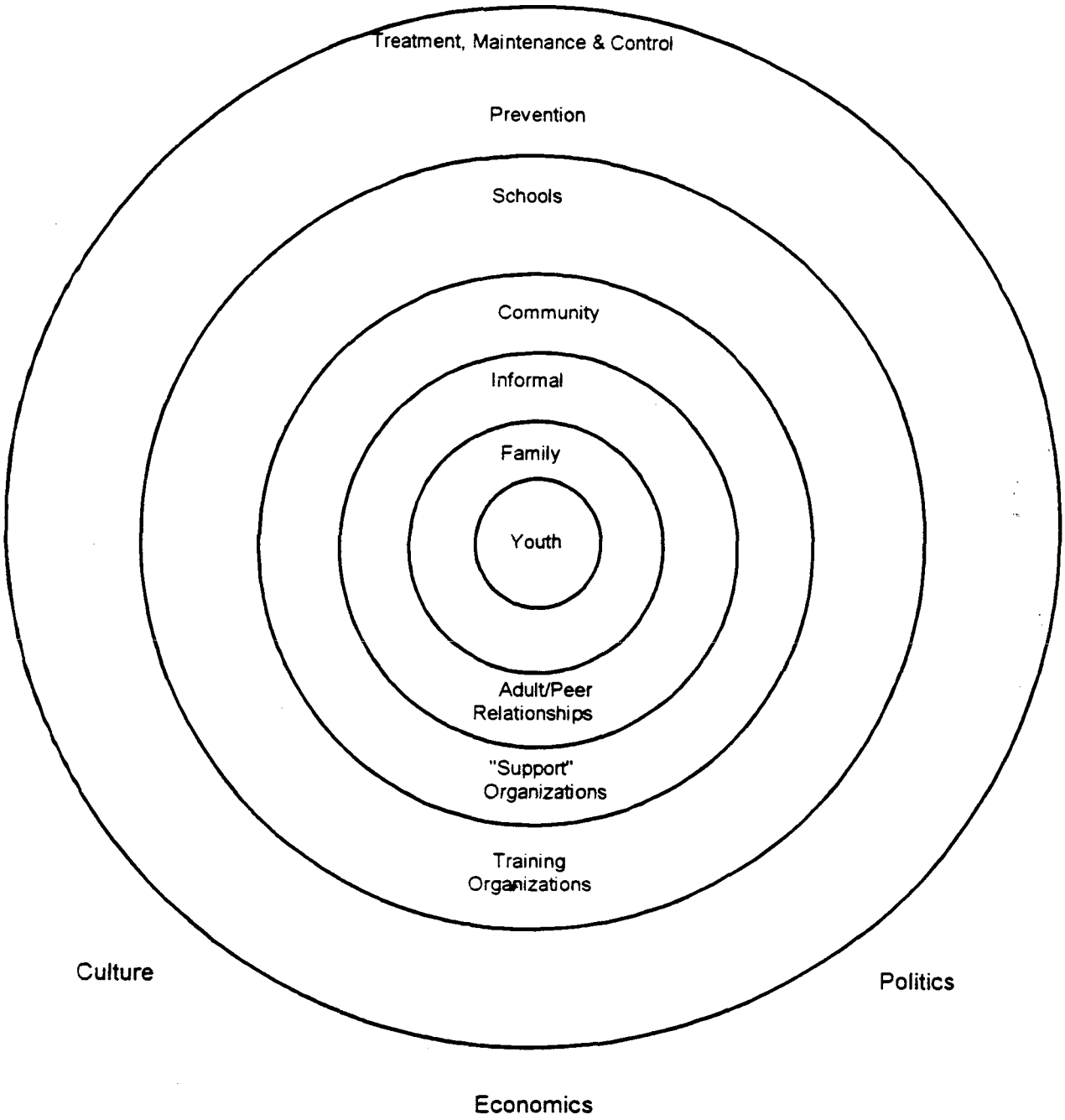
Safety, economic viability, and youth services are essential elements of healthy communities. Similarly, healthy communities require basic resources (grocery stores, banks, parks) and infrastructure (transportation, jobs, housing). Currently, too many communities do not have these basics, putting both adults and young people at risk.

Defining healthy communities solely in terms of economics, human services and infrastructure, however, is somewhat limiting. It is therefore useful to think about healthy communities as those that offer places for young people to go -- places that offer recreation and fun, that are rich in opportunities and supports. Healthy communities are characterized by places that are "owned" by young people, places where young people can learn and contribute. (From this perspective, "systems reform" and "integrated services" are a means to an end, with the end being the ready availability of challenging and supportive places for young people.)

Healthy communities are not collections of independent programs and places. They are formal and informal linkages for collective growth and maintenance that bring together public and private entities as well as citizen groups, religious organizations, youth centers and the like. Through such linkages, healthy communities create a reasonable base of shared values and a vision for the future. This vision, when explicit, can be conveyed to young people and to newcomers and becomes a cornerstone for community deliberations.

CHART F

Supportive Community:
A Youth-Centered Perspective



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Implications

From the vantage point of young people, healthy communities are places that offer safety, fun, instruction, developmental opportunities, supports, and a sense of hope and future. Healthy communities ensure these experiences for all young people when they need them.

The goal, therefore, is not to identify a specific problem and implement an array of programs to solve it. Rather, the alternative strategy is to look broadly across the community and create an array of programs that provide developmental inputs -- caring people, safe places, and challenging possibilities -- and do the outreach necessary to ensure that all youth are afforded these opportunities (see Chart F).

Healthy communities are formed as all community stakeholders strive to create and share a common vision, and when all institutions and programs, not just one or two, seek to adopt a youth development perspective. It is especially important that this perspective be incorporated by those charged with preventing and treating youth problems (see Chart E, the outer rings of the diagram). But this is not sufficient:

- Thinking about healthy communities leads foremost to attention on the inner circles of Chart F -- family, peers, significant adults, social networks and community-based organizations. These stakeholders and organizations can and should pay a pivotal role as a bridge between the informal and institutional settings that make up communities.

- Schools should also serve as a bridge. Schools can provide the quality instruction needed by young people, but they also can, and should, provide a full range of opportunities and supports.

Questions to Advance Discussions on Healthy Communities

It is important to have representatives from all the "rings of the circle" in the room, including youth, in order to gain "community consensus." Again, the challenge is to <u>not</u> tie the initial discussions to specific programs or initiatives. The aim is to get people to answer the question "what is a healthy community from the perspective of young people?" After stakeholders have reached consensus on the answer to this question, then they can address the implications for their organization or initiative.

- What are the places in your community that promote positive outcomes among young people? What specifically are the positive outcomes that they promote?

- What are the places in your community where young people can go to receive services, opportunities and supports? Are these experiences readily available to

all young people, or just some of them?

- Through what forums and sponsorship are community residents or youth engaged in change efforts?

- Thinking about the premises and principles of development that you identified earlier, what places and types of youth programs in your community illustrate "best practice." Why?

- What are the ways in which your schools are healthy places for young people? What are the things that you don't like about your schools in terms of promoting youth development?

PRINCIPLES OF PRACTICE AND YOUTH PARTICIPATION

Identification of youth outcomes (goals of development), opportunities and supports (experiences that promote development), and healthy communities (places for development) are essential first steps to successful initiatives. It is also important to establish the principles that orient good practice with young people and communities.

Conventional Wisdom

Once a community collaboration or organization has moved into its planning process, they often establish shared assumptions to guide their work. Assumptions often include: (a) it takes a village to raise a child, (b) an integrated package of services is needed within each community, (c) early intervention and prevention are crucial, (d) programs that pay attention to cultural diversity are more likely to succeed, and (e) evaluation is a requisite for all effective programs.

The above assumptions offer direction, but there are limitations. First, they are based on program theory, not the developmental needs of young people. Second, the assumptions are too broad to contribute to ongoing monitoring of design and implementation processes.

Youth Development Perspective

It is also useful to identify a set of principles that center around the process of youth development and to articulate the implications for practice. For example:

- **Preparation**. The pace and direction of development is directly linked to the quality of challenging learning experiences that respond to an individual's abilities and aspirations. Good practice, therefore, builds explicitly on the strengths and expressed interests of young people. It combines formal and informal instruction with a range of developmental opportunities and supports.

- **Participation**. Development occurs when young people are engaged and actively involved in the activity. Good practice, therefore, requires that young people be offered a legitimate voice in the design, implementation and oversight of a program. It demands that young people be given choices in terms of when, where and how they will participate.

- **People**. Development occurs through ongoing and authentic relationships with adults and peers. Good practice, therefore, requires adults who are able to engage and form relationships with young people, family and community members.

- **Pluralism**. Development occurs within and is profoundly influenced by environmental contexts. Environments include physical, cultural, philosophical, and social dimensions.

Good practice, therefore, demands that activities are in safe places and made accessible to those most in need of assistance. It requires that places respect the cultural traditions and lifestyles of all participants.

- **Partnerships**. Development occurs within multiple contexts and therefore requires partnerships among youth, family, practitioners and community residents. Good practice, therefore, demands that families are involved, when appropriate, and that linkages be formed with other community organizations.

Implications

Principles offer a foundation, a common frame of reference or vision. With the identification of principles of practice, focused on guidelines for promoting youth development, community coalitions have a powerful set of criteria from which to plan initiatives.

Ultimately, however, as the coalition finishes its work, it is up to youth-serving organizations to translate these principles into practice. In recent years, advocates have begun to make these translations. One set of organizational practice guidelines are presented in Chart G. The challenge is for all organizations to establish their own guidelines.

It becomes quickly apparent that the practice of "youth participation" or "adult-youth" partnerships is essential for promoting the development of young people. The research is clear. When young people have *ongoing* chances to have a voice, to make decisions, to contribute, to make choices, then they are more likely to achieve positive outcomes. It is for these reasons that organizations are also beginning to establish principles and guidelines for youth participation (see Chart H).

Questions to Identify Best Practices

It is important that the coalition or organization is able to state the principles that will "ground" their work and to identify the types of practices that are consistent with these assumptions.

- How will the initiative build on the strengths and interests of young people? What instruction, opportunities and supports will be offered?

- How will young people be offered a legitimate voice in the initiative? Will youth be given choices in terms of when and how they will participate?

- How will the initiative ensure ongoing staff development? How will the initiative demonstrate its priority on forming and sustaining adult-youth and peer relationships?

- How will the initiative ensure accessibility to those most in need? How will places be created that respect individual and group differences? Are eligibility criteria written to secure the participation of those youth who could benefit most from the services, programs or activities being offered by the organization or institution?

- How will families and residents be involved? Will all stakeholders be given the choice to set their own goals and the support to achieve them? Why and with whom should the initiative form partnerships?

- How will the initiative be a resource to the community? Are staff authorized and expected to share knowledge, skill, facilities, funding and leadership into other community organizations, networks, and forums?

CHART G

Implementation of Best Practices for Youth Development: Draft Guidelines for Organizations

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How do we know a youth development organization when we see one? What are the defining characteristics of a youth development organization?

There have been few efforts to address these questions. One consequence is that the field has difficulty in saying what it does and why it is important to young people, families, and communities. A second consequence is that organizations do not have a strong mechanism -- a set of guidelines -- through which to assess their own operations as a youth development organization.

In 1995, the Fund for the City of New York brought together a group of managers from exemplary youth development organizations. Through a series of meetings, they developed a list of guidelines for organizations. The Fund and a growing network of organizations are currently testing these guidelines through processes of self- and external assessment.

This handout summarizes the key features of these guidelines, and is presented as follows:

I. Mission/Leadership Supportive of Youth Development
II. Holistic Assessment and Follow-Up
III. A Focus on Youth Exploration, Practice, and Reflection
IV. A Focus on Youth Expression and Creativity
V. A Focus on Group Membership
VI. A Focus on Service and Work
VII. Emotional Supports for Youth
VIII. Motivational Supports for Youth
IX. Strategic Supports for Youth

CHART G: Source: Youth Development Institute/Fund for the City of New York
AED/Center for Youth Development and Policy Research

I. MISSION/LEADERSHIP SUPPORTIVE OF YOUTH DEVELOPMENT

The organization establishes and maintains an explicit focus on helping young people prepare and succeed, not simply to avoid problems.

- The organizational mission statement clearly identifies the competencies that it seeks to promote among young people, and the types of experiences that it offers young people so that they can obtain those competencies.

All members of Board of Directors have a familiarity with youth development, and at least one member has substantial knowledge and/or experience with youth development.

- Board of Directors has a presence at agency functions/events.

Organizational policies and administrative decisions have been developed to reflect and support youth development to the greatest extent possible.

- Mission statement of organization (and/or the appropriate unit of the organization) supports youth development. All staff, volunteers and participants fully understand and agree with the mission statement.
- The organization reaches and serves its targeted population.
- The organization's budget is reflective of youth development mission: mix of funding sources, continuity of funding streams, allocation of funds and support for different programs/activities, appropriate ratio of overhead to services.
- Staffing patterns support and reflect the mission of the organization (e.g., status of full-time/part-time workers, caseload sizes). Ethnic/cultural background of staff reflective of population served.
- The organization does community advocacy work in support of youth development and/or related issues.

All staff and volunteers are trained to implement the best practices of the organization, as defined by the organization.

- The organization has a professional development program that identifies the core competencies needed by staff to implement organizational programs and activities.
- All staff are required to identify and work towards explicit performance expectations, with the guidance and support of the organization.

CHART G: Source: Youth Development Institute/Fund for the City of New York
AED/Center for Youth Development and Policy Research

II. HOLISTIC ASSESSMENT AND FOLLOW-UP

The organization conducts a comprehensive assessment of all young people.

- Assessment of creative outlets upon entry to program. All of the young person's needs and interests are addressed, with priorities established. All issues and potential issues in young person's life outside of the program are considered in context of young person's strengths and resiliencies.
- Goals are established with young people, as are benchmarks for obtainment of goals. Opportunities exist for young people to develop their own action plans.

The organization ensures agency-wide orientation.

- Total agency orientation to all youth regardless of the specific activity for which they enter the program.

The organization is aware of, monitors, and responds to what youth are experiencing within and outside of program.

- The organization has established mechanisms for parents to talk to staff about their children's needs.
- Individualized case conferences, including attention to issues around family, peers, school, community and other agencies.
- Availability of referrals through guides and staff interventions. Follow-up to relevant persons outside of the agency are made as necessary.
- Youth's academic progress is assessed and monitored upon entry into program and periodically thereafter.

III. OPPORTUNITIES FOR ALL PARTICIPANTS TO EXPLORE, PRACTICE, AND REFLECT

The organization creates room for youth to continue to grow within the program.

- Schedules contain many options, and reflect the expressed interests of participants.
- There exists activities for a continuum of age groupings.

The organization ensures youth participation in programs.

- Mechanisms exist for regular meetings among youth, staff, and administrators. Youth contribute ideas for projects and activities which are fully considered and acted upon.
- Youth play a role in implementing the program and developing their own action plans.

CHART G: Source: Youth Development Institute/Fund for the City of New York
AED/Center for Youth Development and Policy Research

The organization offers a balance between individual and group activities.

- Large group, small group and one-to-one activities are available.
- Workshop training or group sessions are supplemented with individual counseling sessions on participant needs or opportunities for individual study and activity.
- New activities are consistently added to programs based on youth and staff feedback and initiative.

The organization provides youth with opportunities to develop the capacity to reason, solve problems, and emphasize.

- Written, verbal, mathematical, critical thinking and/or research activities are built into group and individual activities.
- Educational opportunities (e.g., tutoring, homework help, college prep, library, resource person) are available to all young people to ensure success in formal school settings.
- Decision-making and problem-solving opportunities are provided and supported in personal, school, community, work, family, and center settings.

The organization provides life-skills training and multicultural understanding.

- There are structured classes and workshops that cover a variety of life skills (e.g., money and time management, networking, job searching, home management, communications).
- Career readiness training is incorporated into events and activities.
- There are opportunities to explore different life situations, viewpoints, and other cultures.
- Curriculum of programs foster and promote multicultural understanding, including activities focused on gender "roles" and issues, differences, stereotypes and myths. Cultural awareness and pride are fostered.

IV. OPPORTUNITIES FOR ALL YOUTH TO EXPRESS THEMSELVES AND BE CREATIVE

Activities are designed to instil curiosity to learn from broad range of experiences.

- Activities are interactive and experiential ("hands on") and emphasize questioning, experimentation, and exploration by the youth (e.g., field trips, guest speakers, research).

The organization values and fosters choice, creativity, free expression, and fun.

CHART G: Source: Youth Development Institute/Fund for the City of New York
AED/Center for Youth Development and Policy Research

- Young people choose when and how they wish to participate within the program.
- Activities are structured so that youth can make decisions on parts of program that they would enjoy within the larger program.
- There are structured opportunities (e.g., activities, workshops, classes) involving arts, music, theater, poetry, and dance.

The organization values and incorporates free expression, fun and humor in its operations.

- There is active participation among all during team building activities and meetings/activities are opened up with events just as poetry reading, games, role-plays.
- "Non-targeted" laughter occurs throughout the organization.

V. OPPORTUNITIES FOR GROUP MEMBERSHIP FOR ALL PARTICIPANTS

Youth have ownership over program and program space.

- Youth are members of the organization with membership responsibilities and membership cards, and there exist other symbols (e.g., T-shirts, caps) to create identification with the program.
- Youth know how the program is funded and participate in fund-raising and/or advocacy activities. Youth play a role in hiring and orienting new staff, new youth members and visitors to the program.
- Youth play a role in setting up and decorating the space.
- Youth are included in planning and implementing programs and activities, with an emphasis on building membership through peer mentoring, rites of passage program and/or leadership groups.
- The organization continuously involves families and caretakers. For example, parents and caretakers are involved through some or all of the following: ongoing parent groups, parent councils, parent events, parent awareness meetings, parent/youth celebrations and performances.

Youth and community members are an integral part of the organization's decision-making and operations.

- There exist formalized youth councils or committees.
- Youth are represented on Board of Directors and/or there are regular meetings between youth councils and program administration.
- Youth leadership is witnessed in events such as community meetings, youth forums, journals, radio shows and other places for a youth voice.
- Established mechanisms are used to gain parental comment and to hear the views of

CHART G: Source: Youth Development Institute/Fund for the City of New York
AED/Center for Youth Development and Policy Research

the community-at-large (e.g., existence of community advisory councils).

VI. OPPORTUNITIES FOR ALL PARTICIPANTS TO BE OF SERVICE AND TO WORK

Youth are involved in community development.

- The organization arranges structured activities through which youth, with staff support and with the opportunity for reflection, feedback and modification, participate in community services (e.g., peer tutoring, counseling, education, helping the homebound or homeless, park landscaping).
- The organization assists youth in community development planning (e.g., community surveys, needs assessments, mapping projects).
- There are opportunities for civic involvement (e.g., letter writing campaigns, voter registration drives, public education strategies).
- The organization maintains ongoing relations with other community agencies (police, fire, schools, youth organizations) and youth are involved in these relationships (e.g., participation in meetings, councils, volunteer activities).

Participants are involved in paid and/or volunteer work.

- Paid employment or volunteer opportunities exist within program (e.g., clean-up crews, security patrol, supervising teen lounge, program staff, GED mentors).
- The organization helps link interested participants to employment opportunities in the community.
- There are chances for youth to volunteer in a variety of areas and/or with a variety of age groups.

- The organization promotes from within, for example, youth who have participated in programs.

VII. EMOTIONAL SUPPORTS FOR PARTICIPANTS

The organization ensures one-to-one staff/youth relationships.

- Each participant is assigned a primary staff person in the agency and has individualized sessions with a constant person.
- There is free access to consultations with all staff.
- Relations between youth and staff are characterized by attributes that allow for shared learning and development: respect, distinguishing young person's behavior from their personality, being non-judgmental, affirming, open and interactive communication.

CHART G: Source: Youth Development Institute/Fund for the City of New York
AED/Center for Youth Development and Policy Research

The organization creates a caring, family environment within its programs. This includes:

- Staff advocate for participants.
- Point of entry to program is welcoming.
- Ongoing chances for all staff and youth to come together for events and celebrations. Personalized interactions, whereby staff call youth by name, speak to the interests and concerns of young people, and are affirming.
- Ongoing opportunities for youth to take responsibility for sustaining a positive environment.

The organization ensures the maintenance of a caring family environment by maintaining open communication.

- Participants are afforded personalized contact with staff at all levels of the organization.
- There is an open-door policy that allow youth to know that they can approach staff at any time to talk about their concerns.
- There are established strategies for ongoing print communication (e.g., newsletter, bulletin boards, announcement memos).
- Procedures are in place for youth having access to staff for grievances and ideas, with clear feedback mechanisms whereby the recommendations of youth are discussed, decisions made, and results publicized.

The organization ensures the maintenance of a caring family environment by maintaining an appropriate physical environment and a safe environment.

- Program space that is attractive and appropriate (clean, safe, reflective of youths' recommendations, with adequate ventilation, lighting and plumbing facilities). Program space is physically safe and accessible to all youth.
- There exists a security plan and staff are trained in emergency procedures.

VIII. MOTIVATIONAL SUPPORT FOR PARTICIPANTS

The organization recognizes the individual accomplishments of all program participants.

- Each youth is afforded the chance to develop and complete individual projects and/or set and meet individual challenges and to periodically command attention of the group to celebrate these accomplishments.
- There is regular private and public awards and recognition for participation, accomplishments and progress.

The organization offers services within the framework of confidentiality.

- Written policies, principles and rules regarding confidentiality are established and understood by all staff and youth, and communicated and reinforced through

CHART G: Source: Youth Development Institute/Fund for the City of New York
AED/Center for Youth Development and Policy Research

membership agreement or other mechanisms.
- The program space is structured to allow privacy when it is appropriate.

The organization creates firm and respectful structures, guidelines and rules regarding acceptable behavior and conduct within the organization.

- Organizational norms which include clear rules prohibiting dangerous actions (e.g., violence, drug and alcohol use, carrying weapons) and encouraging affirmative actions (e.g., respect, affirmation, rights and responsibilities) that are developed with input from the participants.
- Norms and rules are published, discussed and revised as necessary, and distributed throughout the organization on a regular basis.
- Mechanisms are established for handling problems in ways other than expulsion.

IX. STRATEGIC SUPPORT FOR ALL PARTICIPANTS

The organization supports young people as a bridge to adulthood.

- There are established mechanisms through which all youth are regularly assisted with goal setting and planning.
- There is a system through which a person tracks each young person's progress over time, revises plans, and helps coordinate resources.
- Activities are designed to help young people gain the life skills necessary to meet their goals.
- Social supports are created to provide guidance and ready access to resources to young people as they prepare for their transition to adulthood. Social supports include: alumni groups, mentors from community, youth/employer networks and discussion groups.

The organization creates closure for participants as they transition within the program and, subsequently, as they graduate from the program.

- Formal rituals are given salience within the program, including: final awards dinner, certificates and trophies, youth presentations and reflection on their experiences, end-of-day rituals and graduation ceremonies.
- One-on-one closure that includes discussion of transition. Point of closure that includes individual assessment of what has been accomplished and what future should look like including referrals addressing individual needs, where appropriate.

The organization retains youth within program until appropriate termination.

- Follow-up procedures itemized as part of staff responsibilities.
- Attendance sheets are maintained and follow-up calls are made to clients.
- Staff routinely remind participants of work ahead.

CHART G: Source: Youth Development Institute/Fund for the City of New York
AED/Center for Youth Development and Policy Research

CHART H

Youth - Adult Partnerships: Guidelines for Practice

Each summer, Alternatives, Partners with Youth (located in the city of Hampton, Virginia) hires young people to research and make recommendations or develop products to support the agency's youth development agenda. In the summer of 1994, one young person, Neiasha Campbell, drafted the following guidelines. It was edited with the help of her team, and formatted and strengthened by the adult staff of Alternatives.

I. High Expectations for Youth-Adult Partnership

- The purpose of the youth-adult partnership is clear, mutually understood and of value to both the youth and adult participants.
- Standards of group and meeting behavior are clear to each member.
- The location and time of meetings and events are convenient to all youth and adults.
- It is expected that all members will attend all meetings.

II. Ongoing Support for Partnership Members

- The process for getting involved is open to anyone who has an interest.
- Each member feels comfortable and respected in being themselves.
- All members are comfortable expressing their ideas, when they choose to speak.
- Each member feels a sense of ownership for the group.
- Each member feels they have a unique or important skill or quality that contributes to the group.
- Members find their involvement to be challenging and positive.
- Members are rewarded for their participation.
- Meetings are jointly facilitated by youth and adults.

III. Ongoing Support for Effective Partnerships

- Expectations of each group participant are clear and realistic to their maturity and skill level.
- Opportunities exist that allow each member to practice and develop skills which allow them to make meaningful contributions.
- Members are given adequate time to prepare for presentations, meetings and activities.
- Sufficient training is provided that allows youth and adults to work together and be productive.
- The adult to youth ratio is adequate for assuring a collaborative partnership between youth and adults.

CHART H: Source: Alternatives, Partners With Youth

EVALUATION OF THE "ADVANCING YOUTH DEVELOPMENT" CURRICULUM AND TRAINING PROGRAM

EXECUTIVE SUMMARY

ACADEMY FOR EDUCATIONAL DEVELOPMENT

CENTER FOR YOUTH DEVELOPMENT & POLICY RESEARCH

Office of Juvenile Justice and Delinquency Prevention

This project is supported by Cooperative Agreement No. 92-MU-CX-K002 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.

Points of view or opinions in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

The Center for Youth Development and Policy Research

In 1990, the Academy for Educational Development established the Center for Youth Development and Policy Research in response to a compelling need to define and promote national and community strategies for positive youth development. The chief goal of the Center is to create and advance a vision of youth development that specifies not only outcomes but strategies as well.

The Center seeks to direct growing concern about youth problems into a public and private commitment to youth development. Our work is characterized by distinctive activities and services which include conducting and synthesizing youth research and policy analyses; distributing information about exemplary youth programs and policies; initiating and strengthening discussion and coalition-building among those committed to the well-being and development of youth; and providing technical assistance to organizations, governments and institutions wishing to improve their youth development efforts.

We have also undertaken a major, five-year, public education initiative. Supported by core funding from the Ford Foundation and the Lilly Endowment, Mobilization for Youth Development is aimed at increasing America's understanding of and investment in establishing a cohesive infrastructure of community supports for youth. The effort is intentionally complex, encouraging dialogue and debate among youth organizations and communities and planning and testing strategies to address service gaps.

The Academy for Educational Development is an independent, nonprofit organization dedicated to addressing human development needs throughout the world. Since its founding in 1961, AED has conducted projects throughout the United States and in more than 100 countries in the developing world.

EVALUATION OF THE "ADVANCING YOUTH DEVELOPMENT" CURRICULUM AND TRAINING PROGRAM

EXECUTIVE SUMMARY

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December 1995

Contents

EXECUTIVE SUMMARY

INTRODUCTION

This report presents evaluation findings from a recent pilot test of a new curriculum and training program for youth workers. The curriculum, *Advancing Youth Development—A Curriculum for Training Youth Workers*, was written by the Center for Youth Development and Policy Research (Center), in partnership with the National Network for Youth. The curriculum is designed for direct service youth workers and their supervisors, especially those who serve youth from "high-risk situations." Funding for research, development, and writing of the curriculum came from the U.S. Office of Juvenile Justice and Delinquency Prevention. This generous support reflects the commitment to helping youth workers and youth-serving organizations gain the shared expertise necessary for reducing youth delinquency and helping all young people prepare for adulthood.

The curriculum introduces youth workers to a "youth development approach" and its implications for youth work practice. Over the past four years, the concepts and applications presented in the curriculum have been tested and implemented in the field by the Center and its partners. Youth development is not a new model of programming. Instead, it is an approach—a way of understanding and thinking about youth that serves to guide action—that adds breadth to any youth serving organization or program. At its core, a youth development approach challenges youth workers to test their assumptions about youth and about what young people need to move successfully through adolescence and into young adulthood. Equally important, this approach offers concrete strategies for strengthening existing program practices. Training in the youth development approach is applicable to all adults who work with youth, regardless of the setting. Since significant numbers of youth from high-risk settings participate in youth development programs staffed by youth workers, training in youth development is critical.

The curriculum, which consists of seven sessions that build on each other, requires a minimum of 25 hours to complete. The curriculum is, however, flexible. Although, ideally, youth workers should experience each session, they can still benefit by attending selected or parts of the sessions:

Session 1: Introduction to the Youth Development Approach

Session 2: Developmental Youth Outcomes: The Bottom Line of Youth Work

Session 3: Cultural Assumptions and Stereotypes About Young People: From Adultism to Caring

Session 4: Strategies of Youth Participation

Session 5: Opportunities and Supports for Youth Development: Identifying Best Program Practices

Session 6: Core Competencies of Youth Workers

Session 7: Review, Practice, and Celebration

Overview of the Pilot Test and Evaluation

To pilot test the curriculum and the training program, the Center, along with an outside review panel, selected 10 organizations that represented exemplary practices in training at the community level. The primary requirement was that each system's sponsoring organization provide the training to a mix of youth workers from the juvenile justice system, child welfare organizations, community-based organizations, and national youth-serving organizations. These criteria reflect our assumption that youth workers learn best when they train with colleagues from other organizations in their communities. Because promoting youth development is the goal of an increasing number of organizations, allowing youth workers to share their experience and strategies with others has tangible benefits.

Each organization sent two facilitators to the Center for a four-day training of facilitators (TOF) conference. Subsequently, three of the organizations implemented the curriculum "as written." These "Level 1" sites offered all of the sessions and only made relatively minor changes in the curriculum as they offered it to youth workers. The seven other organizations implemented a minimum of four sessions and often modified the curriculum to meet their specific interests and organizational needs.

These 10 organizations were involved in a pilot test in the truest sense of the term. The curriculum was newly written. While the concepts and activities had been used by the Center and its partners in recent years, our experiences had never been "packaged" and delivered as a formal "training program." Therefore, a systematic evaluation that combined interviews, observations, and surveys was conducted as part of the pilot test. The goal of the evaluation was to identify the strengths and weaknesses of the curriculum and to understand "what it takes" to implement the training program. A secondary goal was to identify participating youth workers' specific learning. Because the curriculum is new and because the majority of facilitators are training specifically on youth development issues for the first time, these goals are appropriate. To guide the evaluation, project staff posed the following four questions:

1. Did facilitators view the curriculum as a useful foundation from which to offer training to youth workers?

2. Did the participants find the training environment conducive to their own learning and development?

3. Did the administrators who sent youth workers to the training conclude that the training program was an asset to their organizations?

4. What "does it take" to effectively implement this curriculum?

Meeting the Needs of Stakeholders: Facilitators, Administrators, and Youth Workers

Ten sites and twenty facilitators used the curriculum in the pilot test, and judging by the feedback from these community-wide training organizations, the curriculum was well-received. The variety of ways that the curriculum is being institutionalized by the organizations that piloted it indicates that the curriculum was widely accepted.

- The three organizations that implemented the full curriculum) have each chosen to continue to offer the curriculum.

- The seven other organizations are using, or planning to use, the curriculum in a variety of ways. Some will offer sessions that were not offered during the pilot test, while others are incorporating significant parts of the curriculum into their ongoing training efforts. Still others are using the curriculum as a foundation for organizational technical assistance.

Administrators of the organizations that sent youth workers to the training assessed their employees experiences positively.

- The administrators' familiarity with the curriculum indicates the youth workers had discussed their experiences with their co-workers.

- Because most of the administrators sought to incorporate "youth development" more fully into their organizations, they saw the training as a step in that direction. The focus of the training on direct line workers and their supervisors was also appealing to administrators. As often noted, direct line workers are not consistently afforded the opportunity to attend training that allows them to interact and discuss issues with their colleagues in their own communities.

- Finally, administrators appreciated that the training brought together diverse organizations and facilitated the exchange of new ideas among their different staff members. This process also proved to strengthen collaboration among the community-based organizations represented at the different pilot sites.

The participants also responded well to the curriculum. Despite busy schedules, the vast majority of participants in the three sites that experienced the full curriculum attended all seven sessions of the training. The participants found that the training program offered a challenging and supportive environment in which to learn and discuss issues relevant to their practice. Participants reached strong consensus that the training:

- Gave youth workers a sense of membership with their peers and greater attachment to the field of youth work.

- Gave participants validation that their work is important and reinforced a sense of professionalism.

- Allowed youth workers to internalize a youth development perspective and share strategies with their colleagues.

- Encouraged participants to take ownership of the concepts and their own learning by drawing on their own expertise and integrating it with new knowledge.

PARTICIPANT LEARNING

At the end of each session, participants completed "feedback forms." For each session, about 75 percent of the participants rated the session as "highly favorable" for the content presented and for their own learning. This data, along with data collected through interviews, demonstrated that participating youth workers gained a strong knowledge of "youth development" concepts and are able to put meaning to language that is somewhat at risk for becoming jargon.

Specifically, the participants learned how to orient youth programming towards the promotion of youth outcomes and learned the difference between this approach and one oriented towards the prevention of youth problems. Toward that end, the majority of participants gained knowledge about adultism and youth participation, the opportunities and supports that promote youth development, and the principles of practice that undergird developmental programming. Finally, many youth workers discovered new strategies for program and activity planning, alternative means for assessing youth strengths and needs, and, perhaps most importantly, ways to articulate these learnings to others.

Participants in each session typically reported learning different things. For example, one reported learning new strategies of youth participation, while in the same session, another reported gaining insight on interacting with culturally diverse youth. Another participant reported learning a new program strategy simply by listening to the discussions. This pattern indicates that the design of the curriculum was flexible enough to allow facilitators to meet the individual learning needs of participants while training in a group modality.

LIMITATIONS OF THE DRAFT CURRICULUM

However, the curriculum and training program were not problem free.

- All of the facilitators questioned certain parts of the curriculum and found the need to modify parts of it (although the curriculum is designed to promote this form of "ownership").

- Some youth workers indicated to administrators that the curriculum lost some of its power in the later sessions and had not emphasized program design issues forcefully enough.

- Findings from the end-of-session feedback forms showed that, overall, participants reported learning more "knowledge" than "application." This was confirmed through interviews. Some youth workers wanted greater attention on "best practices" in the sessions and felt that the key practical issues faced on a daily basis were not discussed enough.

THE CRUCIAL ROLE OF THE FACILITATOR

Although the curriculum for youth workers and their organizations offers many benefits, the evaluation highlights that the curriculum is difficult to implement and poses significant challenges to facilitators.

- The content of the curriculum—youth development—is a perspective for working with young people, rather than a set of rules and instruction on a specific program, activity, or function. The facilitator must not only

teach the perspective, but also provide sufficient guidance to participants so that they can collaboratively identify the practice implications of the perspective for their own work and own organizations. The training program is, therefore, most suitable for facilitators who have both extensive training experience and direct experience in youth services.

- The curriculum offers a new set of concepts and language for youth workers. One challenge facing facilitators is becoming familiar with the concepts themselves and being able to communicate their meaning to others. And although youth workers will resonate to the concepts and experiment with the practice implications, facilitators need to be skilled at overcoming the initial resistance that will arise in some sessions.

- The curriculum is best suited to facilitators and youth workers who live in the communities in which the training is offered. Training is usually most effective when it is offered over time (such as one session per week), affording youth workers the chance to experiment with their learnings on the job and then to discuss them with others in the training program.

We were fortunate to partner with highly skilled facilitators in this pilot test. The facilitators served as a "test audience" for our first TOF. In offering to pilot the curriculum—an untested product—the facilitators had the formidable task of delivering the highest quality youth development training possible. Because the concepts, language, and activities were new, most facilitators had to work quickly to become comfortable with the curriculum over a short period of time and make their own "field modifications" as necessary. There is no way to adequately thank them for their expertise, commitment, and contributions to this project.

The evaluation results demonstrate that the facilitators were effective under these difficult situations. As expected, participants found some sessions to be more informative and relevant than other sessions. Some sessions that went "very well" for some facilitators went "poorly" for others at different sites.

In almost all cases, those sessions that did not go as well as expected were the same ones that the facilitators reported feeling "uncomfortable" implementing. Most often, facilitators felt uncomfortable because of limitations in this draft of the curriculum, but, at other times, facilitators recognized that they themselves were not adequately prepared to implement the curriculum. The lessons learned are two-fold. First, the curriculum must be strengthened. Because of challenges inherent in implementing the curriculum, each session has to be clear, concise, and understandable to all facilitators. Second, participants must adequately prepare to implement the curriculum and to continuously discuss issues with their colleagues and other participants. As one facilitator, Mark Krueger, Director of the Child and Youth Care Learning Center in Milwaukee commented, "There is no way that I could 'own' this curriculum until I did it once... and I'll be really good at implementing it after the second or third time."

The experience and recommendations of the facilitators and the participants will be invaluable as the curriculum and the TOF program are strengthened. The pilot test indicates, among other things, that an effective facilitator of this curriculum must demonstrate the following characteristics:

- a solid grasp of youth development concepts and the ability to articulate the practice implications of the concepts to a wide range of youth workers, especially those who work with troubled or disengaged young people

- the ability to gain the respect of and engage youth workers through "whatever it takes"—and, hence, be able to effectively challenge assumptions about youth and about exemplary youth work

- the ability to maintain continuity throughout the entire training program

The curriculum works best when the facilitator schedules sufficient time (a minimum of a week) between the different session(s). This time offers participants a chance for reflection and to do the "suggested curriculum homework" that revolves around focused discussions with youth and colleagues in the participants' own organizations.

Next Steps: Development and Dissemination

Curriculum developers do not typically have the opportunity to test a curriculum with 20 skilled facilitators in 10 localities with a variety of youth workers. Project staff feel fortunate to have had this experience, and because of the evaluation, information and recommendations for revising the curriculum are excellent. While we recognize that 25 hours will be insufficient to fully teach youth development, most of the stakeholder recommendations can, and will, be addressed during the curriculum revision process.

The curriculum, which is being revised based on evaluations (such as feedback forms, interviews, pilot tests, focus groups, and site visits), will be accompanied by both a facilitator's guide and a participant's workbook. All three will be completed by February 1, 1996. Based on evaluation data collected during the first TOF and from lessons learned during the pilot test, the TOF program will also be revised.

For further information, please contact Elaine Johnson or Suzanne Tarlov at the Center at (202) 884-8267.

Pilot Test Sites and Facilitators

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Facilitators: Mark Krueger
Andy Schneider-Munoz

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Facilitators: Joan Morse
Robin Nixon

Community Network for Youth Development; Redwood City, California
Facilitators: Lorne Needle
Chantel Larene Walker

Fund for the City of New York; New York, New York
Facilitators: Linda Pitts
Alicin Reidy

Juvenile Welfare Board of Pinellas County; Pinellas Park, Florida
Facilitators: R.J. Doody
Mary Ann Goodrich

National 4-H Council; Chevy Chase, Maryland
Facilitators: Sherry Betts
Marcia McFarland

Northwest Network of Runaway and Youth Services; Seattle, Washington
Facilitators: Andrew Estepp
Corinne McWilliams

Professional Development Institute; New Haven, Connecticut
Facilitators: Kaye Holtz Harvey
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University of California 4-H Youth Development Program Santa Clara County; San Jose, California
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FROM DETERRENCE TO DEVELOPMENT

Putting Programs for Young African-American Males in Perspective

by

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for

The Urban Institute

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This paper was commissioned by the Urban Institute and is included as chapter three in the book Nurturing Young Black Males: Challenges to Agencies, Programs and Social Policy, edited by Dr. Ronald B. Mincy. This book was published by the Urban Institute Press in February 1994, and this paper is reprinted with their permission.

The Center for Youth Development and Policy Research

The Center for Youth Development and Policy Research was established in 1990 at the Academy for Educational Development in response to growing concern about youth problems. Like many organizations, CYD is dedicated to contributing to better futures for disadvantaged children and youth in the United States. CYD works vigorously to capitalize on both the growing concern about youth problems and growing willingness to search for new solutions. Our goal: to transform concern about *youth problems* into public and private commitment to *youth development*.

Every institution that touches young people's lives should be held accountable for providing, to the greatest extent possible, opportunities to meet needs and build competencies. Institutions do not have to be comprehensive service providers. They should, however, all work toward their mandates in a way that they can ensure, at an absolute minimum, that they are doing no harm.

CYD sees its roles as strengthening national, state, local, and community leaders' -- both public and private -- capacity to craft public and private policies, programs and practice standards that are supportive of the country's young people. CYD provides these leaders with a sound conceptual framework for understanding what youth need to develop and an array of practical tools and strategies for facilitating assessment and change.

To accomplish these objectives, the Center provides services which include: conducting and synthesizing youth research and policy analyses; disseminating information about exemplary youth programs and policies and establishing collaborative efforts with these groups; designing and implementing program evaluations, community assessments, and special projects; and providing technical assistance to national organizations, state and local governments, and public and private institutions interested in improving their youth development efforts.

The Academy for Educational Development is an independent, nonprofit organization dedicated to addressing human development needs throughout the world. Since its founding in 1961, AED has conducted projects throughout the United States and in more than 100 countries in the developing world.

INTRODUCTION

I knew that whatever we designed had to be holistic, had to build a rapport with them, had to be empowering, had to have built-in incentives, had to interface with the schools, the community, and parents, must involve a protracted interaction between these young African-American boys and positive made role models, and had to focus on helping them develop overall into responsible adults -- sexually, yes, but also emotionally, intellectually, academically and socially. We are trying to help young men become responsible, and it is important that they trust us and relate to us as African-American men who are about giving something back to the community, who want to share their experiences, who can identify with their problems, and who can help them define their eventual role as adult males.

Ernest McMillan, Program Coordinator
Fifth Ward Enrichment Program
Houston, Texas

Some would describe Fifth Ward's "holistic" program as frivolous or as mere "fluff." Many would describe it as comprehensive but too costly. Others, reading the intricacies between the lines, would see it as too complex to be copied. Yet if the words "African-American", "male" and "boy" are taken out of the description, it becomes apparent that what McMillan is trying to offer some middle grade boys in Texas is what every parent strives to offer his or her child -- caring, continuity, challenges, community. Moreover, what McMillan is trying to facilitate among the youth--commitment, compassion, conviction, competence -- is what every parent hopes their child will achieve.

The pain and the potential of African-American youth, particularly young men, is increasingly being addressed in community-based programs across the country. As Ronald Ferguson (this volume) reports, many of these programs are the result of efforts of committed

individuals in settings such as churches, public housing developments, recreation centers, and street clinics. Most operate on a shoestring budget, rely on volunteers, and serve fewer than 100 youth per year. The programs, while varied in design and focus, invest considerable time in establishing caring and nurturing relations that earn young people's commitment and trust. Specifically, the programs:

- create new opportunities for young people, while also deepening their knowledge of options that already exist;
- teach strategies for taking advantage of opportunities;
- help youth acquire and practice skills and build confidence; and,
- provide rewards and incentives aimed at inducing young people to invest in learning the strategies and skills necessary for achieving self-selected goals.

Few would argue with Ferguson's conclusion that there needs to be more of these programs, and that such programs need to be embedded within communities. The challenge is in generating an adequate response to this call. While an expansion of community-based youth programs is an essential part of the response, we argue in this chapter that there will have to be a concurrent shift in thinking about youth, and a redirection of existing services to focus more adequately on the socialization and development of young people. Until such changes occur, we believe there will continue to be a sharp tension between the things that this society *wants* from young African-American males -- fewer crimes, fewer unclaimed children, fewer unemployment claims -- and what young African-American males *need* from society -- more recognition, more participation, more responsibility, and more legitimate roles and opportunities. This tension, while greater and historically more sinister for young African-American males,

pervades all class divisions and affects all youth in this country (Lee, this volume). Hence, by improving services for black youth in this country, we will also gain valuable lessons on how to improve policies and services for all youth.

COMPETING ASSUMPTIONS ABOUT YOUTH

Before understanding "good practice" for black male youth, it is important to first consider some of the unspoken but powerful assumptions that underlie youth-oriented policy and service. Three assumptions, highlighted below, are particularly significant.

- *Assumption One*: that society's primary responsibility -- beyond education -- is to deter and correct deficits among youth. This is a "fix then develop" philosophy of service.

- *Assumption Two*: that young people have little of value to offer their communities during the formative years of adolescence.

- *Assumption Three*: that young people have marginal attachments to society's values and therefore can not be trusted with any significant responsibilities.

Assumption One:
The Goal of Policy is to Deter and Correct Deficits Among Young People

Adherence to this goal leads to the belief that -- with the exception of education, services for at-risk youth should exist in response to youth problems. The assumption of "fixing" is clearly reflected in the services offered to at-risk youth. When a young person starts to show anger or hopelessness, for example, or begins to perform poorly in school or experiment with drugs, the first recourse is often to place the adolescent in a counseling, tutoring or "remedial" program. As the population group often deemed at the greatest risk, there is, consequently, a

strong assumption that the best way to deal with the "black male problem" is through highly structured programs that carefully target deficits (e.g., dropout recovery programs, second chance training programs) or deter serious behaviors (substance abuse and pregnancy prevention programs, diversion programs).

But "problem free" does not mean "fully prepared." Preventing high risk behaviors, even if achieved, is not the same as helping young people prepare for their future. Preparation requires an equal commitment to helping young people understand life's challenges and responsibilities and to developing the necessary skills for success as adults. It demands a response that includes not simply problem prevention, but also opportunities that require the young person to take responsibility for self, engage in collaborative action with peers and adults, and to participate in if not design relevant and interesting activities that require the acquisition and use of basic academic, social and vocational competencies and contribute to family and community.

Assumption Two:
Youth Are Poor Investments Because They Have Little To Offer Society

This second assumption reflects the deep ambivalence toward youth in the United States. Given the low present value of youth, advocates for youth programs have adopted an "investment" argument. This investment, it is argued, will result in increased productivity and decreased anti-social behaviors, and in the long term, decreased public dependency. The difficulty with this line of thinking is twofold. First, investing in problem prevention is a low-yield approach, whether the focus of prevention is academic failure, alcohol use, or early

sexual behavior (Office of Technology Assessment, 1991). Second, investment implies that there can be good and bad investments. Unfortunately, adolescents labeled at-risk, especially black males, are not viewed as lucrative investments in 1993. Consequently, disproportionately high investments are made in those youth who are likely to be strong adult contributors anyway (Grant Commission, 1988).

Alternatively, youth can be viewed as developing individuals who have a responsibility and a motivation to be resources for society. Considering youth as resources leads to different program interventions than those typically offered. One cannot ignore, for example, the repeated media and conference reports that fully describe the powerful ways in which at-risk youth contribute to the welfare of their communities through participation in community based programs. Moreover, the research is clear that these types of engagements promote youth development. Providing youth with opportunities to contribute to community, and a choice of how to contribute, leads to the development of social, academic and vocational competencies. Similarly, cooperative learning whereby peers help peers -- be it in tasks to learn academic subjects, enhance decision-making skills, or reduce anger or violence -- is consistently shown to have similar benefits for young people (Hedin and Conrad, 1982; Slavin, 1991; Hamilton, 1980; Weissberg, Caplan and Bennetto, 1988).

Assumption Three:
Youth Do Not Desire to Become Contributing Members of Society

This third assumption suggests that, for some reason, young people are different than everybody else. Certainly, many young people may appear as though they do not share societal

values, but this is not surprising given current conditions and limited opportunities that exist for many of them. Being reared in a deteriorating neighborhood, or being viewed as a "problem," or "endangered species," with little to offer, is not likely to foster the attachments that society and adolescents desire. Attachments, like all aspects of youth development, need to be nurtured. Absent this support, young people will still develop attachments, albeit to destructive entities, such as gangs.

If youth are to build attachments to societal institutions, or to the normative values that underlie them, then the alternative recourse is to provide legitimate opportunities and reasons for youth to make these attachments. It should be stressed, however, that building adolescent competencies is not sufficient to encourage young people to form attachments. As documented frequently for example, schools may have programs, which on the face, should impart academic knowledge. But because young people are not given the opportunity to contribute or feel ownership over their work, learning does not occur. Attachments are emotional as much as competency-based, indicating that youth will respond when they are given participatory roles, when they are trusted, and when they are valued members of communities and schools. Said most concisely, without empowerment, there is little chance that youth will build a personal sense of self-worth and efficacy, nor demonstrate attachments to institutions.

In sum, societal assumptions about adolescents are clearly barriers to creating and funding effective services. The programmatic emphasis on deterring problems mitigates commitment to promote positive development. Assuming that youth have little to contribute, communities and institutions fail to provide the opportunity to participate. Believing that youth do not care about society or community, they fail to empower youth, even when there is clear

evidence that youth possess the requisite skills. The weight of these assumptions is most crippling for youth considered "at risk." Seen as "lost causes," the question why invest? -- always lingers. Investments, when made, are ultimately aimed at made reducing future societal costs (prison, welfare) rather than building societal assets.

The great danger is that society magnifies these assumptions when considering black male youth (and black females, as well as Latinos, Asians, and Native Americans of both genders). Much of adult society views young black men as "less than" their peers and hence less deserving of society's resources (Smith, 1990; Batts, 1988). Furthermore, when we consider that the youth population in general is poorly served, existing inequalities are magnified for black male youth because they receive even less developmental opportunities than other youth (National Research Council, 1993, Wynn, 1987). As existing programs continue to overlook their developmental needs, black male youth are confronted with cumulative risks.

TOWARD A NEW ORIENTATION FOR YOUTH-ORIENTED POLICY AND PROGRAMS

How does a youth become not merely "problem-free" but also confident and competent? The following quotes from Washington, DC youth speaking on pending cuts in the summer youth jobs program of Washington, D.C. provide insight:

> "Adults tend to think of kids as, you know, they're troublemakers...put 'em somewhere, let 'em do something, it's like, it's like putting your, like, when you get a three year old, if they're messing with something, you're gonna' throw 'em in a room just to play with a toy or something, just to get them out of the way."

> "Somehow get most of the kids, teenagers of DC, to know about maybe a great basketball tournament, like parts of town versus each other to figure out who was

better...I mean everybody loves to play basketball, I don't care who you are, you love to play basketball."

"There's a lot of buildings right here that's empty, you know, they have...boards up and stuff. You could get a group of teenagers to go there, fix it up, and I'm sure they'll love what they see when it was all finished." Another youth responds: "I live in Northeast. If you wanted me to fix a house in Northwest, you have to pay me. But if you want me to fix a house on the other end of my block, I would be glad to help."

- Youth speaking on Washington, DC summer youth jobs program, WAMU-FM, July 31, 1992

The young men quoted are black, male, poor and live in the inner-city. Like their more affluent, majority peers, they are saying that they are active people interested in their own development. They want to be treated with respect, they want social interaction and recreation that is fun, and they are ready and willing to contribute to their own communities. Not once did these young men allude to the need to be "fixed" or "repaired". Instead, they mentioned the need for attachment and nurturance, and for opportunities to learn, develop skills and be responsible. Their statements are evidence of the need for a shift in the way we perceive our youth and the programs that serve them.

DEFINING YOUTH DEVELOPMENT

There is a need for greater investment in youth programs. But this must be done concurrently with the adoption of a new vision of youth programs, one that requires an expansion in thinking from interventions to interactions, from programs to people, and from content to context.

This new vision of service must be fundamentally grounded in a vision of youth

development. At it's core, in our judgement, are two basic assertions and corollaries:

> *Assertion One.* Youth development is an ongoing process in which young people are engaged and invested. Throughout this process, young people seek ways to meet their basic physical and social needs and to build the competencies and connections they perceive as necessary for survival and success. All youth are engaged in the process of development (see chart).

The corollary is that youth development occurs in the full complement of people, places, and institutions that form the ecological environment in which young people mature. It is not the domain of families or any single set of organizations or actors. To the contrary, all institutions and individuals that touch youths' lives can have an impact on their development. Whether and how young people meet their basic needs and acquire the maturity, confidence, and skills critical to full societal participation depends on the quality and constancy of the overall set of the influences in their lives.

> *Assertion Two.* Youth development is marked by the acquisition of a broad range of competencies and the demonstration of a full complement of connections to self, others, and the larger community. Confidence, compassion, commitment, character are terms commonly used to express the attitudes and behaviors that determine if and how learned competencies will be used.

The corollary is that promoting youth development requires attention not only to the content of what is taught or shared, but to contexts in which learning and social interactions take place, and how these interactions are experienced by the adolescents. Engagement -- the active connection of youth to self, peers, adults, group, community as both recipient and doer -- is a prerequisite of competency development. Skill building is best achieved when young people are confident of their abilities, contacts and resources. This means that young people need to be nurtured, guided, empowered, and challenged -- asked to do important work that they perceive

Critical Components of Youth Development

Meeting Needs	Plus	Building Competencies

Young People have basic needs critical to survival and healthy development. They are a sense of:

Safety and Structure

Belonging and membership

Self-worth and an ability to contribute

Independence and control over one's life

Closeness and several good relationships

Competence and mastery

Self-awareness

To succeed as adults, youth must acquire adequate attitudes, behaviors, and skills in five areas:

Health
Good current health status and evidence of knowledge, attitudes, and behaviors that will assure future well-being, for example, exercise, good nutrition and effective contraceptive practices.

Personal/Social
Intrapersonal skills - an ability to understand emotions and practice self-discipline; and interpersonal skills, such as working with others, developing and sustaining friendships through cooperation, empathy, negotiation, and developing judgment skills and a coping system.

Knowledge, Reasoning, and Creativity
A broad base of knowledge and an ability to appreciate and demonstrate creative expression. Good oral, written, problem-solving, and an ability to learn. Interest in life-long learning and achieving.

Vocational
A broad understanding and awareness of life options and the steps to take in making choices. Adequate preparation for work and family life, and an understanding of the value and purpose of family, work and leisure.

Citizenship
Understanding of their nation's, their community's and their racial, ethnic, or cultural groups history and values. Desire to be ethical and to be involved in efforts that contribute to the broader good.

as relevant. It means that they have to be engaged in constructive relationships with peers and adults.

The implications of these assertions, if accepted, are considerable. They suggest needed changes in the way services and supports for youth are planned, structured, delivered, and assessed. They call for an examination of the fact that a disproportionate share of policy attention and funding is focused on the narrow goals of academic training and vocational placement, without understanding of the importance of the "non-credentialed" competencies such as personal and social skills, health, and citizenship. Finally, these assertions demand priority attention to the basic human needs of young people -- the development of confidence and emotional well-being, and the importance of structure, relationships, membership, and participation. In brief, policy-makers need to nurture all of youth development, not just part of it. It is quite doubtful that young people at-risk will develop the credentials necessary for productive adulthood until policy-makers consider that young people have needs and competency-building challenges that exist as a foundation for ongoing academic and vocational success.

COMMUNITY-BASED YOUTH ORGANIZATIONS AND YOUTH DEVELOPMENT

It is our position that community-based youth organizations (and the programs that they sponsor) are more equipped to promote youth development than institutional services, as currently structured (Pittman, 1991). This potential is increasingly acknowledged by policy-makers and researchers (see Carnegie Council on Adolescent Development, 1993).

There is no way to concisely summarize the vast array of services that such organizations

provide to young people. Youth programs often provide academic instruction and health services, but the fundamental commonality is that youth programs seek to empower young people. In almost every program, for example, adolescents are given choices and expected to take responsibility for themselves and the well-being of the program. Typically, young people are given opportunities to develop functional competencies through service to peers, neighborhood residents, or community in general.

But it is not the activities that capture the essence of youth programs as much as it is the environment and the experiences offered to young people. Translated into another setting and structure, in fact, the same activities may become burdensome or even intimidating to many youth. Indeed, we have argued that the rationale for strengthening the role of youth programs can, on reflection, be summed up in one word: "caring" (Pittman and Cahill, 1992). We strongly believe that caring is the currency of youth programs, and it is what differentiates such programs from institutions such as schools and employment programs.

In the research literature, caring stands as a "protective factor" separate and distinct from high expectations and opportunities for participation, and is found to be the essential quality that underlies the development of social competence, problem-solving skills, autonomy, and a sense of purpose and future (Bronfenbrenner, 1977; Ianni, 1989, Bernard, 1991). Yet, as the term caring makes its way from research into policy and practice, (Pittman and Cahill, 1992) that caring should be seen as having four inseparable components:

- **Caring as nurturing.** Consistent support, comfort, attention to basic needs.
- **Caring as healing, treatment.** Adequate identification and treatment of problems, amelioration of unhealthy circumstances.

- **Caring as empowerment.** Development of young people's sense of independence, control and mastery. Assistance in understanding, analyzing and engaging in the immediate and larger environments in which they live.

- **Caring as development.** Clear expectations and resources to help young people develop competencies in all areas -- academic, vocational, social, civic, health.

The strength of the most exemplary community youth program is that they offer services that address all four aspects of caring. It is far too easy to decide that a young person, living in a distressed neighborhood or attending a dysfunctional school needs only to be nurtured and healed. All young people need all four components. Through observations of youth programs, interviews with program staff and young people, and literature reviews, we have come to believe that caring is established:

- By creating environments in which young people feel welcome, respected and comfortable, and where they are offered legitimate choices for participation.

- By structuring opportunities for the development of sustained, personal, and collaborative relationships with adults and peers.

- By providing information, counseling and expectations that enable young people to define what it means to care for yourself (health issues, risk avoidance, coping skills, assertiveness skills, life planning) and to care for a definable group (respect for others, conflict resolution, teamwork, leadership skills).

- By providing opportunities, training and expectations that encourage young people to contribute to the greater good through service, advocacy, philanthropy and active problem-solving on important issues.

Genuine affection cannot be manufactured, but caring relationships and environments can be reliably crafted if caring is an as important ingredient of youth development. And while caring environments are most amenable for creation in community youth programs, that caring

must, and can be, incorporated into schools and other institutions. To do so, such efforts must be an explicit goal, not a "tangential benefit" to a given initiative (Sizer, 1992; Comer, 1987).

CONCLUSIONS AND POLICY RECOMMENDATIONS

Youth development is an ongoing, inevitable process in which all youth are engaged and participate. But while youth development occurs naturally, it must be nurtured -- in families, communities, institutions, and programs - lest we run the risk of it following a negative trajectory. The reduction of problem behaviors among young people is a necessary policy goal, but this is not enough. We must be equally committed and serious about articulating and enabling those attributes that we wish adolescents to develop and demonstrate. This goal does not hold just for a subsample of the adolescent population -- it holds with even greater force for African-American males, a population greatly in need of that which is typically offered to more socially and economically advantaged populations.

There exists an unprecedented opportunity to move a national youth agenda in this country, and to create an institutional and community-based infrastructure that nurtures youth development for young black men. The tasks are clear. Foremost, policy must adopt youth development, rather than deterrence, as it's base. This will require a shift away from problem prevention, to a belief that adolescents have, or can develop, the competencies to contribute to others and community, and further, that adolescents wish to, and can, develop attachments to communities and institutions. Once this framework is accepted and moved into the public domain, it will become possible to more adequately answer the question, "What is it that young blacks (or Latinos, Asians, Native Americans) need that is different from or additive to the core

set of socialization inputs and opportunities required for positive youth development?

Adopting positive youth development as a policy goal will also require a full-scale acceptance and support for community-based youth organizations (both private and public) and the socialization and development services that they provide. This acceptance will require a major expansion of the types of organizations and institutions involved in offering socialization and development programs. To implement a strategy of youth development beyond community-based organizations, sustained efforts will be necessary to encourage the national youth-serving organizations to expand service delivery to a broader array of youth populations. Lessons learned from community-based programs need also to be explicitly incorporated into existing religious, parks, recreation, and sports programs, both public and private.

Investing in community-based, voluntary youth programs, however, is only part of the solution. The policy goal of facilitating youth development must be translated and incorporated in the public institutions of education, employment and training, juvenile justice, and health services. For until these institutions demonstrate caring, which they currently fail to do for many young people (National Research Council, 1993), the potential effectiveness of community-based programs oriented towards positive youth development will be severely diminished.

Youth development is not the sole responsibility of any specific organization. Effective policy, therefore, will move from building strong programs to also building strong communities. Since all youth-serving organizations contribute to youth development, the goal is for communities to provide the essential inputs necessary for positive youth development, a goal that is independent of the specific settings or programs where this occurs. The task becomes one of assessing and mobilizing communities based on their collective ability to promote youth

development. Are there places where all adolescents, including African-American males, have a legitimate opportunity to develop a sense of belonging, a feeling of safety, and a positive self image? Are there places where all adolescents, including African-American males, have opportunities to develop the interpersonal, problem-solving, and citizenship skills and attitudes necessary to move successfully into adult roles? When policy-makers can answer these questions affirmatively, and act to institutionalize the full array of community supports, progress towards facilitating positive youth development will be achieved.

Finally, full-scale success of a youth development strategy will require sustained attention to poverty and racism, the two factors that necessitate the creation of focused programs for minority youth. Community-based youth programs are well-suited to assist young blacks through these barriers. Through open discussion, opportunities to learn about different cultural backgrounds, and experiential problem-solving activities, there is an emerging research base that these programs can have promote youth development among those groups with a long history of oppression (Camino, 1992). We doubt, however, that even the best youth programs can overcome the adverse forces of poverty and racism without comparable attention from all social institutions.

In sum, we need a new generation of service, based on a clear vision of youth development that is built on theory, supported by practice, bolstered with ample research evidence, and made operable with strategies. And as a service orientation towards youth development becomes accepted and institutionalized, the lessons learned need to be applied directly to policy and practice -- not modified or distorted -- to assessments of African-American males and to the services provided to them.

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Youth and Caring:

The Role of Youth Programs in the Development of Caring

"We don't offer any program that we wouldn't want our own children to be involved in."

-- June Perry, Executive Director
New Concept Self-Development Center

"We create environments and opportunities to develop relationships."

-- Gail Reynolds, Director
The School Based Services Program
New Brunswick High School, New Jersey

Youth organizations are perhaps America's best kept secret and least understood and appreciated resource. There are over 400 national youth-serving organizations and over 17,000 independent local organizations that have primary prevention and youth development as a primary focus. The number of programs offered by youth organizations and other types of organizations that serve or engage youth defies tallying.[1]

Youth organizations are also an endangered species. As the country's concern about youth problems grows, dollars are focused on problem prevention and treatment. Resources for

[1] While the terms youth program and youth organization are often used interchangeably, there is a distinction. Youth organizations are formal incorporated entities that devote all or a substantial amount of their efforts to serving young people. Girls, Inc., Big Brothers/Big Sisters, and Camp Fire are *national* youth-serving organizations with local affiliates. The Door, for example, is a large, community-based, youth-serving organization. Youth programs, in contrast, are specific, often time- or group-limited activities and events that have a structure and a goal. Youth organizations, in almost every instance, house numerous youth programs. (For example, the YMCA may house several sports leagues, a teen parents support group, an after-school program.) Youth programs, however, are not always housed in or sponsored by youth organizations. Fifth Ward Enrichment Program, for example, is a school-housed program sponsored by a large community services organization that does not have an exclusive focus on youth. The term program will be used in this paper as short hand for programs and organizations.

community programs that provide voluntary opportunities to develop personal and cognitive skills, as well as recreation and safe places to socialize are dwindling. Furthermore, such programs are fighting to establish their importance and to survive. Few would argue that they are not beneficial. But equally few can forcefully articulate their unique value in the face of growing concerns about youth violence, school failure, and teen suicide.

Caring may well be the term that best captures what youth need and what youth organizations and programs do for young people that is unique. Caring or its components, for example, nurturing, respect, commitment, and responsibility, are features that observers, staff and youth cite when explaining the value of youth programs.

> "Never before was I given the opportunity to freely express my views, knowing that adults would listen with respect. Even though I tend to be rather shy, the feeling of acceptance and respect I received from the group was profound. Due to this group, I'm more open and I know inside I have opinions that may be valuable."
>
> A young Cambodian immigrant who participated in a United Way youth leadership program

> "I just thought everything was negativity out there. I came here after I got shot. I thought I gotta do something. When my friends heard I was a volunteer they thought it was pretty weak. But I like it. The team has done a lot, especially for the old people around here, and the neighborhood needs us. We can get over this negative stuff if we care."
>
> -- David, 19, Peer Leader
> City Volunteer Corps

It is quite common to have program directors state that their programs are effective because they care about kids or because they give kids an opportunity to experience the value of caring and contributing to others. Both of these reasons are often presented as staff and youth attempt to distinguish the experiences youth (and sometimes staff) have in their organizations from those they have in bureaucratic institutions, in schools, and at home. This is particularly true of programs and

organizations that work with low-income and minority youth.

The question to be explored in this paper, however, is to what extent youth organizations and programs are central to the cultivation of caring for young people, not just by individual design, but by collective purpose, structure and philosophy. To what extent, in other words, do these organizations and programs see the conveying or development of caring as an explicit part of their purpose? How do they define caring? How do their structures, staff, activities, and self-assessments support this goal?

We started this undertaking with the assumption that these programs and organizations are central to the caring for and promotion of caring among America's youth and to the formal identification and assessment of the elements that contribute to caring.

We end this with even more respect for the wisdom and experience of those who run youth programs and even more belief that there is need to define youth development or even more determined to define youth development and to articulate the criteria that make a youth program a youth *development* program. Most important, with some caveats, we end impressed with the extent to which caring, as an umbrella term, describes the activities, events, relationships, expectations and approaches that reflect the best of youth programs. While we wonder whether the concept of caring can be made sturdy enough to bear the weight of a full-blown youth development framework, *we are excited about the possibility of naming not only the field (youth development), but the pedagogy (caring).*

This paper has four main sections. In the first section, we look at specific ways in which the activities and practices of youth programs convey and promote caring, offering concrete examples. In the second section, we discuss the characteristics of the universe of youth organizations that make them well-suited to promoting youth development through the cultivation

of caring. In the third section, we lay out some basic working definitions and assumptions, connecting the concept of caring to the construct of youth development. Finally, in the fourth section, we summarize what we have learned through this exercise and offer some recommendations for further investigation and discussion.

I. HOW YOUTH PROGRAMS CONVEY AND PROMOTE CARING

Caring is something that needs to be *conveyed* to young people through relationships (nurturing) and environments (structures and settings). It is a way of approaching self, group, and community/society that should be *explicitly promoted* through example, teaching, and practice. It is something, ultimately, that should be *demonstrated* by youth through ongoing attitudes and behaviors that transcend the boundaries of specific programs and events.

Listening to dozens of directors across the country describe the aims of their youth programs it becomes evident that the notion of caring is central to their identity. Caring is used to describe both relationships programs aim to form with youth, as well as attitudes, values and behaviors programs aim to promote.

To examine the question of how youth programs cultivate caring we looked at how the structures, activities and practices of programs are connected to nurturing, modeling and promoting caring relationships. Specifically, we looked for programs that seem to convey and promote caring: caring for youth, and caring by youth for themselves, the group, the community and society. We looked for programs that do the following:

- create *environments* in which young people feel welcome, respected and comfortable;
- structure *opportunities* for the development of caring *relationships* with adults and peers;
- provide information, counseling and expectations that enable young people to define what it means *to care for yourself* (health issues, risk avoidance, coping skills, assertiveness skills, life planning) *and to care for a definable group* (respect for others, conflict resolution, teamwork, leadership skills); and
- provide opportunities, training and expectations that encourage youth to *contribute to the greater good* through service, advocacy, and active problem-solving on important issues.

Conveying Caring

Forming Relationships Between Youth and Caring Adults

We found that overwhelmingly young people defined their attachment to programs in relationship to the presence of a caring adult, someone who is interested and concerned about the young person as a whole, not just in terms of the task or problem at hand. Staff report this as taking a holistic approach, relating to each young person in terms of his or her developmental needs as well as immediate problem, and responding flexibly to young people's needs.

Young people describe this program quality best by contrasting their current experiences with their past experiences in schools or programs:

> "They make you want to come every day. Everybody here acts like they really miss you if you're not here. After the first day they all know your name. In my old school before I stopped going I asked a teacher for help and she said, `Are you in my class?' I went to see my guidance counselor and he asked me for my student I.D. number and punched it in his computer, and then he looked up and said, `You're Manny and you're in 10th grade.' I said, I know. (I thought -- I seen you like every month and I'm still not here til you punch in my number.)"
>
> -- Manny, 17 years old

> "I like coming here a lot. I do my homework and Janice helps me with math. They're nice to everybody and they want to help you. I wasn't even going to come except that my friend made me. Last year I went to this other place that had a big sign up in my school to come for help. But the lady at the door told me I couldn't come because I wasn't failing any subjects."
>
> -- Maureen, 13 years old

Programs that convey caring tend to view staff as key to creating environments in which young people feel welcome, respected and supported toward accomplishing developmental tasks.

Programs such as The Door and El Puente[2], nationally recognized models of youth development programming in New York City, emphasize the importance of building trust, of making every adult a young person encounters a "caring" adult, and of connecting each young person with one adult in a primary relationship.

Building Trust

Caring, for many young people, means "being there" -- being accessible, being dependable, being like them in some basic ways. Young people in the youth organizations reviewed commonly felt that staff were "there" for them. Many staff see putting in extra hours and receiving late night and weekend phone calls as part of the job. Some even carry beepers. One way being there is demonstrated is through organizational permanency and staff longevity. Several of the organizations interviewed commented on the importance of having consistent staff and spoke with pride about having staff that came from the community and had been with the organization for five, six, even ten years.

The Fifth Ward Enrichment Program in Houston, a youth program targeting 11-14 year old black males, emphasizes the additional importance of building trust through shared experiences. Ernest McMillan, founder of the program, conceived its aim as conveying caring about youth, but also specifically, as conveying that responsible black men care about the development of young black males.

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[2] The discussion that follows summarizes the background work done on over thirty programs over the course of six months for this and other projects. Brief descriptions of these programs are offered in the text or in footnotes. Two programs, The Door - A Center for Alternatives, and El Puente are described in more detail in write-ups attached at the end of the paper. These are two well-known community-based youth programs that espouse a holistic approach to youth. We had the most in-depth visits and conversations with staff at these programs. Three other programs, Fifth Ward Enrichment, Teen Link, and The City, Inc, are profiled as well. These programs are not "comprehensive youth-serving organizations." Fifth Ward is an after-school enrichment program that focuses on young adolescent black males. Teen Link is an adolescent health program that takes a holistic approach to offering health services. The City is an alternative school run by a community-based service and advocacy organization.

"We are trying to help young men become responsible, and it is important that they trust us and relate to us as black men who are about giving something back to the community, who want to share their experiences, who can identify with their problems, and who can help them define their eventual role as adult males."

-- Ernest McMillan, Program Coordinator
Fifth Ward Enrichment Program

Structuring One-to-One Relationships

Within an environment created where all staff convey caring about young people, programs found that they still needed to offer substantial individual attention and support. Programs use many names for staff who attempt to build primary relationships with young people: counselors, primary counselors, case managers, mentors. These roles, however, involve an adult in helping a young person with many aspects of his or her life.

At The Door, for example, young people are given a primary counselor soon after they join as members. They agree to meet with this primary counselor to develop an individualized plan about how they will meet their goals. The counselors look out for their members every day and assist them in getting help from any of the many services offered -- health, legal, social, and educational. Primary counselors help young people with anything from finding emergency housing to talking through personal relationship problems. At El Puente every member has a mentor who helps that young person develop their monthly plan to work on their mind, body and spirits. This might involve health care, work in the gym or dance classes, tutoring, and/or participation in group/peer counseling. South Brooklyn Alternative School assigns every student a counselor-advocate who does everything from calling that student at home if he or she doesn't show up for school in the morning, to working through emergency and long-term personal and family problems that prevent the young person from reaching their goals. As one student said:

"Here if I don't come to school right away John is calling my house saying, where are you? One time I said I was sick, and he said you don't sound sick. I want to see

you here in an hour. So I came. I used to think my problems were all my own and sometimes I just didn't want to do anything. But I keep coming to school because I know John and Millie (the director) really care about me getting my diploma."

-- Jaime, 17 years old

Sometimes this primary counselor may also be a recruiter, the first link with a program that offers support and development opportunities to a young person who is outside of the mainstream. Staff from case managers to coaches emphasized the importance of persistence to demonstrating caring with these young people, whether it is in communicating to the young person how important he is to a group effort or in encouraging a young person to meet her goals. Young people agreed.

"It was Susan. I mean she just wouldn't let me alone. She kept coming back and telling me she really cared about whether I went back to school. Nobody ever cared about what I did like that. I didn't think I could do anything. I was living on my own, in a room, and I was afraid to leave the baby at all. She kept telling me she could help if I would try. Now I'm helping this new girl. She's scared, but I tell her, you can do it. All the girls help each other."

An 18-year-old mother, and soon-to-be high school graduate, living on an AFDC grant in a single room occupancy hotel with her seven month old baby

"I told my aunt. I gotta get up for track. Jack misses us if we don't show up for practice. He wants the whole team to be together."

-- Catherine, 13, city-wide medal winner living in kinship foster care

"I go by two or three of the girls' houses every week, usually the night before meets. I say hi, drop off a clean team shirt. I try to see a mother or grandmother and mention how well she's doing, and how much she likes track. I tell them what time we'll be by in the morning to pick her up. If I don't show up in person, the kids find it hard to stay attached to the team."

Catholic Youth Organization track coach, speaking about how he keeps kids involved whose families are under stress from poverty, substance abuse and other problems

Recognition of the need to develop specific mentoring relationships *within* supportive group environments emphasizes the importance of free-standing one-to-one programs. Big Brothers/Big

Sisters has been matching youths with a caring adult since the turn of the century. Annually, it supervises over 40,000 matches between children and adults.

Big Brothers/Big Sisters is part of the National Mentoring Working Group which was convened by United Way of America and the One to One Foundation. This group has developed a set of guidelines, or common principles to guide the development of responsible mentoring programs. The Working group suggests that responsible mentoring is a structured, one-to-one relationship or partnership that (1) focuses on the needs of the mentored participant, (2) fosters caring and supportive relationships, (3) encourages individuals to develop to their fullest potential, and (4) helps an individual to develop his or her own vision for the future.

Primary relationships with young people take time and must extend over time. Program directors talk about the importance of staff continuity and working with young people through both crisis periods and periods of relative stability. They emphasize that the primary counselor must be able to combine addressing young people's immediate concerns with a development orientation, working with the young person towards goals.

Understanding Intolerance and Multiculturalism:
A Challenge for Practitioners, but Also for Researchers

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The study of youth development urges a consideration of context, yet rarely are "intolerance" and "multiculturalism" posed as major research variables. This article offers a conceptual framework to identify the daily interpersonal and organizational processes through which intolerance is directed at young people, affecting their exposure to ongoing developmental supports and opportunities. This article draws on data collected from the experiences of individuals attending workshops devoted to multiculturalism and diversity to present three typologies for understanding the processes inherent in subtle, yet powerful, forms of intolerance. These typologies are (a) forms of interpersonal intolerance, (b) forms of responses to interpersonal intolerance, and (c) forms of organizational orientations to multiculturalism. In the conclusion, research implications of the proposed typologies are discussed in terms of "maps of" phenomena that researchers are likely to discover, and "maps for" thinking about the nature of these forms and the possible ways they might be addressed in future research.

Sparked by Bronfenbrenner (1979), there has been a renewed commitment to studying the context of human development. Rarely, however, is the variable "intolerance"[1] included in research on context. This is unfortunate given that intolerance—be it racism, sexism, classism, or other forms of discrimination—is often an integral aspect of the settings in which adolescents live. According to the National Research Council (1993), intolerance is a causal factor in the creation of a growing population of "high-risk youth" in the United States. In the Council's review of the literature, for example, discrimination aimed at the parents of youth, as well as at youth themselves, is detected in policies and programs in the areas of family support, housing, education, juvenile justice, and employment and training.

Although the consequences of intolerance are well established (though controversial), it has been challenging for researchers to identify the process-

I am grateful to Shepherd Zeldin for his contributions as this article evolved through various drafts. I would also like to thank Elaine Johnson and Stephen Small for their insightful comments.

Journal of Adolescent Research, Vol. 10 No. 1, January 1995 155-172

es through which intolerance influences adolescent development. Two reasons are the focus of this article. First, intolerance is often subtle, as the nation's laws have reduced the manifestation of outright bigotry. Second, intolerance is often embedded within the structures and interpersonal relationships of institutions. Consequently, the power that intolerance exerts on young people stems not so much from discrete, critical incidents but rather from insidious cumulative effects over time (Comer, 1989; Essed, 1991; Gaertner & Dovidio, 1987; McConahay, Hardee, & Batts, 1981; Ogbu, 1986). Because the effects of intolerance derive from multiple sources, it is frequently difficult to clearly identify a specific incident or series of events that can be statistically related to youth outcomes (National Research Council, 1993). Because intolerance is frequently embedded in structural institutions, as well as woven into the cultural and social fabric, it is often unintentional and thereby typically remains unidentified (Banks, 1988; Jaynes & Williams, 1989; Troyna & Hatcher, 1992).

The elusive nature of intolerance makes it perplexing for both perpetrators and recipients to recognize, name, describe, and reflect on their experiences. Practitioners also find this issue difficult and are uncertain about how to respond affirmatively to the call for multiculturalism or diversity (Camino, 1992). For researchers, the phenomenon and its associated dynamics experienced by youth who are members of minority and oppressed groups[2] remain similarly obscured. Yet there is much urgency to the empirical investigation of intolerance. For example, one study conducted in Ann Arbor reports that a majority of high school students hold negative stereotypes about racial and ethnic minorities (Polakow-Suransky & Ulaby, 1990). A recent national study revealed similar adherence to negative stereotypes among youth, even though a majority report having "close personal friendships with someone from another race" (People for the American Way, 1992). In addition, many Southeast Asian refugee and immigrant adolescents report suffering incidents of prejudiced and discriminatory acts from their White, African American, and Latino peers at school (Peters, 1988; Rumbaut & Ima, 1988).

It is the position of this article that researchers lack a conceptual map from which to identify the daily interpersonal and organizational processes through which intolerance, intentional or not, is directed at young people and affects their exposure to ongoing developmental supports and opportunities. The absence of such a map, one that is applicable across the many settings of adolescent development, has hindered the synthesis of available research as well as initiation of inquiry on the issue. It is hoped that this article will be a first step toward building a conceptual map for understanding intolerance. The expectation is that researchers will be encouraged to include the variables of intolerance and multiculturalism in their studies of context. As policy

makers and practitioners look to research as one vehicle for understanding the reality of human development, there is an urgency to delineate, test, and document the ways that intolerance influences settings and interpersonal relations and, hence, the course of adolescent growth. As researchers meet this challenge, they will be better prepared to provide accurate information on context to these audiences.

The following sections of this article are devoted to exploring how the aspirations of minority youth and their chances for success are compromised by experience with interpersonal intolerance, and how organizational orientations to multiculturalism affect the provision of supports and opportunities to youth. Three typologies are presented: (a) forms of interpersonal intolerance, (b) forms of responses to interpersonal intolerance, and (c) forms of organizational (or setting-level) orientations to multiculturalism. Implications for research will be discussed in the final section of the article.

METHOD

The data presented in this article, and the typologies that are developed from these data, were collected from over 1,000 adults, typically in workshop settings. Workshops designed and facilitated by Valerie Batts and associates of Visions, Inc. gave rise to typologies dealing with modern racism and internalized oppression (see Batts, 1988), which are expanded in this article and amended as interpersonal intolerance and its responses. The typology of organizational orientations to multiculturalism is derived from workshops designed and facilitated by the author in her capacity as an independent trainer and researcher. Data were collected from over 100 workshops held across the United States. All of the workshops were a mixture of lecture (presentation of theory and research), discussion, and experiential learning. A major component of discussion content stemmed from the personal experiences of participants as they recounted incidents from their childhoods as well as those from adulthood. Additional data that inform the frameworks discussed in this article were collected from literature reviews, and from youth and youth workers as part of separate research projects (Camino, 1992, 1993, 1994).

It is the personal experiences of participants that form the foundation for this article. In the workshops, a strong sense of safety is created in which racially and ethnically mixed persons feel comfortable in discussing cross-cultural interactions, both positive and negative. Participants discuss the antecedents and consequences of the interactions, with the aim of developing personal and organizational strategies for promoting multicultural environments. These workshops have been conducted over the past decade. A key

feature is that the facilitators meet each evening to debrief and to discuss ways of building on participants' stories for the benefit of the group and for future workshops. The examples in this article come from the personal stories shared in workshops and from these debriefings.

There are two dynamics to consider when reading the examples in this article. First, the forms of intolerance discussed are often the result of fear, anger, or confusion by those who display them. When individuals identify that they have denied support and opportunity to others, they often report that they were seeking to act with good intentions (Bowser & Hunt, 1981; Gaertner & Dovidio, 1987). Second, recipients of intolerance respond to such behaviors. They are not passive actors in the interaction. When these responses become a habit, they have been labeled "internalized oppression" (Batts, 1988). Such responses reflect, at their root, an accommodation or personal survival strategy, but in the long-run, they also pose a risk to adolescent development (Fordham, 1988; Fordham & Ogbu, 1986).

The reader is cautioned that all of the examples presented in this article are open to alternative explanation. This is the nature of intolerance in the United States, where many persons believe that intolerance is no longer a significant factor in the lives of young people whereas a comparable number hold that intolerance exists in almost all interactions. The challenge to researchers is to provide language and data to help policy makers and practitioners move beyond such monolithic generalizations.

INTERPERSONAL INTOLERANCE AND ITS CONSEQUENCES

It has long been argued that adolescents and youth, as a class, have been recipients of general societal intolerance largely because adults do not feel as though young people have the capacity or the motivation to be actively involved in their own learning or to contribute to their own communities (Panel on Youth of the President's Science Advisory Committee, 1974). This stereotype affects all young people but is greater and historically more deeply rooted in reference to young African American men (Lee, 1994), as well as many other economically poor ethnic minority youth, and young women (Banks, 1993b).

The power of intolerance is that it minimizes the chances for young people to experience that which they need for healthy development. On the institutional level, a primary factor is lack of access whereby young people are not afforded basic protections and services (e.g., shelter, food, health care) or high quality academic and vocational instruction (National Research Coun-

cil, 1993; Oakes, 1985). However, on the community and program level, the processes are more subtle. Specifically, young people from disadvantaged and minority backgrounds too often do not receive interpersonal supports from adults, peers, and social networks (e.g., high expectations, information and strategies, role models, celebration, and friendship) that contribute to resiliency or a positive sense of self-worth (Bernard, 1991; Ferguson, 1994; Pittman & Cahill, 1992). Further, young people are not provided with sufficient opportunities to act on the world (e.g., to make choices, to contribute, to reflect, to express, to recreate) and, hence, are less likely to develop the full range of competencies necessary to move successfully into adulthood (Pittman & Zeldin, 1994).

A Typology of Interpersonal Intolerance

What are the processes of intolerance that may act to deny developmental supports and opportunities? From an interpersonal perspective, five processes are proposed and discussed: dysfunctional rescuing, blaming the victim, avoidance of contact, denial of cultural differences, and denial of the political significance of intolerance and oppression.[3]

Dysfunctional rescuing. This form involves helping members of minority and oppressed groups, based on the assumption that they cannot help themselves, or helping people in such a way that limits their ability to help themselves. The result is that young people are neither challenged to succeed nor given the adult support to do so.

- A White program leader gives a Black youth a letter of excellence, even though the skills and work of the youth were lacking and he did not try to achieve.
- An English teacher gives a Cambodian student easy assignments, thinking that it would be too stressful for the student to take on greater challenges or to work with a peer tutor to learn the material.

Blaming the victim. This form solely attributes the results of historical and current intolerance to the victim, without consideration of the social, cultural, political, or economic dimensions that affect situations. Consequently, adults believe that minority young people are apathetic or unskilled, and they are less likely to provide high-quality instruction or guidance in the future.

- An African American youth drops out of his job placement. His counselor does not talk to the young person but reasons, "It's his choice. He just wanted the money but didn't want to work."

- A young women is given a leadership role in working with high-risk youth, but she is not given training to do this complex job. When she fails, she is blamed by her boss.

Avoidance of contact. This form of intolerance is witnessed by the lack of regular social or professional contact with members of minority groups and the lack of effort to learn about different communities or groups. The result is that the adult has insufficient knowledge to modify program implementation to integrate the experience or culture of others.

- A male teacher informally meets with male but not female, youth participants after class. He states that he "just doesn't know how to interact with young women. They just don't want to be with me."
- A White youth worker does not confront two Vietnamese female teens who are engaged in a conflict. He excuses this by saying, "I can't relate to girls, let alone Asian girls." In the past, however, he has actively intervened when White, male youth were experiencing difficulties.

Denial of cultural differences. This form is often assumed to be motivated by egalitarian ideals because it involves "color-blind" or other "blind" approaches. Cultural differences and heritage are assumed to be merely superficial. The consequence is that young people are denied the opportunity to bring their own beliefs or lifestyles into the setting.

- A White program manager claims that he does not notice and that it is unimportant that many of the young people who attend the program are Asian and Native American. At the same time, he notes concern that "kids always want to hang in their own groups."
- A school superintendent states, "There are no cultural barriers in this school. Sure, a lot of the kids who come here speak different languages, wear different clothes, and have different traditions at first, but we mainstream them as quickly as possible."

Denial of the political significance of intolerance and oppression. This form involves a lack of understanding or a denial of the social, political, and economic realities of the lives of members of minority groups. It also involves discounting of or refusal to take responsibility for exploring the historically important circumstances that have led to present situations of both minority and majority groups.

- A youth worker teaching in a leadership program states to the young participants, "Anyone can be the boss of a corporation." However, during the course, she never initiates discussion concerning the reasons why few minority individuals become a corporate president.
- A teacher becomes annoyed when the school curriculum is changed to include the history and perspectives of people of color and women. He states, "Most of this new information is based on fictionalized accounts. The kids won't be learning the core material that they need to know."

Responses to Interpersonal Intolerance

What are the effects on minority youth of having experienced intolerance in many forms and in different settings over the course of their lives? All too often, they come to internalize the negative views and behaviors directed at them from members of dominant groups, to consciously or unconsciously believe that they are less valued and less deserving (Fanon, 1990; Freire, 1983). Nonetheless, recipients of intolerance are not passive; they resist intolerance in an attempt to maintain psychological survival in both subtly or overtly hostile environments. However, it has been noted that although these strategies may "work" in the short-term, they ultimately prove detrimental in the long-term, exacting a substantial toll on mental health (Sue, 1981).

Five responses to interpersonal intolerance are outlined below: system beating, blaming the system, avoidance of contact, denial of distinctiveness and heritage of group, and lack of understanding or minimization of the political significance of intolerance and oppression.[4] When considering these forms of responses to modern interpersonal intolerance, it is important to reinforce the Batts (1983, 1988) assertion that the associated attitudes and behaviors are major consequences of intolerance, and hence as long as oppression and intolerance exist, there will be internalized oppression. In terms of youth development, although the behaviors can prove immediately adaptive, the far-reaching tragic consequence is that young people themselves enact behavior that contributes to distancing them from necessary supports and opportunities.

System beating. System beating is a common response to dysfunctional rescuing. People who are rescued learn to "get over" the system by manipulating others through guilt, acting-out anger, feigning ignorance, or maintaining an invisible position. The negative consequence for young people enacting this behavior is that they are not fully engaged in learning experiences and thus are less likely to develop an entire range of competencies needed for adulthood.

- A young woman consistently chooses courses in college on the basis of "easy instructors," who reputedly give nearly everyone in the class an above average grade.
- A Korean youth manipulates a program leader into giving him a certificate of excellence while telling his friends that the leader is "really ignorant."

Blaming the system. Individuals who express this form are typically responding to being blamed as victims throughout their lives and do not take responsibility for their own actions. Imputing blame entirely to others or the system is characteristic.

- A high school student who does not study and performs poorly on a test notes that "the teacher would have failed me anyway."
- A Latina youth in a community action program consistently fails to abide by the rules of the group and is finally suspended. The young person insists that her disruptive behavior had nothing to do with the outcome.

Avoidance of contact. When members of minorities are avoided, a common response is a similar avoidance. This form is witnessed in a categorical distrust of all members of majority groups, as well as suspicious attitudes and avoidance of peers who are perceived to be similar to majority group members. Consequently, young people who enact this behavior risk absenting themselves from activities and relationships that could contribute to their development.

- A Chicano youth refuses to speak with a White adult counselor. The stance is "He wouldn't want to help me; he wouldn't want to hear that I'm uncomfortable talking to White adults."
- A Native American youth who studies each afternoon is ostracized by Native American peers for trying to "act White."

Denial of distinctiveness and heritage of group. In this response, minority group members tend to overidentify with members of majority or powerfully dominant groups. Such intense identification leads to a rejection of one's own group values and members and often involves uncritical acceptance of stereotypes and other forms of misinformation about one's own group. Consequently, young people lose an important opportunity to gain a sense of membership or to create a broader identity.

- An African American adolscent ridicules a peer's use of Black English, saying, "There's no such thing as Black English. Speak properly."

- A Latina high school student is uncomfortable in a history class when a peer is vocal about the lack of textbook material regarding Latin American contributions to United States history. "Why is he making such a big deal?" she wonders.

Lack of understanding or minimization of the political significance of oppression and intolerance. Powerful and persistent social and cultural messages transmitted from dominant groups denying the legacy and current existence of oppression and intolerance can contribute to generating feelings of hopelessness, anger, and frustration among minority individuals. Because directing those feelings to members of dominant groups can result in loss of resources and opportunities, minority individuals may be led to "go along with the official line." Consequences include manifesting unassertive behaviors or displacing or misdirecting anger and frustration to other minority individuals with less power.

- An African American youth does not apply for participation in a peer counselor program, assuming that she will not get in.
- A Chinese American junior staffer in a youth program is more demanding and stricter with Vietnamese, Cambodian, and African American participants than with Whites.

ORGANIZATIONAL ORIENTATIONS TO MULTICULTURALISM

Researching the dynamics of interpersonal intolerance and its responses is an important step in understanding the context of adolescent development, but it is not sufficient. A sole focus on this level yields distorted information because attitudes and behaviors are connected to the prevailing assumptions and procedures operative within a specific setting (Bronfenbrenner, 1979). All organizations possess particular orientations to diversity and multiculturalism. At times, these orientations are explicit, but more often they remain implicit. Regardless, particular orientations contain factors that dramatically constrain or facilitate adolescent development. These include the ways that organizations think about cultural differences and organize accordingly, as well as the latitude that youths are accorded regarding the roles they play, their choice and voice in activity involvement, and the modes of expression that they are allowed to exhibit. Although most organizations today would characterize themselves as committed to diversity and the promotion of multiculturalism, institutions generally are not oriented to build optimally on cultural and other differences existing among young people (Banks, 1988).

The key issue for researchers is to develop strategies for identifying organizational orientations and, subsequently, to test the effects of these orientations on the quality of the supports and opportunities offered to young people. Four current organizational orientations to multiculturalism have been proposed by Camino (1993) and will be discussed: business as usual with unusual populations, replacement, additive, and systemic.

Business as Usual With Unusual Populations

This approach emphasizes outreach of existing programs or activities, with little to no modification to new or underserved populations. The underlying assumptions are that the bulk of existing program structure and content do not require major rethinking or modification, primarily because all people are regarded as uniformly motivated and engaged by the same stimuli or as living under similar circumstances.

Yet, these assumptions are questionable. A single youth leadership program, for example, when employed in a monolithic fashion, may not be appropriate for all populations. "Leadership" and the enactment of leadership carries different meanings cross-culturally. Many Native American and Asian cultures are likely to adopt a relatively even-paced, consensus-building approach, stressing harmonious relationships, that may appear to be "slow" or "nondynamic" to other groups (Fukuyama & Greenfield, 1983; La Framboise, 1988; Zane, Sue, Hu, & Kwon, 1991).

This example illustrates a major pitfall of applying programs without question to diverse populations: Many risk receiving programs that are inappropriate, and thus ineffective. This orientation also overlooks the fact that ecological contexts differ among subpopulations. In a positive vein, the model recognizes that all populations must be targeted by and included in programs. It also recognizes the necessity of outreach. Clearly, the inclusion of all populations is an essential starting point in promoting multiculturalism.

Replacement

The replacement model refers to approaches that have as their goal the substitution of certain types of knowledge and skills regarded as superior—for other types, regarded as inferior. The model takes various forms in the implementation of remedial programs, courses, and activities for members of minority groups. The primary assumption is that minority group members are deficient and thus in need of education and training to correct deficiencies. It also tacitly assumes that members of dominant or majority groups have nothing to gain from learning the knowledge and skills of minority groups.

The replacement model is often employed in schools, based on the premise that low-achieving youth need "extra" academic help. This may be appropriate, but usually programs are designed so that youth must substitute or exchange remedial instruction for courses in music, graphic arts, debating, woodshop, and the like. The consequence is that young people are denied the full range of developmental opportunities, and the assumption is that such "extracurricular" courses cannot contribute directly or indirectly to overall school achievement. Replacement can also occur in youth programs and in "prevention" programs. Too often, youth deemed at-risk are encouraged to enroll in programs to learn how to avoid using drugs or to learn how not to be delinquent. Again, these goals are important. The danger is that the at-risk youth are not offered the types of experiences that promote positive youth development—contribution to the welfare of others, leadership, challenge, and high expectations (see Pittman & Zeldin, 1994).

Although the replacement model is based on a sincere desire to assist minority groups, this desire is usually not separated from the loss of supports and opportunities that ensue. As such, the pitfalls are many. It condones and promotes attitudes that members of minority groups are deficient and inferior, often leading to a "blame the victim" stance. It tends to unquestioningly accept the "superiority" of the majority culture in defining relevant areas of knowledge and skills. It can, hence, lead members of minority groups to internalize these attitudes. Finally, it encourages the stance that minority cultures do not possess areas of knowledge and skills that are beneficial for members of the dominant group to learn, thereby also limiting developmental opportunities for majority group youth.

Additive

The additive model assumes that multicultultural perspectives constitute separate informational components that can be added onto existing organizational structures and content. Organizations oriented to this perspective tend to hold ethnic or cultural awareness special events, such as banquets and festivals, or to offer one or two specialized programs in *minority* concerns. In addition, the model suggests that one-time or few-time events are all that is needed to gain full knowledge of different groups. Celebrations often include observing Black History Month, holding annual International Banquets, and sponsoring performances of Native American or Latin American dance groups. Curriculum examples include offering elective courses in "Black Writers" or "Pioneer Women" without making the perspectives and achievements of people of color and women integral facets of established core courses.

The additive model has several positive aspects. Not only does it recognize that different cultures exist within a community, but it also expresses appreciation of some features of the groups' heritages. This orientation exhibits a desire to include the perspectives of all groups in a community. However, an additive orientation contains substantial drawbacks. One is that this model views the contributions of other cultures and ethnic groups as interesting, but not indispensable. As a result, minority groups risk remaining marginal. Equally problematic is that these approaches tend to be "one shot" and thus are not sufficient to stimulate the development of understanding and accepting orientations in any depth. As a result, even though such programs are designed to reduce gaps in contact between groups, their sporadic nature ironically maintains avoidance of contact.

Systemic

Systemic multiculturalism incorporates the strengths of the models previously described, and it works to reduce or eliminate the pitfalls. The approach strives to build all aspects of a program or environment on both the similarities and differences of all populations involved. Three assumptions are critical to this orientation. First, elements of diversity are regarded not as superficial overlays that individuals can doff and don at will, but as integral features of one's identity. This means these features can and should be recognized and appreciated, not suppressed. It is also assumed that diversity is necessary and beneficial to the healthy functioning and well-being of the entire group or organization. The final assumption is that diversity is a strength to be used as a resource in building a strong organization or group. When conformity is the rule, adaptability and creativity are impaired.

The most basic benefit of this model is that, first, it reflects the diverse and multicultural realities of society. Second, it creates group membership or an environment in which all feel valued, respected, and able to reach their highest potential. Third, it contributes strength to the organization. Because there is a wealth of talents and strengths to draw upon, the organization is able to solve problems productively and adapt well to new and changing circumstances. In terms of youth development, these represent requisite features that underpin the ability to provide a full range of supports and opportunities for young people.

The primary disadvantage of this orientation is that it requires focused attention, purposeful planning, and patience to implement, for most organizations are not currently structured on such a foundation. Nonetheless, many youth-serving organizations employ certain programs that exhibit systematic multicultural perspectives. For example, cooperative learning programs,

which are built upon the notion that common problems, goals, or tasks can be shared and pursued to mutual benefit by a group of heterogeneous members, have proven successful in effecting an array of positive youth outcomes (Aronson & Gonzalez, 1988; Johnson & Johnson, 1991; Slavin, 1985, 1991).

RESEARCH IMPLICATIONS AND CONCLUSIONS

Almost all youth-serving organizations are seeking to use multiculturalism as one strategy for promoting adolescent development, and many strides have been made (Banks, 1993a; Camino, 1992). Frequently, however, well-intentioned efforts to promote multiculturalism fall short of public expectations and, in some cases, actually reinforce or promote intolerance. This is the reality facing communities, organizations, and youth. Researchers, by virtue of not being directly involved in these controversies, can play an important role in information gathering and disseminating. As Habermas (1968, p. 314) observed, "knowledge and interest are one." As researchers begin to include these dimensions of reality in their investigations, subsequent findings will have greater validity and applicability. Because policy makers and practitioners often look to researchers to provide empirical data that shape notions of "reality," it becomes incumbent to depict the actual circumstances of all youth and all contexts of youth development.

A difficult challenge facing researchers will be to create a language for the constructs in question. The purpose of this article has been to provide a framework for that task—a framework largely grounded in and derived from the experiences of adults and youth. The typologies offered are useful as "maps of" the kinds of modern intolerance and its responses that researchers are likely to discover, as well as a "maps for" thinking about the nature of these forms and the possible ways they might be addressed in research endeavors. As this work continues, it will then become possible to operationalize the constructs for inclusion in research on the context of adolescent development.

But investigating the interpersonal processes of intolerance, and the effects on adolescents, is only a first step. Studies should also include inquiry regarding the manner in which an organization is structured and oriented toward multiculturalism. As the models discussed previously illustrate, underlying assumptions powerfully affect the type of service provided by an organization and, by extension, the supports and opportunities that are provided to youth. Yet, there are few inquiries aimed at investigating the types of multicultural orientations employed by youth-serving organizations

(Camino, 1993). Although some studies demonstrate that certain characteristics of youth development organizations and program leaders can appeal to diverse groups of youth (McLaughlin, Irby, & Langman, 1993), there is a paucity of research that specifically examines orientations to multiculturalism as a major variable. Such studies would be valuable in informing practitioners about the ways in which environments could be created to consistently attract, involve, retain, and benefit diverse populations of young people. Similarly, there is a need for information regarding the manner in which different organizational orientations to multiculturalism promote and constrain the attitudes and behaviors of adults. For just as young people respond to implicit organizational norms, so do adult service providers and their responses ultimately determine the quality of supports and opportunities provided to adolescent participants.

Researchers will also be challenged to fully use an array of different methodologies and analytic procedures. Research involving survey-type approaches does not lend itself well to thoroughly investigating modern intolerance and its responses—at least at the outset until scales are developed and validated. This is because few majority group individuals perceive many of their everyday behaviors as manifestations of intolerance. In some cases, for example, the consequences of such behaviors are unknown to the actors and in other cases, actors will not report holding certain attitudes or engaging in certain behaviors. Hence, if a standard survey regarding intolerance were administered to adults using examples presented in this article, they would probably yield low scores. At a minimum, surveys that are sensitive to portraying the ways in which adults are attitudinally predisposed to subtle forms of intolerance, as well as the ways in which they behave in certain situations, are needed.

It will also be fruitful to employ qualitative approaches that incorporate in-depth and open-ended interviewing, as well as detailed observation of behaviors. Such methods can facilitate the gathering of "subtle" attitudes and behavior related to modern intolerance and the responses that it evokes among minority youth. These methodologies are well suited to these kinds of endeavors because they aim to elicit data that are close to the experience of actors themselves. Additionally, qualitative approaches may also prove beneficial in revealing the gap between the ideal attitudes and behavior that individuals are prone to report and the actual attitudes and behaviors they manifest—a gap that constitutes the crux of modern intolerance.

Ultimately, researchers will have to venture into the daily settings that young people inhabit. Ethnographic strategies prove especially useful in studies of organizational context. Potential sources of data include interviews

with providers and youth participants, observations of events and circumstances, the content of "folklore" circulating in an organization, and documents and program records (e.g., mission statements, newsletters, reports, agendas, brochures, and meeting minutes). Such techniques have been characterized as capturing the emic, or "the insider's or native's perspective on reality" (Fetterman, 1989, p. 30), referring to the goal of allowing informants latitude to describe and portray phenomenon, using their own language and situated view of reality. Because ethnography triangulates among a variety of methodologies, it is able to render dense accounts about contexts and players. As such, qualitative and ethnographic approaches yield a baseline of meaning, informed by "naturally occurring orderly events in natural settings" (Miles & Huberman, 1994, p. 10).

The interplay between policy and practice regarding youth development can benefit substantially from research focusing on intolerance and multiculturalism. A major point of this article is that all too often these variables remain obscured from the formalized purview of established knowledge. It is hoped that the typologies and their research implications presented here are helpful in opening venues for such research.

NOTES

1. *Intolerance* is defined for this article as the inability or unwillingness to appreciate differences among people and to act in positive ways according to differences.

2. The term *minority* is used herein to indicate groups that typically have low amounts of structural or institutional power in our society, and the term *majority* to refer to groups having ready access to, as well as the ability to act through, such agencies of power. These terms are not being used to indicate numerical majorities and minorities. In many instances, relatively powerless minorities also constitute numerical minorities, but not necessarily. Women are a case in point.

3. These forms represent an amended version of forms of modern racism developed by Batts (1983, 1988). Batts and associates at VISIONS, Inc. have found over the course of more than 10 years of community practice that the character and forms of modern racism also hold true with respect to additional forms of intolerance and oppression, such as sexism, classism, heterosexism, and the like (see Batts, 1988 for elaboration). As such, for the purposes of this article, the Batts original typological designations have been changed slightly to encompass "interpersonal intolerance." What is discussed here paraphrases and expands on the Batts discussion and prototypical examples. The examples presented here come from the author's data records.

4. Batts (1988) identifies five major types of response to modern racism that she terms "internalized oppression." Again, because Batts and her associates have found that the framework is applicable to multiple forms of oppression and "isms," the Batts designations were amended to include references to "intolerance."

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ADULTISM

by John Bell

If we are to be successful in our work with young people, we have to tackle the pervasive existence of "adultism." We use the word adultism to mean all those behaviors and attitude which flow from the assumption that adults are better than young people and entitled to act upon young people in myriad ways without their agreement.

Raising this may make us uncomfortable, because we will be challenging some deep rooted attitudes toward young people that we take for granted, but which turn out to be oppressive and counterproductive.

If you think of it, you will realize that except for prisoners and a few other institutionalized groups, young people's lives are more controlled than those of any other group in society. Most young people are told what to eat, what to wear, when to go to bed, when they can talk, that they will go to school, which friends are OK, and when they are to be in the house. Most young people have little or no control of money; their opinions are not valued; they are punished at the will or whim of adults; their emotions are considered "immature."

In addition, adults reserve the right to punish, threaten, hit, take away "privileges," and ostracize young people when they consider it beneficial in controlling them or "disciplining" them. Children are, by and large, considered the possessions of their parents, much as women used to be considered the possessions of their husbands, and Black slaves the possessions of their White "masters."

If this were a description of the way a group of adults were treated, we would all easily agree that their oppression were almost total. But the adult world does not consider this treatment of young people as oppressive because we are soaked with it ourselves. We were treated in much the same way. For this reason we need to hold adultism up to a strong light.

The Heart of It

The essence of adultism is that the young person is disrespected. Young people are considered to be less important and in a sense inferior to adults. They cannot be trusted to develop correctly, so they must be taught, disciplined, harnessed, punished, and guided into the adult world.

Examples of Adultism: Common Statements

Consider how the following comments are essentially disrespectful. What are the assumptions behind each of them? How would a young person hear them?

- "You're so smart for fifteen!"
- "When are you going to grow up?"
- "Don't touch that, you'll break it!"
- "As long as you are in my house, you'll do it!"
- "You're being childish."
- "You're so stupid (or clumsy, inconsiderate, etc.)!"
- "Go to your room!"
- "Don't ever yell at your mother like that!" (yelling)
- "She doesn't understand anything." (about a baby)
- "You are too old for that!" or "You're not old enough!"
- "Oh, it's only puppy love."
- "What do you know? You haven't experienced anything!"
- "It's just a stage. You'll outgrow it."

And many, many more!

Common Occurrences

- Of course, there is the obvious oppressive treatment: physical and sexual abuse of young people; beating and other physical punishment.
- Then there is the whole range of non-physical punishments or threats: being scolded or yelled at; being intimidated or made to feel guilty; being sent to one's room or "grounded"; being denied love,

dinner, privileges.

- There are all the things adults force on young people: food, clothing, bedtime, rules of all kinds, baths, toilet training, schedules, trips.

- Furthermore, if young people protest against their mistreatments, they are often subjected to more punishment.

- Young people are denied control and often even influence over most of the decisions which affect their bodies, their space, and often their possessions.

- Most adults seem to think they can pick up little children or kiss them or pull their cheeks or touch their hair without asking or without it being mutual.

- Most adults can often be seen grabbing things out of children's hands without asking.

- Most young people know that in a disagreement with an adult, their word will not be taken over the adult's.

- Most adults talk "down" to toddlers and other children, as if they could not understand.

- Many young people are ordered to do things or given rules with no explanation.

- Adults, in general, do not really listen to young people, do not take the concerns of young people as seriously as they would an adult's, and have a hard time hearing the thinking of young people as worthy of adult respect, let alone on a par with the quality of adult thinking. Yet, young people are expected to listen to adults all the time.

Societal Adultism

- There is a different set of laws for young people. They do not have the same rights as adults, nor the same protections.

- The literature of child development is full of misinformation about young people which severely underestimates what young people are capable of. For example, in one classic textbook used by many students of child development, the author states that the only reason an infant before six months of age cries is because of physical hurts. An infant has no emotional hurts before this age, she says, because "an infant's intelligence has not yet developed the cognitive apparatus which gives rise to emotional responses."

Most aware parents know that this is hogwash.

- Generations of young people have grown up with their development limited by cultural biases which consistently underestimate human potential or misunderstand human development. Variations between cultures indicate how little is actually known about the stages of growth. For example, in certain African cultures recently studied, the milestones of sitting, walking, and talking are reached significantly earlier than in the United States.

- The adult world slowly but surely imposes its distress on all young people's natural sense of unity, reverence for life, cooperativeness, exuberant enjoyment, deep connection with people, high expectations, powerfulness, and ability to fully express feelings. Many of us have heard older people say, "Growing up is giving up. You'd better get used to it." It is only the accumulation of disappointments, losses, smashed dreams, unaccepted love, and other such painful experiences which lead adults to say things like that. But it is a crippling attitude that most young people are gradually forced to accept.

- Through the schools in particular, young people are conditioned to accept outside evaluation of their work, their performance, their thinking and, eventually, of themselves.

- There is no socially responsible, productive, and connected role for young people in most societies, certainly not in the United States: few jobs, no real policy-making input, no positions of political power, no high expectations of young people's contribution to society.

- On the other hand, the youth "market" is exploited for profit as the manufacturing and entertainment industries manipulate styles, fads, popularity, and all other aspects of mass culture.

A Mirror

A handy mirror for reflecting what may be adultist behavior is to ask oneself, "Would I treat an adult this way?"

Would I talk to an adult in this tone of voice? Would I grab this out of an adult's hand? Would I make this decision for an adult? Would I have this expectation for an adult? Would I limit an adult's behavior this way? Would I listen to an adult friend's problem in this same way?" And so on.

A Link to Other Oppressions

Before continuing, we need to raise another important reason for understanding and challenging adultism. The ways we were oppressed as young people have, over time, robbed us of huge amounts of our human power, access to our feelings, confidence in our thinking and ability to act, and enjoyment of living. This constant experience of hurt as a young person conditions us, as we get older, to accept further mistreatment as women, as people of color, as workers, etc. Or it makes us act in oppressive ways toward others in relatively less powerful positions than ours. Men, for example, mistreated as little boys, grow up to mistreat women. White people, disrespected as children, turn the same attitude, embellished with misinformation, on people of color.

Adultism lays the foundation for accepting all the other oppressive relationships. Because every human being has been the victim of adultism, it may be the most pervasive and most difficult form of oppression to challenge and eliminate.

Implications for Our Work With Young People

The liberation of young people from their oppression will require the active participation of adults. The starting place is understanding how we were mistreated and disrespected as children and youth, and how we consequently act in adultist ways now.

As young people develop in their leadership, they will increasingly demand that adults deal with their own adultist attitudes. Adults will need to support each other in changing their ways, listening when the young people point out disrespect, interrupting the adultism which the youth themselves have internalized. When older youth treat younger ones with the same disrespect they have received, it is merely the acting out of internalized adultism.

A few general guidelines might be helpful as we proceed:

- Listen to young people. Really listen. In particular, listen to their thinking, and to their experiences and feelings of what it has been like being young.

- Ask questions. Ask what they think about everything.

- Lay back. Curb our inclination to take over. Support the initiatives of young people.

- Validate their thinking. Welcome their ideas. This is where major invalidation has hurt them.

- Be willing for them to make mistakes. Putting their

ideas into practice will bring mixed results. They will learn. We need to learn to support the process of their taking leadership.

- Reverse the power relationships wherever appropriate. When, for example, can we refrain from using our authority, from making the final decision, from being the "real power" behind the youth leadership?

- At the same time, do not thrust young people into decision-making and leadership positions without training and practice and an understanding of their responsibilities. Otherwise, we set them up for frustration, confusion, possible failure and humiliation.

- Always respect all young persons, no matter the age, and expect them to respect each other, at all ages. This is the starting point for reversing the internalized oppression.

- Have high expectations of their potentials, and a real assessment of their current abilities. Never sell them short and always be prepared to lend a hand with a difficulty.

- Do not dump our distress about them on them. They get this from adults all the time. It only adds more hurt. We need to take care of our upsets about them some other way with other adults.

- Give young people real information about the way the world works, about our experiences, about relationships and sex, about the contribution of young people to humankind, etc. Never lie to them.

- Be patient with ourselves when we unawarely slip into our old adultist habits. It will take time to undo them. Always appreciate how well we are doing. No blaming ourselves or others.

Good Policy

Of course, we want to avoid both the ditch on the one side of the adultist authority running the show, and the ditch on the other side of the permissive attitude that says "anything the young people want is OK."

The oppression of young people has left them, to varying degrees, with irrational feelings, tendencies to act out their hurts, and wrong or distorted information. Without clear guidelines, these distresses can wreck any human effort.

A sound policy for behavior in our work together includes expecting all people, despite age:

- to treat each other with nothing less than complete respect;
- to think and not just react;
- to do the thing that will improve the situation;
- to be trustworthy, honest, and reliable in relations with each other;
- to put the interests of the group ahead of one's own;
- to care about each other;
- to struggle against everything which keeps us in conflict among ourselves.

What is Participation?

There is no one definition for participation. The word itself has been so widely used that it is perhaps not surprising that youth workers have varied understandings of the concept. At ground level, participation is often defined as 'involving young people.' Whilst this is basically true, it is a very loose definition which is open to multiple interpretations.

Before you read further you may find it useful to take five minutes to jot down what you understand to be the key elements in participation. What does it entail? Who is involved? Is there an end product? Who is it for?

The following are some definitions of participation which are found in youth work literature:

- Participation is *significant decision making power.*
- It means to take and follow through collective decisions, and to *direct their own activity* along with others in an effective and responsible way.
- Giving young people the *power to cause change* and to develop their own services by creating opportunities that emphasize the strengths of young people and by encouraging contact with adults.
- The meaning of participation is shifting more towards the notions of young people and their communities having *a greater hand in the operation and control of the service*, and with the service being in some senses ultimately accountable to them.
- Participation is involvement and responsible powersharing by all those with a key interest in the service offered. Participation in the youth service is sharing responsibility with as many young members and users as possible at all levels. The aim should be to encourage them to initiate and carry through activities and projects and to give them an *effective voice* in decisions about aims, expenditure and programs.
- Young people having the power to take and implement decisions, together with a share of *responsibility* for their outcome. Only through the investment of personal effort in real decision making on matters of concern to them can young people develop a personal philosophy which is honed by experience to match their aspirations.
- To encourage and support young people to be *involved* and take *responsibility*. Also respecting the right of young people to opt out of the decision making process.
- Through a voluntary relationship with young people in which young people are *partners* in the learning process and decision making structures which affect their own and other young people's lives.

POWERSHARING:
A key element of the participatory relationship between young people and youth workers is that of power, in particular, the power to make decisions and to implement them. Participation is not about 'giving power' to young people for the sake of it, rather it is providing opportunities to access power and to use it in a democratic and responsible manner. The first chapter of this booklet has identified areas where young people are deprived of influence in the institutions which control their lives. Developing participation in the youth service will not in itself alter these situations, but as the Thompson Report (1982) notes: 'to help young people to react positively and constructively (is achieved) partly by relieving the incidence of the factors involved and partly by developing in the young people concerned the capacity to play an active role in altering their condition.'

This indicates a major reason for promoting participation - to open up to young people the recognition that there are ways to responsibly organize and to make decisions which positively benefit their lives as well as the lives of those around them. This is why participation is often cited as a keystone in political education, in that it introduces young people to the concepts of control, influence, self-expression and accountability.

PARTICIPATION IN THE CURRICULUM:
As mentioned previously, the 1987 Policy Document firmly places participation on the youth work curriculum in Northern Ireland.

Among the 'Core of Requirements to be reflected in all programs' is the following:

- encouragement and preparation for participation on an equal basis by young men and women in:

    - organization of activities in the club or unit, including fundraising
    - management of the club or unit itself
    - determining value for money, having regard to objectives and resources available
    - decision making in youth matters at the local level through participation in the local youth council and at regional, national and international levels of HQ organizations.

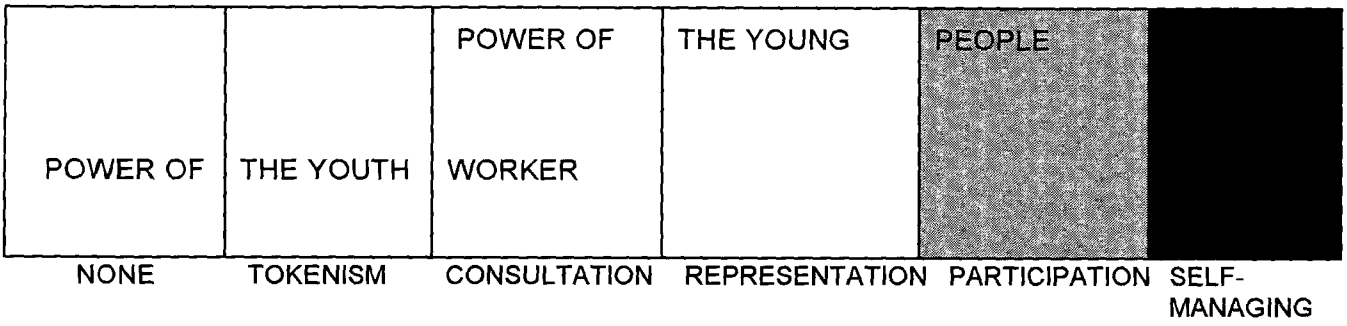
A DENI consultative document on participation noted: 'If member participation and involvement does not happen at club or unit level, it is unlikely to happen elsewhere.' Thus the starting point may be in focusing on work within the unit, but workers should not fail to encourage young people to become involved in the array of opportunities which are available outside of the unit.

Of the other three clauses above, the organization of specific activities is perhaps the most common approach to participation. This must also entail the young people determining value for money. The target of self management of youth units by young people themselves may seem to be fairly ambitious. However, within the Northern Ireland youth service there are some excellent cases of youth groups who are, in effect, self-managing. Local youth councils are an obvious example. Likewise, many uniformed organizations emphasize self-

management for the older age groups. Within youth clubs it is common to find Senior Members groups, some of which direct their own activities, though in general it is not surprising that self-managing groups are a minority within the youth service.

Self-management is not a situation which can be achieved overnight. Realistically in many settings it will not be an achievable situation. The key words from the Policy document are 'encouragement and preparation', which imply there is a process of working towards self-management. The following model aims to indicate the steps towards self-management, and to illustrate various approaches to involving young people in decision making. It quite deliberately does not give an indication of time limits for each stage as each group will vary.

A MODEL FOR PARTICIPATION:



NONE: Unchallenged and complete authority of youth worker.

TOKENISM: Workers set agenda and take decisions. One or two young people may be consulted but without heed necessarily taken of their views.

CONSULTATION: Workers consult young people but parameters set by workers.

REPRESENTATION: A select number of young people are put forward as representing their peers, usually via a committee system but with varying degrees of accountability.

PARTICIPATION: Young set agenda, decide on issues and activities, have joint accountability with workers.

SELF-MANAGING: Youth manage their group with little or no adult guidance.

This model is adapted from 'Facilitating Self-Managing Teams,' Dr. Rollin Glaser.
The field of the model is adapted from "Partnership or Public Relations?", Shelly Arnstein.

This model given is aimed primarily at indicating two features:

(i) Participation takes place at varying levels. There are a number of levels before the ultimate of self-management, all of which 'involve' young people in differing ways. Those areas on the left of the model would be the 'weaker' sense of the term participation. From the left we see the youth worker has all of the power, e.g., s/he makes all the

decisions, does all the organizing, provides a service which s/he thinks is most appropriate for the young people, and there is little opportunity for the young people to negotiate changes in this service. As we move towards the right of the model we see a range of approaches to young people, each step of the model becoming more 'democratic' in its approach.

(ii) There is a reciprocal relationship between the workers and young people in terms of the shift in power.

As Stuart Gordon states:

'To be effective in facilitating social and political education, the process of participation should achieve a balance of power between youth workers and young people which gradually moves in favor of the latter as their knowledge and experience increase, culminating in their complete empowerment.'

NONE:

describes an approach to youth work where the youth worker has unchallenged and complete authority. Participation is defined as numbers present by the worker/s but the young people have no say in the decision making process. Adults are viewed by themselves and young people as experts, providing a service of which young people are consumers. Skills, knowledge and expertise reside with the workers. Workers plan, organize, supervise and there may be mutual acceptance that the youth workers are acting in young people's best interests. There may be a management committee but young people have no part to play in the running of the club. The program may be actively orientated with success viewed as achievement in competitions. Goals and evaluation will be defined by the worker/management and may be irrelevant to the developmental needs of the members. A worker with this approach may have personal values about young people in society which form his/her belief that young people are incapable of taking on responsibility. This is an extreme judgment and it is unlikely to be held by many in the youth service today. However, some workers may be aware that they seem to be taking all the decisions and that there are positive and negative elements to this. There may also be situations where chaotic or unstructured settings prevent or deter youth workers from developing a structured and developmental process.

TOKENISM:

may be seen as a step from the previous stage. Workers set the agenda and take decisions, however, one or two young people may be consulted but without heed being necessarily taken of their views. Young people are viewed as being in need of personal development because their lack of control is put down to not having maturity, skills, knowledge or expertise. Workers assume the remedy for this is adult devised programs. Thus, workers have to look after young people, protect, supervise and instruct. The environment created by tokenism can quickly reinforce workers' opinions that young people neither want or are capable of meaningful and responsible participation in decision making. A lack of confidence coupled with low motivation and inexperience will usually lead to young people dropping out quickly, much to everyone's relief.

CONSULTATION:
describes an approach to youth work where the youth workers set the parameters in consulting with young people about the things they want advice on. Options devised by adults are 'sold' to young people (consumers) via posters, leaflets, etc. Mark Smith states that this approach is the most common in youth work:

> *'Just as advertisers and marketing people have become more subtle in their selling over the years, so have youth workers. Instead of simply putting a notice up advertising a football team, we might now engage in market research – surveying options and then promoting the most popular product.'*

The flow of information may be only one way with no negotiation. Whilst consultation may be equated with participation it is the workers who have the power to make the decisions about the program or the allocation of funding. Young people have no control over resources or any power to put their ideas into action. Workers may see their role as informing, supervising and developing personal relationships. Workers are still seen as the 'leaders' and young people the 'consumers.'

However, by having developed beyond leading and tokenism workers have the opportunity of progressing on with a participatory approach.

REPRESENTATION:
can vary greatly in its domestic nature and effectiveness. Basically, it entails a number of young people putting forward the views of their peers, usually in a formal meeting. These young people can either be elected by the membership or selected by the worker. They can either have a minority voice in the meeting or can have the power to veto any decisions made. Thus, it can be a developed form of tokenism, with accountability and decision-making resting with the worker, or it can be a more democratic approach. It is worth at this stage to look in more detail at the representation field of the model, as it is a commonly held view that participation is best achieved through committees.

One of the elements of effective participation is that a clear structure exists within which decision-making can flourish. A committee system is often the most practical type of structure, though not the only one. There are examples in Northern Ireland where the committee system is extremely effective in allowing for real decisions to be made and implemented. The Young Farmers Clubs of Ulster are an excellent example of democratic decision making in practice. However, some crucial areas must be examined closely in a committee system; for example, how members are elected (are these the 'leadership types' only?), what decision do they make (are they trivial, is there any significant power being devolved?), who sets the agenda, who attends, how do the representatives obtain the views of their peers, how are the representatives accountable for their decisions, how does the worker intervene to support challenge and identify learning points? Finally, what will be the process of evaluation, what will be evaluated, and who will be responsible for the evaluation? With representation it is necessary to look hard at what learning opportunities are actually being presented, and to how many of the members?

PARTICIPATION:
is a real step in distributing power. Smith says that it means 'workers and members jointly making decisions'. Thus both parties have some control over the final product. Young people's views hold equal weight to those of adults. Club/unit organization is a joint operation with members sharing all responsibility, including budget and policy as well as taking initiatives. The role of the worker is to challenge, support, stimulate and facilitate. Participation is not the end product – it provides a platform or structure for real decision making by young people, and a framework for social education.

SELF-MANAGING:
is the situation where the young people have effective control over the club. They can run the unit without adult guidance, set the agenda, decide on issues, take action, and control resources. With this power goes responsibility, and the worker will still have an important role in a support position. The relationship between worker and young people, and mutual expectations will differ significantly form the other approaches. For example, the workers will be accountable in the first instance to the members, who may also be the employers. The level of skill and expertise required will be high, as will motivation and risk. This is an area that could be considered outside the limits of the youth service. However, many examples exist and have shown themselves viable.

Youth Participation Strategies for the Juvenile Justice System: Obstacles and Opportunities

GORDON BAZEMORE

THOSE CONSIDERING the prospects for participatory involvement of youth under supervision of the juvenile justice system must begin by raising an obvious question: "participation in what?" In a system focused on monitoring, treating, and often punishing young people, there would seem to be few opportunities for meaningful involvement of youth in valued, productive activities.

Typically viewed as targets of surveillance and punishment on the one hand or recipients of treatment services on the other, young offenders may be required to spend time in secure custody, and may be asked to attend counseling sessions. If placed on community supervision, they must adhere to rules which define the "don'ts" of behavior (e.g. don't violate curfew, don't associate with certain individuals). Whether the setting is a residential program, traditional community supervision unit (probation and parole/aftercare), or a diversion program designed to channel youth away from the formal juvenile justice system, treatment and supervision strategies for delinquents share a common tendency to place youth under supervision in passive roles. They are seldom asked or expected to *act* in a positive way. If opportunities for active involvement in productive activities and an agency mission which supports these activities are prerequisites for youth participation, it should then come as little surprise that juvenile justice systems in most of the country have generally lacked even a discourse about participative strategies. The passivity in current approaches to youth in trouble and the lack of opportunities for active engagement in meaningful work are major stumbling blocks to reaching what many would view as a higher level of youth involvement, youth participation in juvenile justice decision-making.

At the same time, the juvenile justice system — from programs for first offenders to secure custody programs for the most delinquents — is also one of the most promising human service arenas for implementation of youth participation approaches. With increasing numbers of young persons entering a system with declining resources and growing acknowledgement of the failure of current approaches, a sense of desperation may

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make many policymakers open to radically different, cost-effective alternatives to traditional approaches. Further, widespread critiques of passive approaches based on the "medical model" of treatment have at least introduced the idea of active involvement of offenders through input into shaping and taking responsibility for their treatment and supervision plan objectives (Clear, Flynn, and Shapiro, 1987: Klien, 1988). A giant step beyond these more limited efforts to involve delinquent youth in decision-making about their own immediate destinies have been innovative work experience approaches which attempt to actively engage delinquent youth in productive activity in local communities (Jenkins, 1988; Bazemore, 1991). Such programs seem to provide a logical "window of opportunity" for the introduction of youth participation principles and practice.

Another hopeful sign for youth participation in juvenile justice programming is the proliferation, in the traditional youth service sector, of program models which directly make use of the contribution of young people to local communities. There has been a rediscovery in the late 1980s of what in previous decades was known as "positive youth development" (Polk and Kobrin, 1972; Bird, et. al., 1978) and a growing array of interventions now being called "Youth as Resources" programs (O'Neil, 1990). Traditionally these programs have by design targeted both conventional and delinquent or at-risk youth, but there has been a major gap in effectively linking juvenile justice clients with programs involving significant numbers of youth. Proponents of Youth as Resources and related approaches would argue (with some justification) that to recruit large numbers of delinquents would leave these interventions vulnerable to being stigmatized as "bad kid programs." However, without conscious concerted efforts to recruit and sustain involvement of delinquent youth in these programs, many of the most promising new youth participation models may be vulnerable to charges that they are simply duplicating more effective school programs for committed, high achievers. Existing youth participation programs *need delinquents and juvenile justice as much as delinquents and juvenile justice need them.*

This paper will briefly consider obstacles to youth participation (YP) in juvenile justice settings as well as opportunities and positive developments that provide hope for gradual introduction of YP principles in programming for delinquent youth.

Barriers and Roadblocks

Obstacles to youth participation in juvenile justice stem from two interrelated factors:

1. Beliefs and attitudes about the capacities of "at-risk youth" generally (and offenders specifically);

2. Justice bureaucracies and political conditions which protect turf and shield ineffective treatment and supervision approaches from criticism and modification.

At-risk youth are generally viewed one-dimensionally: they have "needs" for services and "deficits" which must be addressed. To "do good" for this population, we must provide therapeutic counseling to address mental health problems presumed to be at the root of delinquent behavior. We must also provide remedial educational interventions which address presumed learning deficiencies. While all human beings have deficiencies, at-risk youth often have their "differences"—in learning styles, alternative social and psychological interaction styles, and cultural background—interpreted as "deficits." Their shared human need to feel competent, productive, and useful is typically misunderstood as a need for therapeutic intervention. Viewed through the one-dimensional lens, such youth have little to contribute—at least until they are "fixed" through treatment or remedial services. Asking for their input into solutions to school or community problems that affect them and their peers is viewed by many as inappropriate if not ludicrous.

Youth in the juvenile justice system are like all at-risk youth—only more so. Astute juvenile justice workers do not need years of graduate training in special education to develop a view of

their clients as helpless and hapless. They see it every day. Youth placed in the role of "needing help" and assigned to a concerned worker whose job it is to help them will generally cooperate in living up to expectations: they will often act disturbed and perform incompetently, thus confirming our view of them as "basketcases." Some, of course, will also exhibit genuine needs for treatment interventions focused on drug abuse, familial abuse, and the like—although the capacity for juvenile justice agencies to provide needed services is questionable. Also, responding only to the negatives provides little opportunity for youth to grow and develop normally.

To complicate matters, juvenile justice professionals must work with youth who not only have service needs and need opportunities to feel valued and competent, but also have harmed others and the community. Regardless of their often sincere desire to help youth in their care (in my experience, most delinquency workers are quite humane), the public, their judges, and the district attorney tell them that their role is to protect the community and also punish youth. In the U.S. system of juvenile justice, both protection and punishment have traditionally been accomplished through isolation from the community. Relatively little experimentation with alternative methods of accomplishing these goals is apparent in most jurisdictions. The notion that youths viewed as a risk to public safety and also needing to be "taught a lesson" may have anything to offer the community is still foreign among juvenile justice practitioners. Allowing such youth a participatory role in projects of value to the community is likely to be viewed with even more skepticism.

Bureaucratic and political obstacles reinforce the passive focus associated with both treatment and punishment/surveillance approaches. Judges and district attorneys unfortunately hold most of the power in juvenile courts. While there are notable exceptions on the juvenile bench and in the prosecutors office who provide innovative leadership, judges and prosecutors have their own political agendas. Typically, they have not viewed their role as one of influencing public opinion to accept a new image of the delinquent and/or a new mission for the juvenile justice system at variance with providing treatment, punishment, and incapacitation. Rather, too many juvenile court judges reflect the lowest common denominator of response—emphasizing punishment and isolation from the community or maximum surveillance within the community. Judges and others in authority in juvenile justice in fact often reinforce rather than challenge common public attitudes exemplified by the question, "why should delinquent youth receive the benefit of participation in a positive community program (e.g., a work program) when other youth (or adults) cannot?" Without strong political advocates, programs that respond to this question creatively (e.g., by encouraging co-mingling of straight and deviant youth) will meet substantial resistance.

The treatment/services orientation in juvenile justice is also supported by large bureaucracies of professionals many of whom view the mission of juvenile justice in clinical casework terms which may be at times equally antagonistic to a youth participation agenda. Careers and entire professions have been based on an intervention logic intended to "help" young offenders by placing them in passive service-recipient roles. This clinical orientation has been ineffective in identifying strengths and interests that at-risk youth have to offer. Typically, it has emphasized individual casework roles for juvenile justice professionals at the expense of advocacy roles required to develop new local resources needed if youth are to have opportunities to actively demonstrate and enhance competency. Although many may express frustration with current practices and be highly receptive to programs and approaches which place young offenders in more active roles, reallocating resources toward youth action approaches at the expense of traditional casework services may threaten some juvenile justice professionals. Most likely, such change will be opposed by key decisionmakers in juvenile justice bureaucracies. Turf battles between juvenile justice and other young organizations may also limit ability to mix various categories of at-risk and conventional youth in youth action

programs. This opposition is susceptible only to strong political and community pressure and (ironically) judicial support for change.

Openings and Opportunities

While acknowledging these difficulties, the opportunities for positive new approaches in juvenile justice—including those emphasizing youth participation—have in many ways never been greater. For a number of reasons including escalating costs, a widespread sense that traditional approaches have failed, and (at times) desperation motivated by crisis, openness to experimentation is becoming apparent in many states. The sense of caution and frustration that makes judges and other justice decisionmakers nervous about innovative programs may eventually push them toward support for very different approaches to win back lost public support.

Historically, crisis has often been the mother of innovation in juvenile justice. In the state of Oregon, for example, a lawsuit resulted in drastic reduction in institutional commitments and the development of community coalitions to fund innovative programs. A similar lawsuit in Florida ushered in a package of new legislation which included reforms designed to strengthen community based programs and develop alternatives to detention.

A corollary at the level of individual delinquent youths is that it is sometimes in programs or placement for the most intractable offenders that the most experimentation is possible. Thus, while we might wish to model or pilot youth participation approaches with groups of less serious delinquents and conventional youth, we may need to be prepared to target groups of delinquents which the rest of the system has "written off." The difficulty here will be implementing positive participatory programs in residential settings or high surveillance community settings and the greatly reduced chances for integrating delinquent and conventional youth in such settings. Possible benefits of a focus on the most intractable youth are that achieving positive results with this difficult population should constitute powerful evidence of the potency of YP approaches.

Models and Potential "Beachheads" for Intervention

To my knowledge, there are no current programs that could be viewed as "models" for youth participation in juvenile justice. There are, however, a growing number of positive examples of programs which attempt to actively engage youth offenders in productive community work. These programs generally also include an "accountability" component which requires that offenders in some way "make amends" to their victims for the harm caused by their offenders through some form of payback (Schneider, 1985; Rubin, 1988). Such programs break new ground in juvenile justice by providing an active alternative to both the punishment/surveillance approach and treatment/services perspectives. Where traditional approaches involve "doing to" or "doing for" offenders, these programs emphasize "doing with." They include a programmatic emphasis on ensuring that youth are able to work and earn in order to repay victims as well as complete work service hours when the community is a victim and a "productive engagement" focus on competency building through a meaningful work experience with responsible adults and other youth (Bazemore, 1991).

The programmatic prototype for many of these interventions is the Youth Conservation Corps (YCC) and various work crew spinoff approaches (Rosenberry, 1986; Jenkins, 1988). The conceptual model that best defines these programs is the "Balanced Approach" which received broad national discussion in juvenile justice circles after being outlined in a widely-read issue of the *Journal of Juvenile and Family Court Judges* (Maloney, Roming, and Armstrong, 1988). In defining competency, accountability to victims, and community protection as the primary objectives of juvenile justice, the Balanced Approach asserts a new mission for agencies dealing with delinquent youth that should de-

mand a fundamental reorganization of probation and correctional bureaucracies. Such changes require reallocation of resources away from traditional casework probation and toward investment in activities which allow for active engagement of delinquents in competency-building activities, restoration to victims, and protection of the community without isolating offenders.

The active, productivity emphasis underlying the Balanced Approach and crew-type work experience programs building upon the YCC model appear to offer the best opportunities in juvenile justice for experimentation with youth participation. Youth Conservation Corps programs unaffiliated with the juvenile justice system already involve youth wherever possible in planning environmental and service projects (Burkhardt,1988). Delinquent youth in any positive work experience program could be allowed input into the kinds of projects chosen, crew policies and procedures, recreational projects, and even reward structures and disciplinary procedures. What remains in many of these programs is to break down barriers to participation of *conventional youth* and to provide better linkages to educational institutions. Unfortunately, even directors and advocates of these would agree that we have a long way to go to reach this level of involvement.

A clear danger with any innovation which calls for significant change in human and organizational relationship is a tendency toward trivialization. The youth participation concept appears to be open to abuse in juvenile justice unless linked firmly to a foundation of productive engagement programs such as those mentioned above. Teen peer courts which involve young people as judges and/or jury members, for example, appear to represent such a trivialization. While not necessarily a bad idea, these courts fail to involve troublesome and delinquent youth in roles other than the negative role of offender. Further, the role of jury member or judge is a very limited one which does not provide experience most youth could relate to valued activity in the adult world.

Ultimately, a set of common value-based principles which define "critical elements" of youth participation approaches for delinquents is needed if effective programs are to be replicated in different regions with varying resources and unique juvenile justice systems. While talented and engaged staff are critical to new youth participation initiatives, programs must not be designed around special skills or charismatic qualities of particular staff. We may also need to think carefully about the kind of staff recruited for these programs—realizing that traditional juvenile justice professionals may bring clinical or punitive "baggage" inappropriate in these roles.

The good news about YP approaches in juvenile justice is that even very small demonstration projects may provide what a founding father of youth participation, Arthur Pearl, referred to as a "beachhead" for more large-scale intervention. Well-executed, small demonstrations may break down initial barriers and build support for models which, with some effective "marketing," may gain wider acceptance and slowly begin to influence the larger juvenile justice agenda. As long as such efforts are based on a belief in young offenders and their ability to make positive contributions through active participation in work and service, supporters of youth participation in juvenile justice may have strong reasons for optimism. Now is the time to begin to "act locally and think globally."

Response I

YOUTH PARTICIPATION STRATEGIES FOR THE JUVENILE JUSTICE SYSTEM: OBSTACLES AND OPPORTUNITIES

FRANK MCATEE

Most corrections professionals would agree that all we want is for the offenders to become responsible, productive persons. However, traditionally, we place them in non-productive environments and take all responsibility for them. How can we possibly reach our goal unless we shift the basic programmatic approach with "at-risk" youth toward challenging them to think and participate in solving their problems and their environment?

Dr. Bazemore focused on the heart of change when he stated, "Their shared human need to feel competent, productive, and useful is typically misunderstood as a need for therapeutic intervention." Commonly, in corrections and treatment models, we say the basic problem is "low self-esteem" leading to drug abuse and crime. In California, after a two-year extensive statewide study of what contributed to high self-esteem, we discovered that the number one contributor to human dignity was work and involvement. In retrospect, in most of our lives, feeling "competent, productive and useful" developed from work and involvement and our self-esteem was raised as a matter of process, not as an outcome of programs.

The role of the juvenile justice worker needs to change from guard, supervisor, counselor/caseworker to coach, group leader and instructor. His basic mission is to involve and challenge at-risk youth and motivate them to participate in life and community problem-solving. There is a great deal of resistance to this approach because the traditional mission of the juvenile justice workers is to manage, control and mete punishment—preventing, at all costs, additional public safety violations. This short-term gain contributes to the long-term failure of youthful offenders to become responsible, productive adults.

We have discovered at the Probation Programs that I manage that both can be accomplished. We can manage and control even the highest-risk youth and young adults by giving them responsibility and respect while involving them in productive meaningful work projects or product development. Our high-risk youth are the shop's lead men, equipment operators, greenhouse garden foremen, the cooks, bakers, kitchen managers, the laundrymen, the peers elected to the Resident Advisory Council, etc. Projects are set aside for Victim Restitution to be completed on their time and at their pace. They are held accountable for paying their monthly victim's bill.

Our at-risk youth Community Re-enter Contract is developed by them and must be "real-world"-oriented. They are responsible for their lives and must participate through active involvement in all aspects of their daily and future existence. As in the "real world," they are expected to be responsible, productive young adults with the concomitant rewards and consequences. They see and feel results. They feel "competent, productive and useful," developing high self-esteem through process rather than contemporary casework/counselor, classroom or "word-only" program. They change naturally through action-oriented, meaningful participation and involvement in their existence.

In addition, we must see the offender, both youth and adult, as an important human resource that has high potential toward contributing to our

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community. We need to break the costly social/economic barriers that separate and isolate them from their neighborhoods and fellow men. Through meaningful, productive work toward the development of needed products or community work projects, they can automatically begin the process of positive change. Peer reinforcement will usually help mold even the most resistant, reluctant youth or young adult offender.

We must build a foundation of mutual respect and cooperative effort, realizing that we are all accountable to others and are held responsible for the results in our personal lives and our environment. The corrections system is beginning to learn that it is much easier to "manage and control" if the offender is a full participant in community affairs and and is strongly motivated to become a responsible and productive person. We must promote and reward motivation, values, involvement and accountability to get at-risk youth participating in the search for solutions or they will remain a costly social/economic problem and a wasted valuable human resource.

Response II

Issues In Youth Participation Strategies for Juvenile Justice

GEORGE E. CAPOWICH
REBEKAH K. HERSCH

Introduction

Transforming juvenile justice policies toward increased participation is an idea which is overdue. Although some examples of programs with elements of youth participation exist, they are scattered and fairly rare. The ideas and concepts which underlie YP programs deserve exploration, debate, and research. Perhaps the discussions fostered by the Youth Policy Institute's decision to mount a coordinated effort in the direction of value-based YP juvenile justice policies will supply the impetus for such a systematic consideration of YP strategies.

Gordon Bazemore's feature article is a concise and cogent summary of the impediments and opportunities facing development of YP justice policies. He raises a wide array of issues which deserves detailed consideration. Within the scope of this brief article, we discuss two issues. The first is a reaction to one of Bazemore's questions: "Participate in what?" Besides thinking about what kinds of YP programs might (or should) exist for youth, we suggest that a companion question is equally important: Why participate? Particularly in light of the radical departure true YP policies make from the status quo, it is necessary to think about the potential benefits for youth. In an effort to answer this question, we raise some of the predominant social psychological ideas and research that relate to presumed benefits of youth participation.

The second topic we review is a reaction to Bazemore's observation that YP strategies are likely to meet resistance among institution and program staff. Although he points out correctly that YP strategies require a different staff orientation, we believe it is necessary to consider the

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organizational dimension of resistance. Introducing innovation into a complex organization undoubtedly engenders resistance, and successful implementation of the changes depend upon overcoming that resistance. The second section of this paper raises some of the major components of planned organizational change.

The Value of Participation

Compelling questions which arise out of Bazemore's article are: Why should youth participate in this system? Why should the juvenile justice system and community want the youth to participate? Part of the response to this question can be found in past research on adjudication and in social psychological theory.

Research shows that people are often more committed to resolving disputes and are more likely to comply with court orders when they are active participants in the process rather than passive (McEwen & Maiman, 1981; 1986). We can infer from this that delinquent youth may be less resistant to work or retribution programs if they have some input into the decision to be engaged in such a program and in the shape of the program itself. Participation fosters commitment.

This is quite consistent with social psychological precepts which maintain that when individuals make choices, they are often more committed to those choices. Theories of self-justification indicate that "following a decision — especially a difficult one, or one that involves a significant commitment of time, effort or money — people almost always experience dissonance" (Aronson, 1980, p. 111). Dissonance usually occurs because the selected choice is rarely all positive and the rejected choice is rarely all negative. To alleviate the feeling of tension, individuals come to feel more positive about their choice. We could expect, therefore, that young offenders will be more committed to the activities they must perform if they contributed to and participated in those activities.

Active participation in the juvenile justice system can also increase a youth's sense of self-efficacy. Self-efficacy, as defined by Bandura (1977), is the extent to which individuals believe they can successfully execute behaviors needed to produce a desired outcome. As Bazemore points out, YP programs provide an opportunity for delinquent youth to have a more positive role in the juvenile justice system. This may increase feelings of self-esteem as youth begin to see themselves as something other than simply offenders. The work experiences can further heighten feelings of self-worth. The juvenile justice system and the community benefit by providing an opportunity to turn a negative situation into something positive, giving youth the chance to make a beneficial contribution to the community.

Planned Organizational Change

Ample evidence shows that sound programs can easily wither if no attention is given to the organizational setting. For example, during the 1960s, the California Department of Corrections initiated an experiment referred to as C-units (Community Units) in a maximum security facility. Despite noteworthy results, these programs were short-lived. The primary reason for their demise, as seen by the designers of C-Unit programs, was inattention to organizational factors which resisted the changes (Studt, et. al., 1968). The programs never became integrated with the entire agency. Instead, they became innovation ghettos that never received broad-based organizational support.

A central tenet associated with overcoming resistance to organizational change is that the goals and values of the informal organization (with respect to the planned change) must coincide with those of the formal organization (Coch & French, 1948). Early involvement by various segments of the organization enables all participants to invest ownership in the change effort because they are part of the change process from its inception. The investment of ownership is a factor which makes it possible for innovation to become a permanent part of the host organization. Without ownership, the likelihood of failure or sabotage is much greater, and the chance of instilling permanent change that is an organic part of the agency is reduced greatly.

Participation in the change process by personnel from all levels of the organization seems necessary given the potential for conflict. Nearly all change prompts conflict, but YP strategies are likely to generate an unusual amount of controversy among institutional and program staff because, as Bazemore discusses, YP policies por-

tend dramatic changes in staff roles. From a change perspective, it is better to deal with the conflict through the change process than to ignore it, allowing it to fester below the surface. The way to structure the conflict constructively is through early and continued participation of staff (Toch, Grant, & Galvin, 1975; Toch & Grant, 1982).

A change process that aims toward successfully implementing innovations within the complex organizations should involve staff from all levels of the organization throughout the entire project, from its early stages to the routine operation of the program. This means that operational policies and management structures are as important as the planning and implementation procedures that lead to the introduction of YP strategies. A new program that alters an organization's traditional operations affects all segments of that agency. This is especially true for YP programs which involve fundamental changes in routine work patterns and staff relationships.

There is another factor that encourages meaningful staff involvement. In an institutional setting, YP strategies have a strong potential for changing the relationship between the keepers and the kept. The restrictive nature of the institutional life affects staff just as much as residents. A common adjustment to these restrictions is for both groups to create routines that help them do their time. Changes in these routines can provoke antagonism.

If YP programs are successful, participants can gain a new sense of independence that might change their relation with staff. The residents will, to a certain degree, stop being totally dependent of staff. Instead, certain portions of the youths' lives will be guided by their work and the program's needs, not only the staff's. The likelihood of reducing any resulting antagonism is increased by involving the staff in the change process. Their involvement extends some control and enables them to influence the shape of the program based on their own valuable experiences and perspectives.

Summary

The two issues we have introduced — benefits to youth and community, and successful planned change — revolve around the same concept: participation. In the first case, errant youth may benefit because their active involvement fosters commitment and self-worth. At the same time, the community and the juvenile justice system find themselves promulgating policies which promote positive values. Conceived in this way, YP strategies serve to include the youth in larger society rather than exclude and isolate them. Participation by program and institutional staff has a similar effect. It includes the staff in the change process by giving them a meaningful role in shaping the policies. In turn, the program benefits because it gains the insights provided by staff experience and knowledge.

Response III

YOUTH PARTICIPATION IN THE JUVENILE JUSTICE SYSTEM AND BEYOND: A REALITY CHECK

KATHLYN SCHAAF

There are many things wrong with the world in which we live, and one of the most hurtful of those realities is the extent to which we do not value young people in our culture. We do not nurture them as children, we do not educate them when they are eager to learn and we do not invite

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them to join us as apprentice partners in the daily work of making this society work. The price we pay for wasting this enormous resource cannot be calculated; it can only be comprehended in small doses through our willingness to look into the eyes of those who have been lost first in their communities and then between the cracks of our various helping systems.

Dr. Gordon Bazemore is right when he suggests that youth participation is a critically important concept and that the juvenile system is a logical place to begin experimenting with the idea, for it is in this system that we can find so many young people who could benefit from being seen as useful and competent, an experience many of them have never had in our communities. This simple but profound experience that many of us take for granted as we live our busy lives might well be the only effective "treatment" for what really troubles these young people. The juvenile justice system and its many professional staff would also benefit enormously from the practical wisdom that these "clients" could contribute to development of programs, facilities and services that might better meet real needs.

It is, however, imperative that we do not trivialize this important task by approaching it lightly or naively. There are many powerful barriers to youth participation, and the juvenile justice system also provides a good place to start facing them realistically.

A shift to more meaningful participatory roles for youth within any part of the juvenile justice system implies a consensus on the part of society that the role of our justice system is to rehabilitate, reeducate and empower its clients. At the present time, I see little evidence that such a consensus exists either for the juvenile or the adult systems. I see, at best, a great deal of ambivalence and, at worst, a great deal of anger and need to punish. Most commonly, I see a great deal of denial; people don't want to take any responsibility for these individuals, not even the responsibility to think about ways to truly empower them and bring them back into the community. The work of youth participation must also involve the work of building consensus and involvement among our citizens, of eroding the denial of the fact that we have all played a role in creating the conditions which brought about antisocial behavior.

A shift to more meaningful participatory roles for youth within any part of the juvenile justice system implies a consensus on the part of society that the role of our justice system is to rehabilitate, reeducate and empower its clients. At the present time, I see little evidence that such a consensus exists either for the juvenile or the adult systems

Another powerful barrier to youth empowerment is the reality that, as a culture, we have not yet come to empower and engage many segments of our adult population. We see in our cities and towns increasing evidence of the ultimate "turf" battle, the battle between the HAVEs and the HAVE NOTs. Large numbers of poor, minority and underprivileged adults do not have meaningful roles in our daily world, and large numbers of others in positions of power don't seem very motivated to change that. Many of the line staff in juvenile justice who might be asked to involve youth in meaningful roles have never themselves been involved in the process of making decisions or evaluating effectiveness in their own programs. The work of youth participation must then also involve the work of empowering all the segments of our population, of *doing with* rather than *doing for* a variety of disenfranchised people.

We must also face the reality that some of the young people in our juvenile justice system and in our communities have already been so damaged by the instability and chaos of their early life

experiences that they do not have the basic ego strength necessary to respond to opportunities such as those proposed by Dr. Bazemore. Child development experts consistently point to the importance of the first three years of life to development of a sense of self; Winnicott describes the need for an "average expectable environment" and a "good enough mother" during these critical years. The young people who have experienced only chaos, abuse and instability may not experience any opportunity to succeed through youth participation programs; they will be offered instead, yet another opportunity to fail. The work of youth participation must always also be the work of simultaneously developing realistic opportunities for the individual who is ready today *and* creating efforts in the community that strengthen the life experiences of our infants and families so that more members of future generations can fully participate tomorrow.

Dr. Bazemore cites as a barrier to youth participation the shift in roles required for the youth worker from individual casework to advocacy. I would suggest the necessary shift is even more difficult, because advocacy to develop new local resources will only do part of the job. Some of those case workers will themselves have to become trainers, coordinators, role models and empowerers; some of them may be asked to model something they themselves have never experienced as a child, a student or a bureaucratic worker—shared decision-making, group process, and consensus development. The work of youth development is also the work of redefining adult roles in every setting of community life, of providing training in new skills for those that seek it, and of allowing some people to admit they will never be motivated to join us in this work.

It is also important for this movement to acknowledge that we are in the midst of a paradigm shift in the leadership structure of this country. We have increasing evidence that the old system no longer works; our political campaigns have become mud-slinging sound bites made possible only with millions of PAC dollars, our political leaders are daily exposed for unethical behavior and our process has broken down to the point that essential government functions no longer occur. At the same time, we cannot imagine doing it another way because we have no vision of the new model. It is the work of youth development to keep our eyes upon these growing cracks; every once in a while, we can sneak a good idea through one of them. It is also our responsibility to experiment with new models for decision-making and leadership as we work with our youth partners so they are prepared to participate in the new global culture. We do not want to give them obsolete tools.

Finally, it is essential for us to understand the true extent to which change is difficult. This change to a new national role for youth will affect everyone from parents to politicians to employers to prison guards, and everyone at every level will initially resist and react. That is a law of the universe so perfectly illustrated by the East German border guard interviewed in the midst of the celebration when the Berlin Wall fell: "This is very bad. I will lose my job." Even some of our young people, who have grown accustomed to the passive roles we've assigned them, may resist our efforts to get them involved in things we think would be more "meaningful" for them. The work of youth participation is the work of facilitating change in some of our fundamental cultural norms and values; as such, it will require infinite skill, patience, courage and sensitivity.

There is nothing trivial about the fact that entire generations of young people are coming of age in America with low self-esteem, limited life skills and no reason to invest in the norms and values of their communities. The task of empowering young people is vitally important; the task is also much more complex than most of us can bear to admit. We must be smart, we must be persistent and we must be *authentic* in everything we do in the name of youth participation.

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THE CODE OF THE STREETS

by ELIJAH ANDERSON

In this essay in urban anthropology a social scientist takes us inside a world most of us glimpse only in grisly headlines—"Teen Killed in Drive-By Shooting"—to show us how a desperate search for respect governs social relations among many African-American young men

OF all the problems besetting the poor inner-city black community, none is more pressing than that of interpersonal violence and aggression. It wreaks havoc daily with the lives of community residents and increasingly spills over into downtown and residential middle-class areas. Muggings, burglaries, carjackings, and drug-related shootings, all of which may leave their victims or innocent bystanders dead, are now common enough to concern all urban and many suburban residents. The inclination to violence springs from the circumstances of life among the ghetto poor—the lack of jobs that pay a living wage, the stigma of race, the fallout from rampant drug use and drug trafficking, and the resulting alienation and lack of hope for the future.

Simply living in such an environment places young people at special risk of falling victim to aggressive behavior. Although there are often forces in the community which can counteract

the negative influences, by far the most powerful being a strong, loving, "decent" (as inner-city residents put it) family committed to middle-class values, the despair is pervasive enough to have spawned an oppositional culture, that of "the streets," whose norms are often consciously opposed to those of mainstream society. These two orientations—decent and street—socially organize the community, and their coexistence has important consequences for residents, particularly children growing up in the inner city. Above all, this environment means that even youngsters whose home lives reflect mainstream values—and the majority of homes in the community do—must be able to handle themselves in a street-oriented environment.

This is because the street culture has evolved what may be called a code of the streets, which amounts to a set of informal rules governing interpersonal public behavior, including violence. The rules prescribe both a proper comportment and a proper way to respond if challenged. They regulate the use of violence and so allow those who are inclined to aggression to precipitate violent encounters in an approved way. The rules have been established and are enforced mainly by the street-oriented, but on the streets the distinction between street and decent is often irrelevant: everybody knows that if the rules are violated, there are penalties. Knowledge of the code is thus largely defensive: it is literally necessary for operating in public. Therefore, even though families with a decency orientation are usually opposed to the values of the code, they often reluctantly encourage their children's familiarity with it to enable them to negotiate the inner-city environment.

At the heart of the code is the issue of respect—loosely defined as being treated "right," or granted the deference one deserves. However, in the troublesome public environment of the inner city, as people increasingly feel buffeted by forces beyond their control, what one deserves in the way of respect becomes more and more problematic and uncertain. This in turn further opens the issue of respect to sometimes intense interpersonal negotiation. In the street culture, especially among young people, respect is viewed as almost an external entity that is hard-won but easily lost, and so must constantly be guarded. The rules of the code in fact provide a framework for negotiating respect. The person whose very appearance—including his clothing, demeanor, and way of moving—deters transgressions feels that he possesses, and may be considered by others to possess, a measure of respect. With the right amount of respect, for instance, he can avoid "being bothered" in public. If he is bothered, not only may he be in physical danger but he has been disgraced or "dissed" (disrespected). Many of the forms that dissing can take might seem petty to middle-class people (maintaining eye contact for too long, for example), but to those invested in the street code, these actions become serious indications of the other person's intentions. Consequently, such people become very sensitive to advances and slights, which could well serve as warnings of imminent physical confrontation.

This hard reality can be traced to the profound sense of alienation from mainstream society and its institutions felt by many poor inner-city black people, particularly the young. The code of the streets is actually a cultural adaptation to a profound lack of faith in the police and the judicial system. The police are most often seen as representing the dominant white society and not caring to protect inner-city residents. When called, they may not respond, which is one reason many residents feel they must be prepared to take extraordinary measures to defend themselves and their loved ones against those who are inclined to aggression. Lack of police accountability has in fact been incorporated into the status system: the person who is believed capable of "taking care of himself" is accorded a certain deference, which translates into a sense of physical and psychological control. Thus the street code emerges where the influence of the police ends and personal responsibility for one's safety is felt to begin. Exacerbated by the proliferation of drugs and easy access to guns, this volatile situation results in the ability of the street-oriented minority (or those who effectively "go bad") to dominate the public spaces.

DECENT AND STREET FAMILIES

ALTHOUGH almost everyone in poor inner-city neighborhoods is struggling financially and therefore feels a certain distance from the rest of America, the decent and the street family in a real sense represent two poles of value orientation, two contrasting conceptual categories. The labels "decent" and "street," which the residents themselves use, amount to evaluative judgments that confer status on local residents. The labeling is often the result of a social contest among individuals and families of the neighborhood. Individuals of the two orientations often coexist in the same extended family. Decent residents judge themselves to be so while judging others to be of the street, and street individuals often present themselves as decent, drawing distinctions between themselves and other people. In addition, there is quite a bit of circumstantial behavior—that is, one person may at different times exhibit both decent and street orientations, depending on the circumstances. Although these designations result from so much social jockeying, there do exist concrete features that define each conceptual category.

Generally, so-called decent families tend to accept mainstream values more fully and attempt to instill them in their

AS BEING TREATED "RIGHT," OR GRANTED THE DEFERENCE ONE DESERVES.

children. Whether married couples with children or single-parent (usually female) households, they are generally "working poor" and so tend to be better off financially than their street-oriented neighbors. They value hard work and self-reliance and are willing to sacrifice for their children. Because they have a certain amount of faith in mainstream society, they harbor hopes for a better future for their children, if not for themselves. Many of them go to church and take a strong interest in their children's schooling. Rather than dwelling on the real hardships and inequities facing them, many such decent people, particularly the increasing number of grandmothers raising grandchildren, see their difficult situation as a test from God and derive great support from their faith and from the church community.

Extremely aware of the problematic and often dangerous environment in which they reside, decent parents tend to be strict in their child-rearing practices, encouraging children to respect authority and walk a straight moral line. They have an almost obsessive concern about trouble of any kind and remind their children to be on the lookout for people and situations that might lead to it. At the same time, they are themselves polite and considerate of others, and teach their children to be the same way. At home, at work, and in church, they strive hard to maintain a positive mental attitude and a spirit of cooperation.

So-called street parents, in contrast, often show a lack of consideration for other people and have a rather superficial sense of family and community. Though they may love their children, many of them are unable to cope with the physical and emotional demands of parenthood, and find it difficult to reconcile their needs with those of their children. These families, who are more fully invested in the code of the streets than the decent people are, may aggressively socialize their children into it in a normative way. They believe in the code and judge themselves and others according to its values.

In fact the overwhelming majority of families in the inner-city community try to approximate the decent-family model, but there are many others who clearly represent the worst fears of the decent family. Not only are their financial resources extremely limited, but what little they have may easily be misused. The lives of the street-oriented are often marked by disorganization. In the most desperate circumstances people frequently have a limited understanding of priorities and consequences, and so frustrations mount over bills, food, and, at times, drink, cigarettes, and drugs. Some tend toward self-destructive behavior; many street-oriented women are crack-addicted ("on the pipe"), alcoholic, or involved in complicated relationships with men who abuse them. In addition, the seeming intractability of their situation, caused in large part by the lack of well-paying jobs and the persistence of racial discrimination, has engendered deep-seated bitterness and anger in many of the most desperate and poorest blacks, especially young people. The need both to exercise a measure of control and to lash out at somebody is often reflected in the adults' relations with their children. At the least, the frustrations of persistent poverty shorten the fuse in such people—contributing to a lack of patience with anyone, child or adult, who irritates them.

In these circumstances a woman—or a man, although men are less consistently present in children's lives—can be quite aggressive with children, yelling at and striking them for the least little infraction of the rules she has set down. Often little if any serious explanation follows the verbal and physical punishment. This response teaches children a particular lesson. They learn that to solve any kind of interpersonal problem one must quickly resort to hitting or other violent behavior. Actual peace and quiet, and also the appearance of calm, respectful children conveyed to her neighbors and friends, are often what the young mother most desires, but at times she will be very aggressive in trying to get them. Thus she may be quick to beat her children, especially if they defy her law, not because she hates them but because this is the way she knows to control them. In fact, many street-oriented women love their children dearly. Many mothers in the community subscribe to the notion that there is a "devil in the boy" that must be beaten out of him or that socially "fast girls need to be whupped." Thus much of what borders on child abuse in the view of social authorities is acceptable parental punishment in the view of these mothers.

Many street-oriented women are sporadic mothers whose children learn to fend for themselves when necessary, foraging for food and money any way they can get it. The children are sometimes employed by drug dealers or become addicted themselves. These children of the street, growing up with little supervision, are said to "come up hard." They often learn to fight at an early age, sometimes using short-tempered adults around them as role models. The street-oriented home may be fraught with anger, verbal disputes, physical aggression, and even mayhem. The children observe these goings-on, learning the lesson that might makes right. They quickly learn to hit those who cross them, and the dog-eat-dog mentality prevails. In order to survive, to protect oneself, it is necessary to marshal inner resources and be ready to deal with adversity in a hands-on way. In these circumstances physical prowess takes on great significance.

In some of the most desperate cases, a street-oriented mother may simply leave her young children alone and unattended while she goes out. The most irresponsible women can be found at local bars and crack houses, getting high and socializing with other adults. Sometimes a troubled woman will leave very young children alone for days at a time. Reports of crack addicts abandoning their children have be-

come common in drug-infested inner-city communities. Neighbors or relatives discover the abandoned children, often hungry and distraught over the absence of their mother. After repeated absences, a friend or relative, particularly a grandmother, will often step in to care for the young children, sometimes petitioning the authorities to send her, as guardian of the children, the mother's welfare check, if the mother gets one. By this time, however, the children may well have learned the first lesson of the streets: survival itself, let alone respect, cannot be taken for granted: you have to fight for your place in the world.

CAMPAIGNING FOR RESPECT

THESE realities of inner-city life are largely absorbed on the streets. At an early age, often even before they start school, children from street-oriented homes gravitate to the streets, where they "hang"—socialize with their peers. Children from these generally permissive homes have a great deal of latitude and are allowed to "rip and run" up and down the street. They often come home from school, put their books down, and go right back out the door. On school nights eight- and nine-year-olds remain out until nine or ten o'clock (and teenagers typically come in whenever they want to). On the streets they play in groups that often become the source of their primary social bonds. Children from decent homes tend to be more carefully supervised and are thus likely to have curfews and to be taught how to stay out of trouble.

When decent and street kids come together, a kind of social shuffle occurs in which children have a chance to go either way. Tension builds as a child comes to realize that he must choose an orientation. The kind of home he comes from influences but does not determine the way he will ultimately turn out—although it is unlikely that a child from a thoroughly street-oriented family will easily absorb decent values on the streets. Youths who emerge from street-oriented families but develop a decency orientation almost always learn those values in another setting—in school, in a youth group, in church. Often it is the result of their involvement with a caring "old head" (adult role model).

In the street, through their play, children pour their individual life experiences into a common knowledge pool, affirming, confirming, and elaborating on what they have observed in the home and matching their skills against those of others. And they learn to fight. Even small children test one another, pushing and shoving, and are ready to hit other children over circumstances not to their liking. In turn, they are readily hit by other children, and the child who is toughest prevails. Thus the violent resolution of disputes, the hitting and cursing, gains social reinforcement. The child in effect is initiated into a system that is really a way of campaigning for respect.

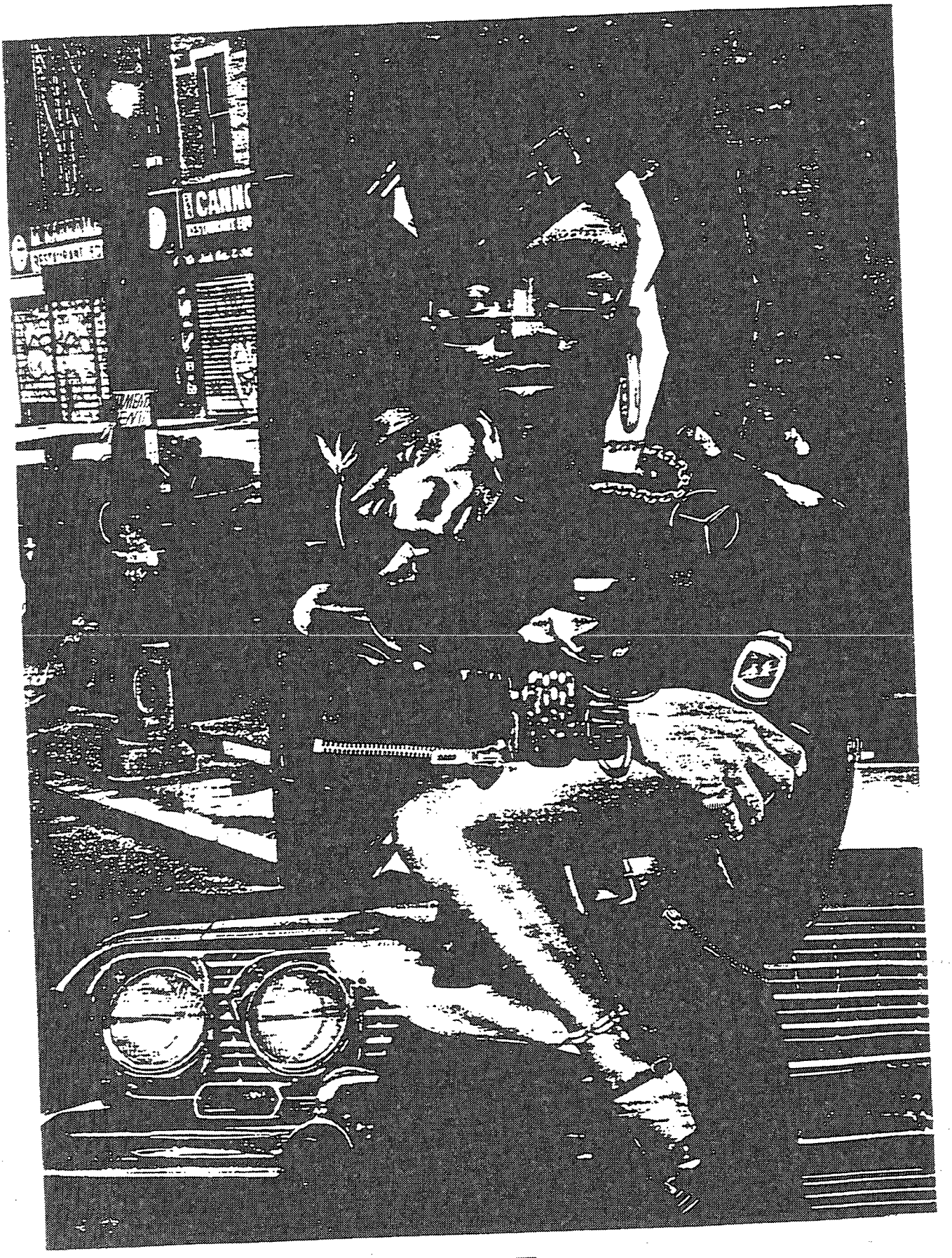
In addition, younger children witness the disputes of older children, which are often resolved through cursing and abusive talk, if not aggression or outright violence. They see that one child succumbs to the greater physical and mental abilities of the other. They are also alert and attentive witnesses to the verbal and physical fights of adults, after which they compare notes and share their interpretations of the event. In almost every case the victor is the person who physically won the altercation, and this person often enjoys the esteem and respect of onlookers. These experiences reinforce the lessons the children have learned at home: might makes right, and toughness is a virtue, while humility is not. In effect they learn the social meaning of fighting. When it is left virtually unchallenged, this understanding becomes an ever more important part of the child's working conception of the world. Over time the code of the streets becomes refined.

Those street-oriented adults with whom children come in contact—including mothers, fathers, brothers, sisters, boyfriends, cousins, neighbors, and friends—help them along in forming this understanding by verbalizing the messages they are getting through experience: "Watch your back." "Protect yourself." "Don't punk out." "If somebody messes with you, you got to pay them back." "If someone disses you, you got to straighten them out." Many parents actually impose sanctions if a child is not sufficiently aggressive. For example, if a child loses a fight and comes home upset, the parent might respond, "Don't you come here crying that somebody beat you up; you better get back out there and whup his ass. I didn't raise no punks! Get back out there and whup his ass. If you don't whup his ass, I'll whup your ass when you come home." Thus the child obtains reinforcement for being tough and showing nerve.

While fighting, some children cry as though they are doing something they are ambivalent about. The fight may be against their wishes, yet they may feel constrained to fight or face the consequences—not just from peers but also from caretakers or parents, who may administer another beating if they back down. Some adults recall receiving such lessons from their own parents and justify repeating them to their children as a way to toughen them up. Looking capable of taking care of oneself as a form of self-defense is a dominant theme among both street-oriented and decent adults who worry about the safety of their children. There is thus at times a convergence in their child-rearing practices, although the rationales behind them may differ.

SELF-IMAGE BASED ON "JUICE"

BY the time they are teenagers, most youths have either internalized the code of the streets or at least learned the need to comport themselves in accordance with its rules, which chiefly have to do with interpersonal communication. The code revolves around the presen-



TROPHIES

tation of self. Its basic requirement is the display of a certain predisposition to violence. Accordingly, one's bearing must send the unmistakable if sometimes subtle message to "the next person" in public that one is capable of violence and mayhem when the situation requires it, that one can take care of oneself. The nature of this communication is largely determined by the demands of the circumstances but can include facial expressions, gait, and verbal expressions—all of which are geared mainly to deterring aggression. Physical appearance, including clothes, jewelry, and grooming, also plays an important part in how a person is viewed: to be respected, it is important to have the right look.

Even so, there are no guarantees against challenges, because there are always people around looking for a fight to increase their share of respect—or "juice," as it is sometimes called on the street. Moreover, if a person is assaulted, it is important, not only in the eyes of his opponent but also in the eyes of his "running buddies," for him to avenge himself. Otherwise he risks being "tried" (challenged) or "moved on" by any number of others. To maintain his honor he must show he is not someone to be "messed with" or "dissed." In general, the person must "keep himself straight" by managing his position of respect among others: this involves in part his self-image, which is shaped by what he thinks others are thinking of him in relation to his peers.

Objects play an important and complicated role in establishing self-image. Jackets, sneakers, gold jewelry, reflect not just a person's taste, which tends to be tightly regulated among adolescents of all social classes, but also a willingness to possess things that may require defending. A boy wearing a fashionable, expensive jacket, for example, is vulnerable to attack by another who covets the jacket and either cannot afford to buy one or wants the added satisfaction of depriving someone else of his. However, if the boy forgoes the desirable jacket and wears one that isn't "hip," he runs the risk of being teased and possibly even assaulted as an unworthy person. To be allowed to hang with certain prestigious crowds, a boy must wear a different set of expensive clothes—sneakers and athletic suit—every day. Not to be able to do so might make him appear socially deficient. The youth comes to covet such items—especially when he sees easy prey wearing them.

In acquiring valued things, therefore, a person shores up his identity—but since it is an identity based on having things, it is highly precarious. This very precariousness gives a heightened sense of urgency to staying even with peers, with whom the person is actually competing. Young men and women who are able to command respect through their presentation of self—by allowing their possessions and their body language to speak for them—may not have to campaign for regard but may, rather, gain it by the force of their manner. Those who are unable to command respect in th[is] way must actively campaign for it—and are thus particularly alive to slights.

One way of campaigning for status is by taking the possessions of others. In this context, seemingly ordinary objects can become trophies imbued with symbolic value that far exceeds their monetary worth. Possession of the trophy

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THE BODY OF MY BROTHER OSIRIS IS IN THE MUSTARD SEED

Seed from an early Egyptian tomb,
after water damage to the case
in the *Historisches Museum*,
sprouted in 1955.

That was the year my brother's foot
slipped on spray-wet log.
He was gone
into the whitewater out of sight.

Just downstream
the back of his head
came up
in a narrow chute.
Between terrible rocks
the back of my brother's head
looked wet and small and dark.
I watched it through the roar.

Through tears, afraid
to pray, I told God
he was swimming. Wait.
He would lift his face.

—BROOKS HAXTON

VIOLENT DEATH MAY BE PREFERABLE TO BEING "DISSED" BY ANOTHER.

can symbolize the ability to violate somebody—to "get in his face," to take something of value from him, to "dis" him, and thus to enhance one's own worth by stealing someone else's. The trophy does not have to be something material. It can be another person's sense of honor, snatched away with a derogatory remark. It can be the outcome of a fight. It can be the imposition of a certain standard, such as a girl's getting herself recognized as the most beautiful. Material things, however, fit easily into the pattern. Sneakers, a pistol, even somebody else's girlfriend, can become a trophy. When a person can take something from another and then flaunt it, he gains a certain regard by being the owner, or the controller, of that thing. But this display of ownership can then provoke other people to challenge him. This game of who controls what is thus constantly being played out on inner-city streets, and the trophy—extrinsic or intrinsic, tangible or intangible—identifies the current winner.

An important aspect of this often violent give-and-take is its zero-sum quality. That is, the extent to which one person can raise himself up depends on his ability to put another person down. This underscores the alienation that permeates the inner-city ghetto community. There is a generalized sense that very little respect is to be had, and therefore everyone competes to get what affirmation he can of the little that is available. The craving for respect that results gives people thin skins. Shows of deference by others can be highly soothing, contributing to a sense of security, comfort, self-confidence, and self-respect. Transgressions by others which go unanswered diminish these feelings and are believed to encourage further transgressions. Hence one must be ever vigilant against the transgressions of others or even *appearing* as if transgressions will be tolerated. Among young people, whose sense of self-esteem is particularly vulnerable, there is an especially heightened concern with being disrespected. Many inner-city young men in particular crave respect to such a degree that they will risk their lives to attain and maintain it.

The issue of respect is thus closely tied to whether a person has an inclination to be violent, even as a victim. In the wider society people may not feel required to retaliate physically after an attack, even though they are aware that they have been degraded or taken advantage of. They may feel a great need to defend themselves *during* an attack, or to behave in such a way as to deter aggression (middle-class people certainly can and do become victims of street-oriented youths), but they are much more likely than street-oriented people to feel that they can walk away from a possible altercation with their self-esteem intact. Some people may even have the strength of character to flee, without any thought that their self-respect or esteem will be diminished.

In impoverished inner-city black communities, however, particularly among young males and perhaps increasingly among females, such flight would be extremely difficult. To run away would likely leave one's self-esteem in tatters. Hence people often feel constrained not only to stand up and at least attempt to resist during an assault but also to "pay back"—to seek revenge—after a successful assault on their person. This may include going to get a weapon or even getting relatives involved. Their very identity and self-respect, their honor, is often intricately tied up with the way they perform on the streets during and after such encounters. This outlook reflects the circumscribed opportunities of the inner-city poor. Generally people outside the ghetto have other ways of gaining status and regard, and thus do not feel so dependent on such physical displays.

BY TRIAL OF MANHOOD

On the street, among males these concerns about things and identity have come to be expressed in the concept of "manhood." Manhood in the inner city means taking the prerogatives of men with respect to strangers, other men, and women—being distinguished as a man. It implies physicality and a certain ruthlessness. Regard and respect are associated with this concept in large part because of its practical application: if others have little or no regard for a person's manhood, his very life and those of his loved ones could be in jeopardy. But there is a chicken-and-egg aspect to this situation: one's physical safety is more likely to be jeopardized in public *because* manhood is associated with respect. In other words, an existential link has been created between the idea of manhood and one's self-esteem, so that it has become hard to say which is primary. For many inner-city youths, manhood and respect are flip sides of the same coin: physical and psychological well-being are inseparable, and both require a sense of control, of being in charge.

The operating assumption is that a man, especially a real man, knows what other men know—the code of the streets. And if one is not a real man, one is somehow diminished as a person, and there are certain valued things one simply does not deserve. There is thus believed to be a certain justice to the code, since it is considered that everyone has the opportunity to know it. Implicit in this is that everybody is held responsible for being familiar with the code. If the victim of a mugging, for example, does not know the code and so responds "wrong," the perpetrator may feel justified even in killing him and may feel no remorse. He may think, "Too bad, but it's his fault. He should have known better."

So when a person ventures outside, he must adopt the code—a kind of shield, really—to prevent others from "messing with" him. In these circumstances it is easy for

people to think they are being tried or tested by others even when this is not the case. For it is sensed that something extremely valuable is at stake in every interaction, and people are encouraged to rise to the occasion, particularly with strangers. For people who are unfamiliar with the code—generally people who live outside the inner city—the concern with respect in the most ordinary interactions can be frightening and incomprehensible. But for those who are invested in the code, the clear object of their demeanor is to discourage strangers from even thinking about testing their manhood. And the sense of power that attends the ability to deter others can be alluring even to those who know the code without being heavily invested in it—the decent inner-city youths. Thus a boy who has been leading a basically decent life can, in trying circumstances, suddenly resort to deadly force.

Central to the issue of manhood is the widespread belief that one of the most effective ways of gaining respect is to manifest "nerve." Nerve is shown when one takes another person's possessions (the more valuable the better), "messes with" someone's woman, throws the first punch, "gets in someone's face," or pulls a trigger. Its proper display helps on the spot to check others who would violate one's person and also helps to build a reputation that works to prevent future challenges. But since such a show of nerve is a forceful expression of disrespect toward the person on the receiving end, the victim may be greatly offended and seek to retaliate with equal or greater force. A display of nerve, therefore, can easily provoke a life-threatening response, and the background knowledge of that possibility has often been incorporated into the concept of nerve.

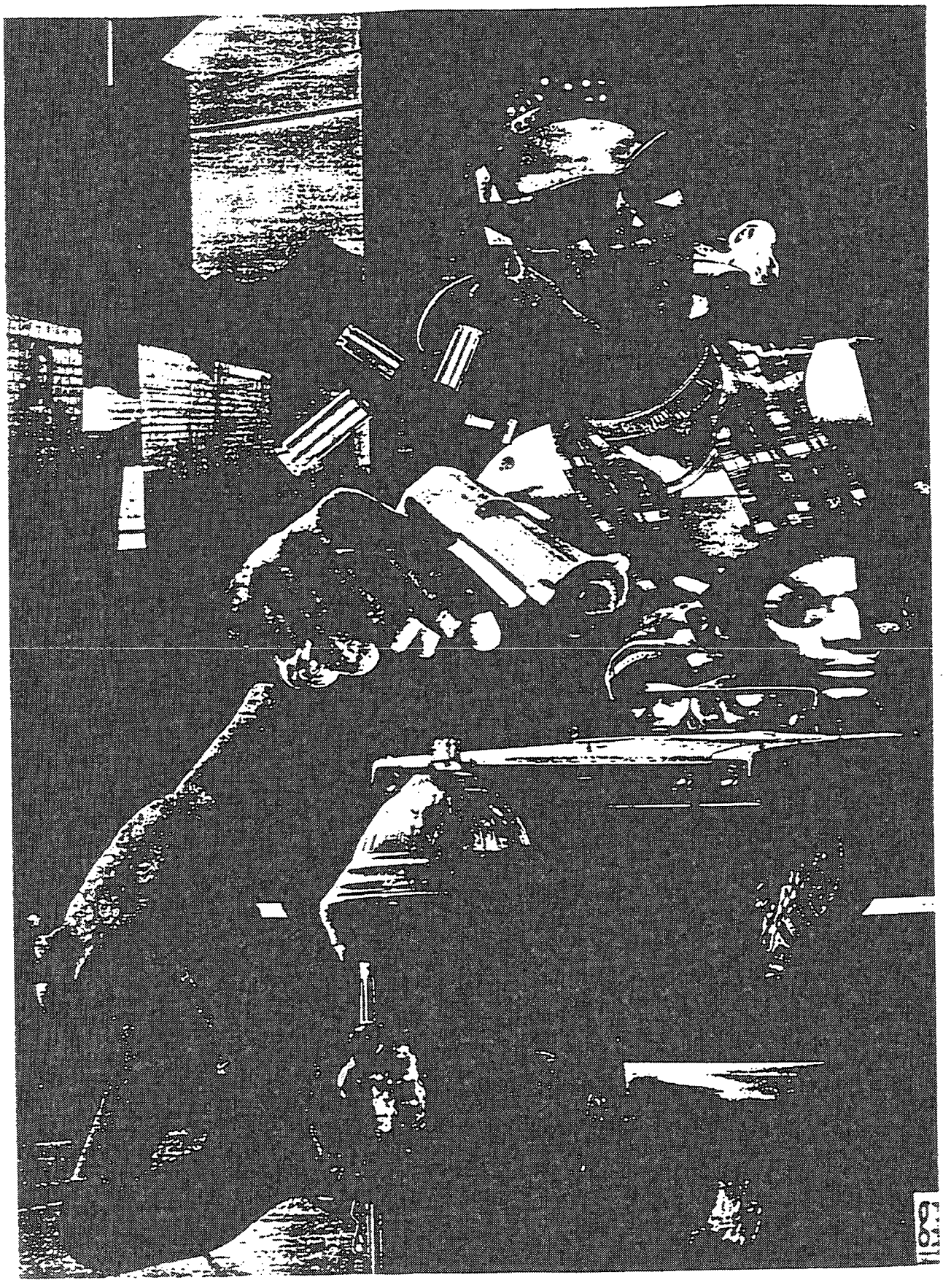
True nerve exposes a lack of fear of dying. Many feel that it is acceptable to risk dying over the principle of respect. In fact, among the hard-core street-oriented, the clear risk of violent death may be preferable to being "dissed" by another. The youths who have internalized this attitude and convincingly display it in their public bearing are among the most threatening people of all, for it is commonly assumed that they fear no man. As the people of the community say, "They are the baddest dudes on the street." They often lead an existential life that may acquire meaning only when they are faced with the possibility of imminent death. Not to be afraid to die is by implication to have few compunctions about taking another's life. Not to be afraid to die is the quid pro quo of being able to take somebody else's life—for the right reasons, if the situation demands it. When others believe this is one's position, it gives one a real sense of power on the streets. Such credibility is what many inner-city youths strive to achieve, whether they are decent or street-oriented, both because of its practical defensive value and because of the positive way it makes them feel about themselves. The difference between the decent and the street-oriented youth is often that the decent youth makes a conscious decision to appear tough and manly; in another setting—with teachers, say, or at his part-time job—he can be polite and deferential. The street-oriented youth, on the other hand, has made the concept of manhood a part of his very identity; he has difficulty manipulating it—it often controls him.

GIRLS AND BOYS

INCREASINGLY, teenage girls are mimicking the boys and trying to have their own version of "manhood." Their goal is the same—to get respect, to be recognized as capable of setting or maintaining a certain standard. They try to achieve this end in the ways that have been established by the boys, including posturing, abusive language, and the use of violence to resolve disputes, but the issues for the girls are different. Although conflicts over turf and status exist among the girls, the majority of disputes seem rooted in assessments of beauty (which girl in a group is "the cutest"), competition over boyfriends, and attempts to regulate other people's knowledge of and opinions about a girl's behavior or that of someone close to her, especially her mother.

A major cause of conflicts among girls is "he say, she say." This practice begins in the early school years and continues through high school. It occurs when "people," particularly girls, talk about others, thus putting their "business in the streets." Usually one girl will say something negative about another in the group, most often behind the person's back. The remark will then get back to the person talked about, who may retaliate or her friends may feel required to "take up for" her. In essence this is a form of group gossiping in which individuals are negatively assessed and evaluated. As with much gossip, the things said may or may not be true, but the point is that such imputations can cast aspersions on a person's good name. The accused is required to defend herself against the slander, which can result in arguments and fights, often over little of real substance. Here again is the problem of low self-esteem, which encourages youngsters to be highly sensitive to slights and to be vulnerable to feeling easily "dissed." To avenge the dissing, a fight is usually necessary.

Because boys are believed to control violence, girls tend to defer to them in situations of conflict. Often if a girl is attacked or feels slighted, she will get a brother, uncle, or cousin to do her fighting for her. Increasingly, however, girls are doing their own fighting and are even asking their male relatives to teach them how to fight. Some girls form groups that attack other girls or take things from them. A hard-core segment of inner-city girls inclined toward violence seems to be developing. As one thirteen-year-old girl in a detention center for youths who have committed violent acts told me, "To get people to leave you alone, you gotta fight. Talking don't always get you out of stuff." One major difference between girls and boys: girls rarely use guns. Their fights are therefore not life-or-death struggles. Girls are not often willing to put their lives on the line for "manhood." The ultimate form of respect on the male-dominated inner-city street is thus reserved for men.



DRIVE-BY

"GOING FOR BAD"

In the most fearsome youths such a cavalier attitude toward death grows out of a very limited view of life. Many are uncertain about how long they are going to live and believe they could die violently at any time. They accept this fate: they live on the edge. Their manner conveys the message that nothing intimidates them: whatever turn the encounter takes, they maintain their attack—rather like a pit bull, whose spirit many such boys admire. The demonstration of such tenacity "shows heart" and earns their respect.

This fearlessness has implications for law enforcement. Many street-oriented boys are much more concerned about the threat of "justice" at the hands of a peer than at the hands of the police. Moreover, many feel not only that they have little to lose by going to prison but that they have something to gain. The toughening-up one experiences in prison can actually enhance one's reputation on the streets. Hence the system loses influence over the hard core who are without jobs, with little perceptible stake in the system. If mainstream society has done nothing *for* them, they counter by making sure it can do nothing *to* them.

At the same time, however, a competing view maintains that true nerve consists in backing down, walking away from a fight, and going on with one's business. One fights only in self-defense. This view emerges from the decent philosophy that life is precious, and it is an important part of the socialization process common in decent homes. It discourages violence as the primary means of resolving disputes and encourages youngsters to accept nonviolence and talk as confrontational strategies. But "if the deal goes down," self-defense is greatly encouraged. When there is enough positive support for this orientation, either in the home or among one's peers, then nonviolence has a chance to prevail. But it prevails at the cost of relinquishing a claim to being bad and tough, and therefore sets a young person up as at the very least alienated from street-oriented peers and quite possibly a target of derision or even violence.

Although the nonviolent orientation rarely overcomes the impulse to strike back in an encounter, it does introduce a certain confusion and so can prompt a measure of soul-searching, or even profound ambivalence. Did the person back down with his respect intact or did he back down only to be judged a "punk"—a person lacking manhood? Should he or she have acted? Should he or she have hit the other person in the mouth? These questions beset many young men and women during public confrontations. What is the "right" thing to do? In the quest for honor, respect, and local status—which few young people are uninterested in—common sense most often prevails, which leads many to opt for the tough approach, enacting their own particular versions of the display of nerve. The presentation of oneself as rough and tough is very often quite acceptable until one is tested. And then that presentation may help the person pass the test, because it will cause fewer questions to be asked about what he did and why. It is hard for a person to explain why he lost the fight or why he backed down. Hence many will strive to appear to "go for bad," while hoping they will never be tested. But when they are tested, the outcome of the situation may quickly be out of their hands, as they become wrapped up in the circumstances of the moment.

AN OPPOSITIONAL CULTURE

THE attitudes of the wider society are deeply implicated in the code of the streets. Most people in inner-city communities are not totally invested in the code, but the significant minority of hard-core street youths who are have to maintain the code in order to establish reputations, because they have—or feel they have—few other ways to assert themselves. For these young people the standards of the street code are the only game in town. The extent to which some children—particularly those who through upbringing have become most alienated and those lacking in strong and conventional social support—experience, feel, and internalize racist rejection and contempt from mainstream society may strongly encourage them to express contempt for the more conventional society in turn. In dealing with this contempt and rejection, some youngsters will consciously invest themselves and their considerable mental resources in what amounts to an oppositional culture to preserve themselves and their self-respect. Once they do, any respect they might be able to garner in the wider system pales in comparison with the respect available in the local system: thus they often lose interest in even attempting to negotiate the mainstream system.

At the same time, many less alienated young blacks have assumed a street-oriented demeanor as a way of expressing their blackness while really embracing a much more moderate way of life: they, too, want a nonviolent setting in which to live and raise a family. These decent people are trying hard to be part of the mainstream culture, but the racism, real and perceived, that they encounter helps to legitimate the oppositional culture. And so on occasion they adopt street behavior. In fact, depending on the demands of the situation, many people in the community slip back and forth between decent and street behavior.

A vicious cycle has thus been formed. The hopelessness and alienation many young inner-city black men and women feel, largely as a result of endemic joblessness and persistent racism, fuels the violence they engage in. This violence serves to confirm the negative feelings many whites and some middle-class blacks harbor toward the ghetto poor, further legitimating the oppositional culture and the code of the streets in the eyes of many poor young blacks. Unless this cycle is broken, attitudes on both sides will become increasingly entrenched, and the violence, which claims victims black and white, poor and affluent, will only escalate.

Western Regional Center
DRUG -FREE SCHOOLS AND COMMUNITIES

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August 1991

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The contents of this publication were developed under Cooperative Agreement Number S188A00001 with the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and endorsement of the contents by the federal government should not be assumed.

FOSTERING RESILIENCY IN KIDS:

Protective Factors in the Family, School, and Community

by Bonnie Benard

Far West Laboratory

The field of prevention, both research and practice, came a long way in the 1980s: from short-term, even one-shot, individual-focused interventions in the school classroom to a growing awareness and beginning implementation of long-term, comprehensive, environmental-focused interventions expanding beyond the school to include the community. Furthermore, in the mid-1980s we finally started to hear preventionists talking about prevention strategies and programs based on research identifying the underlying risk factors for problems such as alcohol and other drug abuse, teen pregnancy, delinquency and gangs, and dropping out (Hawkins, Lishner, and Catalano, 1985). While certainly a giant step in the right direction, the identification of risks does not necessarily provide us with a clear sense of just what strategies we need to implement to reduce the risks. More recently, we are hearing preventionists talk about "protective factors," about building "resiliency" in youth, about basing our strategies on what research has told us about the environmental factors that facilitate the development of youth who do not get involved in life-compromising problems (Benard, March 1987). What clearly becomes the challenge for the 1990s is the implementation of prevention strategies that strengthen protective factors in our families, schools, and communities. As Gibbs and Bennett (1990) conceptualize the process, we must "turn the situation around...by translating negative risk factors into positive action strategies" which are, in essence, protective factors. After a brief overview of the protective factor research phenomenon, this paper will discuss the major protective factors that research has identified as contributing to the development of resiliency in youth and the implications of this for building effective prevention programs.

PROTECTIVE FACTORS: A RESEARCH BASE FOR THE PREVENTION FIELD

Historically, the social and behavioral sciences have followed a problem-focused approach to studying human and social development. This "pathology" model of research traditionally examines problems, disease, illness, maladaptation, incompetence, deviance, etc. The emphasis has been placed on identifying the risk factors of various disorders like alcoholism, schizophrenia and other mental illnesses, criminality, delinquency, etc. These studies have been retrospective in design, that is, they do a onetime historical assessment of adults with these existing identified problems, a research design that can only perpetuate a problem perspective and implicate an inevitability of negative outcomes. Furthermore, the data yielded from such research studies have ultimately been of only limited value to the prevention field, concerned as it is with building health-promoting, not health-compromising, behaviors and with facilitating the development of social competence in children and youth. According to Garmezy, this pathology model of research has "provided us with a false sense of security in erecting prevention models that are founded more on values than facts" (in Werner, 1982).

This retrospective research approach even became problematic for investigators focused on studying risks for the development of "problem behaviors," for they were stymied by the issue of whether abnormalities in people already diagnosed as schizophrenic, criminal, or alcoholic were the causes or consequences of schizophrenia or alcoholism (for example, is the lack of problem-solving skills usually

'The challenge for the 1990s is the implementation of prevention strategies that strengthen protective factors in our families, schools, and communities.'

found in adult alcoholics a cause or a result of drinking?). Consequently, with the exception of a couple of earlier studies, beginning in the late 1950s and on into the 1960s and 1970s, a few researchers decided to circumvent this dilemma by studying individuals postulated to be at high risk for developing certain disorders—children growing up under conditions of great stress and adversity such as neonatal stress, poverty, neglect, abuse, physical handicaps, war, and parental schizophrenia, depression, alcoholism and criminality. This risk research, therefore, used a prospective research design which is developmental and longitudinal, assessing children at various times during the course of their development in order to better understand the nature of the risk factors that result in the development of a disorder.

As the children studied in these various longitudinal projects grew into adolescence and adulthood, a consistent—and amazing—finding emerged: While a certain percentage of these high-risk children developed various problems (a percentage higher than in the normal population), a greater percentage of the children became healthy, competent young adults. For example, Manfred Bleuler found that only 9 percent of children of schizophrenic parents became schizophrenic, while 75 percent developed into healthy adults. He found "remarkable evidence of strength, courage, and health in the midst of disaster and adversity" (in Watt, 1984). Similarly, Michael Rutter's research on children growing up in poverty found "that half of the children living under conditions of disadvantage do not repeat that pattern in their own adult lives" (Garmezy, 1991). And, according to the often quoted statistic, while one out of four children of alcoholic parents develops alcohol problems, three out of four do not. And in the 1980s, researchers in the collaborative, international, interdisciplinary Risk Reduction Consortium reported the same phenomenon in their ongoing prospective, longitudinal research—children who somehow are "invulnerable," "stress-resistant," "hardy," "ego-resilient," "invincible," and, the most current popularly used term, "resilient," in spite of severe stress and adversity.

'While a certain percentage of these high-risk children developed various problems (a percentage higher than in the normal population), a greater percentage of the children became healthy, competent young adults.'

The above finding, along with the increasing theoretical acceptance in the child development field of the transactional-ecological model of human development in which the human personality is viewed as a self-righting mechanism that is engaged in active, ongoing adaptation to its environment (see Bronfenbrenner, 1974), has resulted in a growing research interest in moving beyond the identification of risk factors for the development of a problem behavior to an examination of the "protective" factors, those "traits, conditions, situations, and episodes, that appear to alter—or even reverse—predictions of [negative outcome] and enable individuals to circumvent life stressors" (Segal,1986; Garmezy, 1991). The importance of this research to the prevention field is obvious: If we can determine the personal and environmental sources of social competence and wellness, we can better plan preventive interventions focused on creating and enhancing the personal and environmental attributes that serve as the key to healthy development. "Ultimately, the potential for prevention surely lies in increasing our knowledge and understanding of reasons why some children are not damaged by deprivation" (Garmezy and Rutter, 1983).

While researchers have commonly categorized protective factors according to those falling within the domains of individual personality attributes or dispositions, family characteristics, and environmental

influences (i.e., peers, school, and community), the discussion here will begin with a profile of the resilient child (as opposed to the "protective factors within the personality system") and then will examine the protective factors consistently found in the family, the school, and the community arenas. In order to avoid falling into the pathology paradigm and "blaming the victim" syndrome with its concomitant focus on "fixing kids," our perspective is that personality and individual outcomes are the result of a transactional process with one's environment. To be successful, prevention interventions must focus on enhancing and creating positive environmental contexts—families, schools, and communities that, in turn, reinforce positive behaviors.

PROFILE OF THE RESILIENT CHILD

A phrase occurring often in the literature sums up the resilient child as one who "works well, plays well, loves well, and expects well" (Garmezy, 1974; Werner and Smith, 1982). Since this is a little too abstract for most researchers, the following more specific attributes have been consistently identified as describing the resilient child.

'Resilient children are considerably more responsive (and can elicit more positive responses from others), more active, and more flexible and adaptable even in infancy.'

Social Competence

This commonly identified attribute of resilient children usually includes the qualities of responsiveness, flexibility, empathy and caring, communication skills, a sense of humor, and any other prosocial behavior. Resilient children are considerably more responsive (and can elicit more positive responses from others), more active, and more flexible and adaptable even in infancy (Werner and Smith, 1982; Demos, 1989). Furthermore, a great number of resilient children have a sense of humor, that is, they have the ability to generate comic relief and find alternative ways of looking at things as well as the ability to laugh at themselves and ridiculous situations (Masten, 1986). As a result, resilient children—from early childhood on—tend to establish more positive relationships with others, including friendships with their peers (Berndt and Ladd, 1989; Werner and Smith, 1982).

Not only do most studies on resiliency document these attributes, but studies done on individuals already experiencing problems with crime, delinquency, alcohol and other drug abuse, and mental illness consistently identify the lack of these qualities. According to Trower, "One of the few facts that emerges clearly in the beleaguered field of mental health is the extent of poor social skills in psychiatric patients. The studies and surveys show skills problems to be a major component in schizophrenia, mental handicap, depression, social anxiety, addiction disorders, psychopathology, childhood and adolescent problems....There is evidence, too, that individuals with the poorest social competence have the worst prognoses and highest relapse rate, and childhood competence level is predictive of severity of adult psychiatric problems" (1984; also see Kellam, 1982; Hawkins et al, 1985; Austin, 1991; Lerner, 1984).

Problem-Solving Skills

These skills include the ability to think abstractly, reflectively, and flexibly and to be able to attempt alternate solutions for both cognitive and social problems. As with social competence, studies on adults experiencing psychosocial problems have also consistently identified

'Research on resilient children has discovered that these problem-solving skills are identifiable in early childhood.'

their lack of problem-solving skills (Shure and Spivack, 1982). And conversely, studies on resilient children repeatedly find the presence of problem-solving skills. For example, Rutter found especially prevalent in the population of abused and neglected girls who later became healthy adults the presence of planning skills that resulted in their planning marriages to non-deviant men (1984). The literature on "street" children growing up in the slums of the United States and other countries provides an extreme example of the role these skills play in the development of resiliency since these children must continually successfully negotiate the demands of their environment or not survive (Felsman, 1989).

Furthermore, as with social competence, research on resilient children has discovered that these problem-solving skills are identifiable in early childhood. According to Halverson and Waldrup's research on pre-schoolers, "A child who can demonstrate at an early age that he or she is an agent capable of producing change in a frustrating situation tends to be active and competent in grade school as well" (1974).

Autonomy

Different researchers have used different terms to refer to autonomy. For example, Anthony refers to a "strong sense of independence" (1987); Garmezy and Werner and Smith to an "internal locus of control" and "sense of power" (1974 and 1991; 1982); Rutter and Garmezy to "self-esteem" and "self-efficacy" (1984; 1983); and others to "self-discipline" and "impulse control." Essentially, the protective factor researchers are talking about is a sense of one's own identity and an ability to act independently and exert some control over one's environment.

Several researchers have also identified the ability to separate oneself from a dysfunctional family environment—"to stand away psychologically from the sick parent"— as the major characteristic of resilient children growing up in families with alcoholism and mental illness (Anthony, 1974). According to Berlin and Davis, "In our work with children and families of alcoholics we have begun to view the crucial task that they must master, if they are to cope successfully with the dilemmas of alcoholism, as the task of adaptive distancing," the process of breaking away from the family focus on the dysfunctional behavior (1989; also see Chess, 1989). Similarly, Beardslee and Podorefsky found that the resilient children they studied "were able to distinguish clearly between themselves and their own experiences and their parents' illness" and, thus, realized they were not the cause and that their future would be different (1988).

The task of adaptive distancing, according to Wallerstein's study of children successfully dealing with their parents' conflict and divorce, involves two challenges: (1) to disengage enough from the centrifugal pull of parental distress to maintain pursuits and satisfactions in the outside world of peers, school, and community and (2) to "remove the family crisis from its commanding position in [the child's] inner world" (1983). Chess states: "Such distancing provided a buffer that was protective of developmental course, of self-esteem, and of ability to acquire constructive goals" (1989).

Sense of Purpose and Future

Related to a sense of autonomy and self-efficacy and the belief that one can have some degree of control over one's environment is another characteristic of resilient children—a sense of purpose and future. Within this category fall several related attributes invariably identified in the protective factor literature: healthy expectancies, goal-directedness, success orientation, achievement motivation, educational aspirations, persistence, hopefulness, hardiness, belief in a bright future, a sense of anticipation, a sense of a compelling future, and a sense of coherence. This factor appears to be a most powerful predictor of positive outcome.

According to Brook et al's research on risk and protective factors for adolescent alcohol and drug use, high achievement orientation appeared to have a protective influence which even offset the effects of alcohol consumption by peers, the most commonly identified influential risk factor (1989). Furthermore, Newcomb and Bentler found that "educational aspirations" were an even more powerful predictor of high school graduation than actual academic achievement (1986).

Cameron-Bandler's research into why some children of alcoholics developed into healthy, successful adults identifies the critical variable as their "sense of a compelling future." As she explains, "When a compelling future is generated, we are easily persuaded to subordinate immediate gratification for a more fulfilling later gratification, or to save ourselves from some intensely unpleasant future experience" (1986). Similarly, Marian Wright Edelman concludes, from the Children's Defense Fund's ongoing adolescent pregnancy prevention initiative, that "a bright future is the best contraceptive!"

Werner and Smith also validate the power of this attribute in summarizing their 35-year study of resiliency in childhood: "The central component of effective coping with the multiplicity of inevitable life stresses appears to be a sense of coherence, a feeling of confidence that one's internal and external environment is predictable and that things will probably work out as well as can be reasonably expected" (1982). According to these researchers, this sense of coherence, of purpose and meaning and hopefulness, lies in direct contrast to the "learned helplessness" that Seligman and others have consistently found present in individuals experiencing mental and social problems (1982). Furthermore, a Club of Rome study of several years ago identified that a sense of anticipation, the taking "responsibility for our ability to influence—and in some cases, determine—the future" is one of the traits that not only is essential to individual success but will be a trait essential for human survival in the increasingly complex world of the future (Botkin et al, 1979).

While research also ascribes a few other characteristics to resilient children (i.e., good health or being female), the above attributes of social competence, problem-solving skills, autonomy, and sense of purpose appear to be the common threads running through the personalities of resilient children, those who "work well, play well, love well, and expect well"—no matter their health or sex status. Now let's look at the environments of resilient children, at the protective characteristics within the family, the school, and the community systems that appear to facilitate the development of resiliency in youth.

'The attributes of social competence, problem-solving skills, autonomy, and sense of purpose appear to be the common threads running through the personalities of resilient children.'

'The incredible power of this attribute of caring, support, and affection to protect children is clear.'

What must be kept in mind in this discussion is that resiliency or protective factor research, by definition, is studying children and youth that experience major stress, adversity, and risk in one or more of these environmental systems. Therefore, if a child's major risks lie in the family system, such as growing up in an alcoholic, abusive, or schizophrenic home, many of the factors identified as protective will derive from the school or community environments. Likewise, when a child's major risks come from the community system—usually the condition of living in poverty as over one-fourth of the children in the United States now do—protective factor research has usually examined the role that the family and school systems play in the development of resiliency. Of course, given the self-righting nature of human systems, researchers have also identified strengths and protective attributes even within environments characterized overall by great risks. Unfortunately, according to Werner, "Most studies of vulnerable children have defined risk at only one level of organization [i.e., system]. Data analyses that explore the interplay among multiple risks and protective factors at all three levels—the individual organism, the immediate family, and the larger social context—are still rare" (1990).

PROTECTIVE FACTORS WITHIN THE FAMILY

What clearly emerges as a powerful predictor of the outcome for children and youth is the quality of the immediate caregiving environment, which is determined by the following characteristics.

Caring and Support

What is evident from nearly all the research into the family environments of resilient children is that, "despite the burden of parental psychopathology, family discord, or chronic poverty, most children identified as resilient have had the opportunity to establish a close bond with at least one person [not necessarily the mother or father] who provided them with stable care and from whom they received adequate and appropriate attention during the first year of life" (quote from Werner, 1990; Watt, 1984; Anthony, 1974 and 1987; Garmezy, 1983; Demos, 1989; Werner and Smith, 1982). While Werner and Smith identified caregiving during the first year of a child's life as the most powerful predictor of resiliency in children, other reseachers have also found that a caring and supportive relationship remains the most critical variable throughout childhood and adolescence (Rutter, 1979; Demos, 1989; Feldman, Stiffman, and Jung, 1987). A just-published longitudinal study that looked at parents' child-rearing practices when the child was five, at other childhood experiences, and at social accomplishment at age 41 found that "having a warm and affectionate father or mother was significantly associated with adult social accomplishment" and contentment (Franz, McClelland, and Weinberger, 1991).

According to Feldman, Stiffman, and Jung, "The social relationships among family members are by far the best predictors of children's behavioral outcomes" (1987). Furthermore, Rutter's research found that even in cases of an extremely troubled home environment, "a good relationship with one parent" (defined in terms of the presence of "high warmth and absence of severe criticism") provides a substantial protective effect (also see Baumrind, 1985). Only one-fourth of the children

in the troubled families studied by Rutter showed signs of conduct disorder if they had a single good relationship with a parent, compared to three-fourths of the children who lacked such a relationship (1979). Similarly, Berlin and Davis's study of children growing up in alcoholic families found that the supportiveness of the nonalcoholic spouse was the most crucial variable in the degree of impact of alcoholism on the family (1989). And, recently, the research of Brook et al has clearly identified that "a nonconflictual and affectionate parent-adolescent relationship insulates the adolescent from drug use...and [results] in less alcohol use" (1989).

The incredible power of this attribute of caring, support, and affection to protect children is clear. As Werner and Smith explain this dynamic, "Constant feedback from a few adults early in life—not necessarily a parent—gave the resilient infants a basic trust and sense of coherence" (1982). This "sense of basic trust," identified long ago by Erik Erickson (1963), appears to be the critical foundation for human development and bonding, and, thus, human resiliency. As philosopher-psychologist Sam Keen explains this phenomenon: "To the degree that we are not held and bonded, we will have to find something to hold on to—some substitute for that holding we didn't get. The nature of addiction is all in the way that we hold on, that we grasp, in order to make up for the way in which we were not held," and, therefore, did not develop this basic trust in the world (Keen, 1990).

While we don't have the time or space here to discuss the issue of family "structure" in terms of family composition (see Benard, January 1989), one point that must be emphasized is that nowhere in the literature is there support for either divorce as a risk factor or family intactness as a protective factor in the development of later problem behaviors like alcohol and other drug abuse. While divorce is certainly a stressful life event for children and families, research has found that the availability of social support—from family members or from friends, relatives, or others in the community—is the critical factor in the outcome for that child (Werner and Smith, 1982; Werner, 1989; Cowen et al, 1990; Felner et al, 1985; Eggert and Herting, 1991; Wolchik et al, 1989). What is evident is that to mitigate the effects of other risks and stressful life events and to develop healthily, a child needs the "enduring loving involvement of one or more adults in care and joint activity with that child" (Bronfenbrenner, 1983).

High Expectations

Research into why some children growing up in poverty still manage to be successful in school and in young adulthood has consistently identified high parental expectations as the contributing factor (Williams and Kornblum, 1985; Clark, 1983). Similarly, the work of Roger Mills with parents living in an impoverished housing project in Miami demonstrated the power of a parental attitude that "sees clearly the potential for maturity, common sense, for learning and well-being in their children." According to Mills, an attitude expressed to a youth that, "You have everything you need to be successful—and you can do it!" played a major role in the reduction of several problem behaviors, including substance abuse, in this disadvantaged community (Mills, 1990).

'Families that establish high expectations for their children's behavior from an early age play a role in developing resiliency in their children.'

Furthermore, families that establish high expectations for their children's behavior from an early age play a role in developing resiliency in their children. Norma Haan, whose research on the development of morality in young children clearly challenges prior assumptions of Freud, Piaget, and Kohlberg that young children are morally deficient, i.e., self-serving, writes, "Young children have the same basic moral understandings and concerns as adolescents and young adults" (1989). Moreover, she found that "childhood resiliency and vulnerability have specific relationships to the moral climate of families that build children's expectancies about the nature of moral interchanges. Resilient children will have reason to be optimistic that moral difficulties can usually be worked out." Their family environment validates them as worthwhile human beings: "They will be heard; they will usually be able to protect their legitimate self-interests; they will understand that no human is faultless, that even adults morally violate, so they will 'speak truth to power' and be able to forgive themselves."

Concomitant with high expectations are other family characteristics such as structure, discipline, and clear rules and regulations. Bennett, Wolin, and Reiss have found that even in alcoholic families, children tended to have better outcomes if the family was able to maintain some order and clear expectations for behavior (1988). Similarly, Baumrind found that families she labeled "authoritative," characterized by warmth, support, and clear rules and expectations (as opposed to those that were "authoritarian" or "permissive"), had low rates of adolescent alcohol and drug use (1985).

Another related aspect of high expectations is that of faith. According to Werner, "A number of studies of resilient children from a wide variety of socioeconomic and ethnic backgrounds have noted that their families have held religious beliefs that provided stability and meaning to their lives, especially in times of hardship and adversity" (1990; also see Anthony, 1987). Werner hypothesizes that, "Such faith appears to give resilient children and their caregivers a sense of rootedness and coherence, a conviction that their lives have meaning, and a belief that things will work out in the end, despite unfavorable odds" (1990). Moskovitz concludes from his study of child survivors of the Nazi Holocaust that this sense of hope and expectation for the future enabled these children to learn to love and to behave compassionately toward others in spite of the atrocities they had experienced (1983).

Encourage Children's Participation

A natural outgrowth of having high expectations for children is that they are acknowledged as valued participants in the life and work of their family. Research has borne out that the family background of resilient children is usually characterized by many opportunities for the children to participate and contribute in meaningful ways. For example, Werner and Smith found that assigned chores, domestic responsibilities (including care of siblings), and even part-time work to help support the family proved to be sources of strength and competence for resilient children (1982). In her recent review of protective factor research, Werner cites several studies of children growing up in psychotic or alcoholic families, in war-torn countries, and in poverty during the Great Depression, as well as now, that demonstrate "that such productive roles of responsibility, when associated with close

'When children are given responsibilities, the message is clearly communicated that they are worthy and capable of being contributing members of the family.'

family ties, are important protective factors during times of adversity" (1990).

When children are given responsibilities, the message is clearly communicated that they are worthy and capable of being contributing members of the family. Some of the family attributes of resilient children identified by various other researchers, such as "respect for the child's autonomy" (Hauser et al, 1989; Anthony, 1974) or "encouragement of the child's independence" (Clair and Genest, 1987), are also getting at this sense of family acknowledgment of the child as a valued person in his or her own right. The positive outcomes for children of family environments that value their contributions are supported by a wealth of anthropological studies that find children in other cultures "as young as age three typically assuming duties such as carrying wood and water, cleaning and other household chores, gathering and preparing food, gardening, and caring for younger siblings and animals" (Kurth-Schai, 1988). According to Kurth-Schai, "All of these tasks, even from a child's perspective, clearly contribute to the welfare of the family" (1988). Thus, to the child, there is no question that he or she is a bonded, integral, contributing member of the family and community.

While various researchers have identified other family factors that appear to be protective of children (for example, small family size, mother over age 17, or children spaced at least two years apart), the factors critical to the positive development of children are those that provide a caring, supportive family life in which the adult caregivers have high and clear expectations for the child's behavior and also provide the child with lots of opportunities to participate meaningfully in the life and work of the family. Obviously, family environments with these characteristics provide the fertile soil for the growth and nurturing of that sense of basic trust and coherence essential for human development and, therefore, for the development of the traits of resiliency: social competence, problem-solving skills, autonomy, and a sense of purpose. Yet, as we'll discuss shortly, the family, like the individual, is a system that also exists in the larger context of the community. For families to create environments characterized by the qualities of caring, high expectations, and opportunities for participation, they, in turn, must exist in communities which also provide support and opportunities.

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PROTECTIVE FACTORS WITHIN THE SCHOOL

In the last decade the literature on the power of the school to influence the outcome for children from high-risk environments has burgeoned (Austin, 1991; Brook et al, 1989; Cauce and Srebnik, 1990; Rutter, 1984; Rutter, 1979; Berrueta-Clement et al, 1984; Coleman and Hoffer, 1987; Comer, 1984; Nelson, 1984; Offord, 1991; Felner et al, 1985; Ziegler et al, 1989; Edmunds, 1986—to name a few!). The evidence demonstrating that a school can serve as a "protective shield to help children withstand the multiple vicissitudes that they can expect of a stressful world" abounds, whether it is coming from a family environment devastated by alcoholism or mental illness or from a poverty-stricken community environment, or both (Garmezy, 1991). Furthermore, both protective factor research and research on effective schools clearly identifies the characteristics of schools that provide this source of protection for youth. And, lo and behold, they parallel the protective factors found in the family environments of resilient youth!

Caring and Support

Just as in the family arena, the level of caring and support within the school is a powerful predictor of positive outcome for youth. While, according to Werner, "Only a few studies have explored the role of teachers as protective buffers in the lives of children who overcome great adversity," these few do provide moving evidence of this phenomenon (1990). For example, in her own research Werner found that "among the most frequently encountered positive role models in the lives of the children of Kauai, outside of the family circle, was a favorite teacher. For the resilient youngster a special teacher was not just an instructor for academic skills, but also a confidant and positive model for personal identification" (1990).

Moskovitz' 30- to 40-year follow-up study of childhood survivors of the Nazi Holocaust who were sent from concentration camps and orphanages to a therapeutic nursery school in England at the end of World War II further documents the power of a caring teacher: all of the resilient survivors "considered one woman to be among the most potent influences in their lives—the nursery school teacher who provided warmth and caring, and taught them to behave compassionately" (cited by Werner, 1990). Reinforcing these findings, Nel Noddings concludes the following from her research into the power of caring relationships at school to effect positive outcomes for children: "At a time when the traditional structures of caring have deteriorated, schools must become places where teachers and students live together, talk with each other, take delight in each other's company. My guess is that when schools focus on what really matters in life, the cognitive ends we now pursue so painfully and artificially will be achieved somewhat more naturally....It is obvious that children will work harder and do things—even odd things like adding fractions—for people they love and trust" (1988). Based on his research into effective schools, James Coleman similarly speculates that if we were to "reinstitute the school as an agent of families," with the primary emphasis on caring for the child—on providing the "attention, personal interest, and intensity of involvement, some persistence and continuity over time, and a certain degree of intimacy—children would develop the necessary "attitudes, effort, and conception of self that they need to succeed in school and as adults" (1987).

While the importance of the teacher as caregiver cannot be overemphasized, a factor often overlooked that has definitely emerged from protective factor research is the role of caring peers and friends in the school and community environments. Research into the resiliency of "street gamins" clearly identifies peer support as critical to the survival of these youth (Felsman, 1989). Similarly, Emmy Werner found caring friends a major factor in the development of resiliency in her disadvantaged population (Werner and Smith, 1982). James Coleman also cites the positive outcomes for youth who have lived with their peers in boarding schools when their families were no longer able to be supportive (1987). And, convincing evidence for the role of peers in reducing alcohol and drug use are the findings of two meta-analyses (comparing the effects of more than 200 studies) that concluded peer programs (including cooperative learning strategies) are the single most effective school-based approach for reducing alcohol and drug use in youth (Tobler, 1986; Bangert-Drowns, 1988).

'A factor often overlooked is the role of caring peers and friends in the school and community environments.'

Obviously, resilient youth are those youth who have and take the opportunity to fulfill the basic human need for social support, caring, and love. If this is unavailable to them in their immediate family environments, it is imperative that the school provide the opportunities to develop caring relationships with both adults and other youth. The positive outcomes of prevention programs—including reduced levels of alcohol and drug use—which have focused on increasing the amount of social support available to youth in their schools by facilitating the development of teacher and peer relationships (Felner et al, 1985; Eggert and Herting, 1991) or the numerous forms of peer helping programs which exponentially increase the caregiving resources available to a youth (Benard, December 1990) unequivocably demonstrate that a caregiving environment in the school serves as that "protective shield" (Felner et al, 1985; Benard, December 1990).

High Expectations

As with the family environment, research has identified that schools that establish high expectations for all kids—and give them the support necessary to achieve them—have incredibly high rates of academic success (Rutter, 1979; Brook et al, 1989; Edmonds, 1986; O'Neil, 1991; Levin, 1988; Slavin, Karweit, and Madden, 1989). Probably the most powerful research supporting a school "ethos" of high expectations as a protective shield is that reported by Michael Rutter in his book *Fifteen Thousand Hours* (1979). According to Garmezy, this work "stands forth as a possible beacon for illuminating the role of schools as a strategic force in fostering the well-being of disadvantaged children" (1991). Rutter found that even within the same poverty-stricken areas of London, some schools showed considerable differences in rates of delinquency, behavioral disturbance, attendance, and academic attainment (even after controlling for family risk factors). The successful schools, moreover, appeared to share certain characteristics: an academic emphasis, teachers' clear expectations and regulations, high level of student participation, and many, varied alternative resources—library facilities, vocational work opportunities, art, music, and extracurricular activities. A major critical finding was that the relationships between a school's characteristics and student behavior increased over time; that is, the number of problem behaviors experienced by a youth decreased over time in the successful schools and increased in the unsuccessful schools. Rutter concluded that "schools that foster high self-esteem and that promote social and scholastic success reduce the likelihood of emotional and behavioral disturbance" (1979). The incredible power of a schoolwide ethos of high expectations has also been borne out in the protective factor research of Judith Brook and her colleagues, who found that this factor, in conjunction with a school value of student participation and autonomy, was even able to mitigate against the most powerful risk factor for adolescent alcohol and drug use—using peers (1989).

During the last several years, research on successful programs for youth at risk of academic failure has clearly demonstrated that a schoolwide climate of high expectations is a critical factor in reducing academic failure and increasing the number of college-bound youth. For example, according to Phyllis Hart of the Achievement Council, a California-based advocacy group, the establishment of a "college core curriculum" in an inner-city, disadvantaged community resulted in over

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65 percent of its graduates going on to higher education (up from 15 percent before the program began). Several students participating in this program stated a major factor in their decision to attend college was "having one person who believed I could do it!" (California Department of Education, 1990). Similarly, Henry Levin's Accelerated Schools Program and Robert Slavin's Success for All project have clearly demonstrated that engaging students at risk for school failure in a challenging, speeded-up as opposed to a slowed-down curriculum has positive academic and social outcomes. These findings are in direct contrast to the dismal outcomes of children who are labeled as slow learners and tracked into low-ability classes (Oakes, 1985). Hart claims, "Even students in the worst of circumstances can excel, given appropriate support, and watering down academic content or having low standards doesn't help anyone" (O'Neil, 1991).

'When the message one consistently hears is, "You are a bright and capable person," one naturally sees oneself as a bright and capable person.'

Furthermore, the research of Burk and Sher found that children from alcoholic families who were functioning successfully were still perceived more negatively and ascribed lower expectations by mental health professionals and peers once they were labeled "children of alcoholics" (1990). They conclude, "To the extent that it makes services available for those who are currently in distress, labeling can be a beneficial process. However,...the benefits of labeling are lost when those who are identified suffer negative consequences as a result of the labeling process." Similarly, Richard Barth warns from his research on services provided to prenatally drug-exposed children that "labels can create powerful expectations. There is no better example of this than the label 'crack baby'." According to Barth, "The outcomes from perinatally drug-exposed children are determined,...as are those of other children at risk of developmental problems,...by the extent of perinatal insult and subsequent environmental protective factors" (1991).

A powerful illustration of this high expectation model is described by Jonathon Kozol as follows: "On any given day in Massachusetts, 200 Black children from the Boston slums ride the bus to go to school in the suburban town of Lexington. They begin in kindergarten and, although they are provided with a lot of counseling, their education is the same as that which is afforded to their affluent White classmates. Virtually every non-White child bused to Lexington from Boston finishes 12 years of school and graduates; most go to four-year colleges. Low-income Black children of the same abilities, consigned to public school in Boston, have at best a 24 percent chance of the same success" (1990). While other factors may be operating in this scenario, the one factor that clearly stands out in this and other successful programs is "the expectation among staff, parents, and the students themselves that they are capable of high achievement" (O'Neil, 1991).

What appears to be the dynamic here is the internalization of high expectations for oneself. When the message one consistently hears—from family members, from teachers, from significant others in one's environment— is, "You are a bright and capable person," one naturally sees oneself as a bright and capable person, a person with that resilient trait, a sense of purpose and a bright future.

Youth Participation and Involvement

A natural outcome in schools, as in families, of having high expectations for youth is providing them with the opportunities to participate and be meaningfully involved and have roles of responsibility within

the school environment. Carta's primary finding from her research analyzing instructional factors in inner-city classrooms was that "students in these classrooms simply were not actively engaged by their teachers and with their instructional materials." Furthermore, Carta identified the "opportunity to respond" as the key variable for differentiating classrooms that were effective or not effective (1991).

Turning once again to Michael Rutter's research on successful schools, we find unequivocal documentation of the protective nature of youth participation (1979; 1984). According to Rutter, in the schools with low levels of problems like delinquency, children "were given a lot of responsibility. They participated very actively in all sorts of things that went on in the school; they were treated as responsible people and they reacted accordingly" (1984). These schools created a variety of opportunities to ensure that all kids found something they were interested in and could succeed in. Rutter concluded, "If you bring children in for a variety of things and give them multiple opportunities for success, then I think it's less likely that you get this anti-academic atmosphere" and alienation so often found in inner-city schools (1984). Brook et al's research, as well as that of Roger Mills, further validates Rutter's findings as protective against alcohol and drug use as well (1989; 1990).

The reverse process of participation is alienation, the lack of bonding to social institutions like the family, the school, and the community, a process that has consistently been identified in study after study as a major risk factor for involvement in alcohol and other drugs, delinquency, teen pregnancy, school failure, and depression and suicide. The challenge clearly for these social institutions—and especially for the schools—is to engage youth by providing them opportunities to participate in meaningful, valued activities and roles—those involving problem-solving, decision-making, planning, goal-setting, helping others (Wehlage,1989). Maton's research with older adolescents and at-risk urban teenagers found that engagement in "meaningful instrumental activity" was significantly related to their life satisfaction, well-being, and overall self-esteem—and was as powerful a factor as that of social support (1990).

The power of creating these opportunities from an early age was vividly demonstrated in the High/Scope Educational Research Foundation's 15-year follow-up study, the Perry Preschool Project. This study discovered that when children from an impoverished inner-city environment were given the opportunities to plan and make decisions in their preschool environment, they were at the age of 19 significantly less (as much as 50 percent less!) involved in drug use, delinquency, teen pregnancy, school failure, etc. (Berrueta-Clement et al, 1984; Schweinhart et al, 1986).

Once again, the operating dynamic reflects the fundamental human need to bond—to participate, to belong, to have some power or control over one's life. According to several educational reformers, when schools ignore these basic human needs—of kids and adults—they become ineffective, alienating places (Sarason, 1990; Glasser, 1990; Wehlage, 1989). Seymour Sarason says it well: "When one has no stake in the way things are, when one's needs or opinions are provided no forum, when one sees oneself as the object of unilateral actions, it takes no particular wisdom to suggest that one would rather be elsewhere" (1990).

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The Club of Rome's report on human learning also claims that, in addition to that quality of anticipation discussed earlier, opportunities for active participation are critical to creating learning environments that will effectively prepare youth to live in an increasingly complex world. Moreover, "participation is more than the formal sharing of decisions; it is an attitude characterized by cooperation, dialogue, and empathy," an attitude essential not only to "human dignity" but to "human survival" as well (Botkin et al, 1979).

Clearly, a preponderance of evidence demonstrates that schools have the power to overcome incredible risk factors in the lives of youth—including those for alcohol and drug abuse. Brook et al conclude that "evidently there are drug-mitigating aspects to the school environment which are unrelated to the drug problem as such" (1989). In his classic study on school effectiveness, Ron Edmonds concluded that a school can create a "coherent" environment, a climate, more potent than any single influence—teachers, class, family, neighborhood—"so potent that for at least six hours a day it can override almost everything else in the lives of children" (1986).

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And Garmezy also reiterates from his review of protective factors in the school environment that "the presence of a school in a high-delinquency area was not the determiner of behavioral or scholastic deviance. Schools exercised their effects over and above any area effects [i.e., risk factors] that existed" (1991). The value of focusing on enhancing protection, as opposed to focusing on risk, is clear. According to Garmezy, "What is apparently needed by school personnel is the proud awareness that by putting forth the best effort in their classrooms and schools they are engaged in the most worthy of societal enterprises—the enhancement of competence in their children and their tailoring, in part, of a protective shield to help children withstand the multiple vicissitudes that they can expect of a stressful world" (1991).

PROTECTIVE FACTORS WITHIN THE COMMUNITY

As with the other two arenas in which children are socialized, the family and the school, the community which supports the positive development of youth is promoting the building of the traits of resiliency—social competence, problem-solving skills, autonomy, and a sense of purpose and future. Community psychologists refer to the capacity of a community to build resiliency as "community competence" (Iscoe, 1974). And, once again, as with the family and the school systems, competent communities are characterized by the triad of protective factors: caring and support, high expectations, and participation. Moreover, communities exert not only a direct influence on the lives of youth but, perhaps even more importantly, exert a profound influence on the "lives" of the families and schools within their domain and, thus, indirectly powerfully affect the outcome for children and youth (Brook et al, 1989; Kelly, 1988). A competent community, therefore, must support its families and schools, have high expectations and clear norms for its families and schools, and encourage the active participation and collaboration of its families and schools in the life and work of the community.

Caring and Support

According to Kelly, "The long-term development of the 'competent community' depends upon the availability of social networks within the community that can promote and sustain social cohesion within the community....That is, the formal and informal networks in which individuals develop their competencies and which provide links within the community are a source of strength [i.e., health and resiliency] for the community and the individuals comprising it" (1988). This characteristic of "social cohesiveness" or "community organization" has probably been the most frequently examined community factor affecting the outcome for children and families. The clear finding from years of research into crime, delinquency, child abuse, etc. is that communities and neighborhoods rich in social networks—both peer groups and intergenerational relationships—have lower rates of these problems (Garbarino, 1980; Miller and Ohlin, 1985). Similarly, Coleman and Hoffer found the intensity of the intergenerational social networks surrounding private, religious schools created a "functional community" that built social capital for youth and, consequently, higher achievement and lower dropout rates (1987).

Furthermore, the protective nature of social support across the lifespan—be it from friends, neighbors, caring helpgivers—is documented by volumes of studies from the field of community psychology, community health, and community mental health as well as by the overwhelming success of community-based family support programs (Schorr, 1988). These latter programs, for example, based on longitudinal research such as Kellam et al's, who found that the "social isolation" that often evolved from teenage motherhood was the critical variable determining an adverse outcome for the mother and child—including the child's later alcohol and drug abuse—have clearly shown the protective effects of linking young families into a network of peer-helping and other informal systems of social supports (1982). Similarly, Feldman, Stiffman, and Jung found a significant positive relationship between the total amount of help received by families from both informal and formal sources and the child's behavior in school (1987).

Perhaps the most obvious manifestation of caring and support at the community level is the availability of resources necessary for healthy human development: health care, child care, housing, education, job training, employment, and recreation. According to most researchers, the greatest protection we could give children is ensuring them and their families access to these basic necessities (Garmezy, 1991; Sameroff et al, 1984; Long and Vaillant, 1989; Wilson, 1987; Coleman, 1987; Hodgkinson, 1989). Conversely, the greatest risk factor for the development of nearly all problem behaviors is poverty, a condition characterized by the lack of these basic resources. That over one-fourth of the children in communities across our nation live in poverty, in the absence of these basic necessities, clearly testifies to the lack of a national political will to provide the opportunities for all children to succeed. In light of our national neglect of children and families, the imperative falls to local communities to fill the gap. And, the only way communities can, and have, succeeded in this endeavor is through the building of social networks that link not only families and schools but agencies and organizations throughout the community with the common purpose of collaborating to address the needs of children and

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families (Coleman, 1987; Schorr, 1988; Hodgkinson, 1989; Mills, 1990; Benard, October 1989). Thus, while community competence depends upon the availability of social networks within the community, it also depends on the "ability of [these networks] to respond to differential needs of the varied populations they serve, and the ability of citizens or groups to use existing resources or develop alternatives for the purpose of solving problems of living" (Barbarin, quoted in Fellini, 1987).

High Expectations

In the context of community, discussions around the issue of high expectations are usually referenced in terms of "cultural norms." Two cultural norms appear especially salient to our discussion of protective factors in the community. The first is that in cultures that have as a norm the valuing of youth as resources (as opposed to problems), youth tend to be less involved in all problem behaviors (Kurth-Schai, 1988). As discussed earlier, from research in social and educational psychology it is clear that adult expectations influence in a major—and all too often negative—way the subsequent thoughts and behaviors of children. As we'll discuss shortly, the usual outcome of these low expectations is the systemic denial to youth of the opportunities to be meaningful participants and contributors in community life (Kurth-Schai, 1988). According to Diane Hedin, our society tells children and youth that "they have no real place in the scheme of things, that their only responsibility is to go to school and learn and grow up. When they have learned and grown up, which is supposed to occur miraculously at age 18, they can perhaps make some modest contribution as a citizen. The young people, therefore, view themselves as strictly consumers, not as contributors" (1987). And, speaking of consumption...

A second relevant cultural norm is that of our expectancies surrounding alcohol use. According to the longitudinal research of Long and Vaillant (1989) as well as the community work of Peter Bell (1987), "Cultures that teach children how, when, and where to drink tend to have lower rates of alcoholism than do those that forbid children to drink" (Vaillant, 1986). Furthermore, "how a society socializes drunkenness is as important as how it socializes drinking" (Vaillant, 1986). In other words, countries in which drunkenness is more socially acceptable tend to have higher rates of alcohol abuse.

Obviously, in terms of national policies, our culture measures up poorly in terms of providing protection for youth through the teaching of low-risk choice-making around alcohol use and especially through our condoning of alcohol advertising, much of which glamorizes abusive drinking and even drunkenness (Room, 1990). Similarly, we have a long way to go in terms of changing local community norms, which, of course, are strongly influenced by the big monies the alcohol industry spends on advertising and promotion at the local level. The majority of researchers who have evaluated the consistent failure of most school-based prevention programs have concluded the following: "Current social norms about chemical use are a reflection of the community. The community is a fertile, powerful, and necessary environment for changing norms. If chemical use problems of young people are to be reduced, community-based prevention programs also must challenge adults to reflect on their patterns of chemical use....Prevention cannot be a task assigned by the community to the school and

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focused only on youth. It is a shared responsibility" (Griffin, 1986). Certainly, the message and expectation that speaks loudest and clearest to youth is not the one explicitly presented in substance abuse prevention programs in the school but the one implicitly communicated through the values and actions of the larger community in which they live.

Opportunities for Participation

The natural outcome of having high expectations for youth, for viewing youth as resources and not problems, is the creation of opportunities for them to be contributing members of their community. Just as healthy human development involves the process of bonding to the family and school through the provision of opportunities to be involved in meaningful and valued ways in family and school life, developing a sense of belonging and attachment to one's community also requires the opportunities to participate in the life of the community. According to Kurth-Schai, several cross-cultural studies have clearly indicated that "youth participation in socially and/or economically useful tasks is associated with heightened self-esteem, enhanced moral development, increased political activism, and the ability to create and maintain complex social relationships" (1988). On the other hand, "related studies demonstrate the lack of participation is associated with rigid and simplistic relational strategies, psychological dependence on external sources for personal validation, and the expression of self-destructive and antisocial behaviors including drug abuse, depression, promiscuity, premature parenthood, suicide, and delinquency" (Kurth-Schai, 1988). Similarly, Richardson et al concluded from their research on the heavier alcohol and drug use patterns of latchkey youth that "traditional societies had clearly defined roles for young adolescents in the life of the community. These contributory roles have largely been replaced by autonomy and leisure and frequently accompanied by no adult supervision. This time could be put to good use both in the home and in the community. The family or community that learns to direct the energy, general good will, and potential of these young adolescents into community or individual improvement projects may find that they benefit the community as well as the individual" (1989).

The challenge, then, for communities as well as for families and schools, is to find ways "to harness that force, to turn on our youth, to capture their inherent need for an ideology and group," to meet their basic human needs of connecting to other people and to a larger meaning or purpose (Levine, 1983). Stated eloquently by James Coleman, our most fundamental task is "to look at the whole fabric of our society and say, 'Where and how can children be lodged in this society? Where can we find a stable psychological home for children where people will pay attention to them?'" (quoted in Olson, 1987).

One approach many communities are incorporating to begin providing this "home" for youth is youth service. While no evaluated studies as yet exist on communities that have provided youth the opportunities to "serve," that is, to provide needed human services (i.e., academic tutoring, literacy training, child care, elder care, etc.) within their communities, anecdotal evidence from the hundreds of youth service programs operating in communities across the country bear witness to

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the power of this approach to engage youth as community resources (National Crime Prevention Council, 1988; Benard, January 1990).

Just as research from the field of community psychology and community development has documented the positive effects of "citizen participation"—improvements in the neighborhood and community; stronger interpersonal relationships and social fabric; feelings of personal and political efficacy; etc.—we can expect that civic participation on the part of youth will have even more powerful effects (Florin and Wandersman, 1990; Chavis and Wandersman, 1990; Zimmerman and Rappaport, 1988). Furthermore, as the Club of Rome warned many years ago, society needs the full participation and creativity of youth to address the social and environmental problems of the present and future. In many ways, nourishing the potential of our youth is society's protective shield for the future. Citing anthropological research, Kurth-Schai states, "The imaginative experiences of childhood represent humanity's primary source of personal and cultural evolutionary potential." Furthermore, youth possess the capacity "to create images of the future powerful enough to guide and motivate positive social change...[as well as] to provide leadership, nurturance, and economic assistance. In a world characterized by widespread feelings of purposelessness and powerlessness, the social contributions of childhood represent a primary source of humanity's hope for the future" (Kurth-Schai, 1988).

PROTECTIVE FACTORS: A PERSPECTIVE

Just as Zucker concluded that "severe drug involvement is a human act, involving a bio-psycho-social process over long spans of developmental time" (1989), the development of human resiliency is none other than the process of healthy human development—a dynamic process in which personality and environmental influences interact in a reciprocal, transactional relationship. The range of outcomes, according to Werner, is determined by the balance between risk factors, stressful life events, and protective factors (Werner and Smith, 1982). Furthermore, this balance is not determined only on the basis of the number of risk and protective factors present in the life of an individual but on their respective frequency, duration, and severity, as well as the developmental stage at which they occur. According to Werner, "As long as [this] balance between stressful life events and protective factors is favorable, successful adaptation is possible. However, when stressful life events outweigh the protective factors, even the most resilient child can develop problems" (1990).

No one is invulnerable; every person has a "threshold" beyond which he or she can "succumb" (Rutter, 1979). Thus, "intervention may be conceived as an attempt to shift the balance from vulnerability to resilience, either by decreasing exposure to risk factors and stressful life events, or by increasing the number of available protective factors...in the lives of vulnerable children" (Werner, 1990).

Shifting the balance or tipping the scales from vulnerability to resilience may happen as a result of one person or one opportunity. As we have seen in this review, individuals who have succeeded in spite of adverse environmental conditions in their families, schools, and/or communities have often done so because of the presence of environmental support in the form of one family member, one teacher, one school, one community person that encouraged their success and wel-

comed their participation. As protective factor researcher David Offord concludes, "A compensating good experience, good programs in the schools, or one good relationship can make a difference in the child's life" (1991). As one street gamin reflected on his resiliency: "You're right, the gamins are smart and strong; they survive. But it still depends on where you go, what you find, who you meet" (Felsman, 1989).

While tipping the scales toward resiliency through individual, serendipitous relationships or events is certainly important, the increasing number of children and families that are experiencing growing numbers of risks in their lives due to environmental deprivation necessitate that as preventionists we take a systems perspective and intervene with planned environmental strategies to build protection into the lives of all children and families. From this perspective, a major underlying cause of the development of social problems like school failure, alcohol and drug abuse, teen pregnancy, child abuse, etc. can be traced back to the gradual destruction of naturally occurring social networks in the community. The social, economic, and technological changes since the late 1940s have created a fragmentation of community life, resulting in breaks in the naturally occurring networks and linkages between individuals, families, schools, and other social systems within a community that traditionally have provided the protection, the "social capital," that is, the social supports and opportunities for participation and involvement, necessary for healthy human development (Comer, 1984; Coleman, 1987). What has become clear, from not only the failure of alcohol and drug abuse programs and other prevention programs that do not address this root cause, but from the positive findings of protective factor research into why some kids succeed, is the need for prevention efforts to build these networks and intersystem linkages. Emmy Werner says it all in the following statement: The key to effective prevention efforts is reinforcing, within every arena, these "natural social bonds...between young and old, between siblings, between friends...that give meaning to one's life and a reason for commitment and caring." To neglect these bonds is to "risk the survival of a culture" (Werner and Smith, 1982).

We must work within our families, schools, and community environments to build these social bonds by providing all individuals within these systems with caring and support, relating to them with high expectations, and giving them opportunities to be active participants in their family, school, and community life. While volumes can be written (and have!) on just how to go about this, the strategies are fairly simple and reflect not a need for behavioral interventions as much as for an attitude change—a willingness to share power within a system, to create a system based on reciprocity and sharing rather than control. For example, research on resiliency clearly implicates peer helping and cooperative learning, as well as mentoring, as strategies of reciprocity that work in all systems throughout the lifespan to achieve all three of the protective characteristics—support, high expectations, and participation.

Furthermore, to ensure that all children have the opportunities to build resiliency—to develop social competencies (like caring and responsiveness), problem-solving skills, autonomy, and a sense of purpose and future, we must also work to build linkages between families and schools and between schools and communities. It is only at this intersystem level—and only through intersystem collaboration within our

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communities—that we can build a broad enough, intense enough network of protection for all children and families. While it's certainly true that as a society America does not value nor invest in children, even when community resources do exist, they are often so fragmented they become ineffectual at dealing with the root causes of risk and, thus, with the building of a protective shield or "safety net" for children. As Sid Gardner, a national expert in children's policy, states, "In fact, we are ultimately failing our children, not only because we haven't invested in them, but also because as communities we have failed to work together to hold ourselves accountable for the substantial resources we do invest—and for the outcomes of our most vulnerable residents" (1989).

As preventionists we must encourage the development of communitywide collaborative efforts that focus on "turning the situation around," on translating negative risk factors for alcohol and other drug abuse and other problem behaviors into positive community action strategies that support and nurture the development of children and youth. Ultimately, as Stanton Peele states, "The mission of those concerned with adolescent drug abuse is to create a cultural climate that encourages children to value and to achieve independence, adventure, intimacy, consciousness, activity, fun, self-reliance, health, problem-solving capacities, and a commitment to the community. There is no better antidote for drug abuse than adolescents' beliefs that the world is a positive place, that they can accomplish what they want, and that they can gain satisfaction from life" (1986).

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NOTES

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PROFESSIONAL DEVELOPMENT FOR YOUTH WORKERS: WHAT IS BEST PRACTICE?

First Year Report
Professional Development For Youth Workers Project

Prepared for:
U.S. Department of Justice
Office of Juvenile Justice and Delinquency Prevention
Training, Dissemination and Technical Assistance Division
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This project is supported by Cooperative Agreement No. 92-MU-CX-K002 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.

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The Center for Youth Development
and Policy Research

In 1990, the Academy for Educational Development established the Center for Youth Development and Policy Research in response to a compelling need to define and promote national and community strategies for positive youth development. The chief goal of the Center is to create and advance a vision of youth development that specifies not only outcomes but strategies as well. Karen Pittman, formerly with the Children's Defense Fund, is the Center's founding director and a Senior Vice President of the Academy.

The Center seeks to direct growing concern about youth problems into a public and private commitment to youth development. Our work is characterized by distinctive activities and services which include: conducting and synthesizing youth research and policy analyses; distributing information about exemplary youth programs and policies; initiating and strengthening discussion and coalition-building among those committed to the well-being and development of youth; and providing technical assistance to organizations, governments and institutions wishing to improve their youth development efforts.

We have also undertaken a major, five-year, public education initiative. Supported by core funding from the Ford Foundation and the Lilly Endowment, Mobilization for Youth Development is aimed at increasing America's understanding of and investment in establishing a cohesive infrastructure of community supports for youth. The effort is intentionally complex, encouraging dialogue and debate among youth organizations and communities and planning and testing strategies to address service gaps.

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PROFESSIONAL DEVELOPMENT FOR YOUTH WORKERS: WHAT IS BEST PRACTICE?

First Year Report:
"Professional Development For Youth Workers"

Prepared for:
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Draft: September, 1993
Revised: December, 1993

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

This report reflects the collaborative efforts of many organizations and persons. We appreciate their efforts and look forward to working with them in the next two years of the project. The inquiry reported here was made possible by funding from the Office of Juvenile Justice and Delinquency Prevention. Emily Martin and Lois Brown have been active contributors to the project. In addition to serving as our liaisons to OJJDP, we greatly appreciate their direction and wisdom.

Within the Center, Shepherd Zeldin served as project director, and was responsible for ensuring that all activities were conceived and implemented in a quality manner. Suzanne Tarlov was the project coordinator, and had the difficult task of keeping the many people and tasks moving smoothly on a day-to-day basis. She also was responsible for conducting most of the data analysis, and did much of the writing for our previous project reports. Other staff within the Center and the Academy who contributed substantially over the course of the year were Ivan Charner, Elona Finklestein, Elaine Johnson, Lauren Price, Xiomara A. Sosa, Geeta Tate, and Michael Zapler.

The National Network of Runaway and Youth Services is our subcontractor to this project. Della Hughes, Executive Director of the Network, has been a partner through each step in the project. Miriam Darmstadter, Training Coordinator, contributed substantially, including management of much of the data collection, analysis of the focus groups and advisory group meetings, and preparation of a paper on principles for good training. Finally, we wish to thank the regional network members of the National Network. It was they who conducted and documented most of our interviews with youth workers.

Ron Jenkins, Senior Consultant to the Center, went well beyond the call of duty. His ideas are found throughout this report as he has been an influential advisor from the beginning of the project. Moreover, Ron coordinated the project's advisory group, and made sure that their views were fully incorporated into project planning and implementation. Gordon Bazemore, Florida Atlantic University, also contributed to this project by preparing a synthesis of available research, titled "Initial Steps and Guidelines for Curriculum Development." His ideas form the basis for many of our recommendations, and will serve as a source of guidance during Year 2 of this project.

We also thank the DeWitt Wallace - Reader's Digest Fund, and our project officer, Pam Stevens. The Fund has generously supported our ongoing collaborative work with national youth-serving organizations. Our learning from this work has informed our activities with OJJDP, and vice-versa. We look forward to continuing this process in the future.

Karen Johnson Pittman
Senior Vice President, Academy for Educational Development
Director, Center for Youth Development and Policy Research

PROJECT ADVISORY GROUP

We are fortunate to have an active advisory group to this project. All of them have volunteered their time, expertise and commitment. As the project moves into its second year, we look forward to collaborating with them to move the lessons learned from our work into national, state, and local communities.

- Luis Garden Acosta, El Puente, New York, NY
- David Bruno, High/Scope Educational Research Foundation, Ypsilanti, MI
- Michele Cahill, Youth Development Institute, New York, NY
- Kathleen Feely, Annie E. Casey Foundation, Greenwich, CT
- Tom James, New Pride, Inc., Denver, CO
- Ron Jenkins, Youth Policy Institute, Oregon City, OR
- Bob Long, Kellogg Foundation, Battle Creek, MI
- Tony Massengale, Public Strategies, Pasadena, CA
- James Mills, Juvenile Welfare Board, Pinellas County, FL
- James Mosier, Juvenile Court Resources, Ontario, OR
- Nervy Oliver, Ingham County Youth Center, Lansing, MI
- Ruth Rambo, United Neighborhood Houses, New York, NY
- Jack Reinholdt, Boys & Girls Clubs of America, New York, NY
- Debbie Shore, Sasha Bruce Youthwork, Washington, DC

I. INTRODUCTION

In September 1992, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) contracted with the Center for Youth Development and Policy Research (CYD) and CYD's subcontractor, The National Network of Runaway and Youth Services, Inc. (NNRYS) to conduct a project entitled "Professional Development for Youth Workers." The ultimate goal of this project is to assist OJJDP in developing and implementing community-wide systems of training to youth workers on a national basis.

Over a three-year period, CYD and NNRYS have been charged with designing, piloting, and evaluating a community-wide system of training that effectively delivers a "core" set of knowledge and skills to those who work with "high risk" youth -- that is, youth who are at risk for sustained involvement with the criminal justice system and youth who reside in disadvantaged family or community environments[1]. This training system, as envisioned by OJJDP, must be appropriate for all service providers who work with such youth, independent of the specific program or setting where the providers work.

Project Overview: Assumptions and Goals

CYD and NNRYS are particularly pleased to have been selected to conduct this project because we share with OJJDP a common set of assumptions that undergird the project:

- One of the most powerful local strategies to prevent "problem behaviors," including delinquency, among young people is to provide them with opportunities to gain the skills necessary for adulthood. This perspective emphasizes that all youth-oriented policies and programs should move from a focus on "deterrence" to one that is centered on "youth development." High-risk youth need that which is often provided to their more fortunate peers, but which is typically missing in their lives: structure, challenge, connections with adults and community, participation, responsibility, and opportunities to build a full range of competencies.

- Incorporating a youth development perspective within the activities of juvenile justice system will provide direction for the system as it changes its emphasis

[1] According to OJJDP, youth come under the "high risk" definition if they have not reached the age of 21 years and have one or more of the factors listed: 1) identified child of a substance abuser; 2) a victim of physical, sexual, or psychological abuse; 3) dropped out of school; 4) become pregnant; 5) economically disadvantaged; 6) committed a violent or delinquent act; 7) experienced mental health problems; 8) attempted suicide; 9) disabled by injuries; 10) runaways; 11) homeless; 12) throwaways; 13) street youth; and 14) youth who are or have been taken into custody by the state. It is understood that the phrases "youth from high-risk situations" and "high-risk youth" have different connotations. We use them interchangeably, but the explicit aim of this project is to change the conditions in which youth live.

from being a "revolving door" or "receptacle" for troubled youth to one that provides service based on principles of "restorative justice" and "restitution."

- Issues of youth delinquency and violence are not the sole domain of the juvenile justice and correctional system. Preventing delinquency will require leadership from OJJDP, but an effective response necessitates the active involvement of all youth-serving organizations, public and private.

- As all youth-serving organizations, including those in the juvenile justice system, shift their emphasis in policy and programming, new demands will be placed on youth workers. Hence, strengthening the professional development and training opportunities of youth workers is an essential strategy for preventing delinquency.

- Community-wide systems of training have the potential to be a potent vehicle not only for strengthening the abilities of youth workers, but also for sparking organizational collaborations.

Building on these assertions, each year of the project has specific purposes and activities. Year 1 of the project was focused on information collection and synthesis with the aim being to articulate the parameters of "best practice" in the professional development of youth workers. Year 2 will focus on development and planning. Specifically, we will develop and test a core "youth development" training module that will be applicable to a broad spectrum of youth workers and will begin to set the stage for implementation, selecting pilot sites and seeking key endorsements. In Year 3, we will pilot and evaluate both the training module and the delivery system. Our final report will focus on strategies for institutionalizing the proven products and strategies that emerge from the project.

Year 1 Objectives

Year 1 project activities and findings are presented in this report. There were four primary objectives:

- To identify the elements of a youth development perspective that could be used as a guiding framework for staff development program

- To identify the "core competencies" of youth workers that allow staff to promote youth development

- To identify, from the perspective of youth workers, the components and qualities of effective staff development programs

- To provide recommendations that articulate the goals and objectives of effective training for youth workers

As part of Year 1, we also prepared a directory of over 90 organizations that provide staff development to youth workers across different fields and professions[2]. While this directory does not specifically address the four objectives discussed above, we see it as having important utility. In the short term, the directory will be disseminated to interested organizations as a resource in planning and implementing staff development programs. Over the longer term, as we create a "youth development" curriculum and methods for delivering the curriculum, we will seek to involve training organizations in the dissemination, or the use, of this curriculum.

Year 1 Methods

In order to meet project objectives, project staff utilized multiple methods. Through each method, we independently explored each study issue, thus allowing us to identify points of consensus and difference.

Project Advisory Group. This group consisted of professionals highly skilled in the design and delivery of systems and programs to serve high-risk youth, including those involved in the justice system. The advisory group met collectively once during Year 1. One day was devoted to group activities aimed at building consensus among the advisory group as to the needs of adolescents and the goals of staff development. The second day focused on project planning and goal-setting. Additionally, the coordinator of the advisory group, Ron Jenkins, met with each advisor (individually and in small groups) during Year 1 to continue the planning process and to provide feedback to project staff.

Interviews with Trainers. A one hour phone interview was conducted with training directors (or equivalents) from 100 organizations. Not all of these organizations provided training as their sole mission (some, for example, also provided technical assistance and/or membership services), but devoted a significant amount of time to training youth workers. In addition to outlining the goals and activities of the organizations, respondents provided their assessments of the professional needs of youth workers.

Interviews with Youth Workers. A one hour phone interview was conducted with 130 youth workers. These youth workers represented many fields, and we over-sampled to ensure that sufficient numbers served youth who were, or had been, within the juvenile justice and child welfare systems. They represented a mix of administrators, program managers, and direct-service providers. These interviews centered on identifying the professional needs of youth workers, assessing past learning experiences of the youth workers, understanding the degree of organizational support for youth workers, and articulating what learning experiences youth workers hope to have in the future.

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[2] This directory, "A Directory of Organizations That Provide Training to Youth Workers," is available from the Center, as is a companion report ("Lessons Learned from Training Organizations") that presents an analysis of the organizations and their opinions of staff development.

Focus Groups with Youth Workers. Project staff conducted ten (3 hour) focus groups, with a total participation of 70 youth workers. The youth workers were drawn from the same professions and fields as those who participated in the individual interviews. These focus groups focused directly on "youth development" issues. Staff spoke to the importance of youth development, discussed necessary developmental opportunities of youth, and sought to identify the core competencies needed by youth workers to promote youth development.

Literature and Document Review. Project staff also reviewed literature on training and staff development in order to identify the "current wisdom" of the field, but more importantly, to identify principles of exemplary practice. Staff also conducted a selected review of existing training curricula. Finally, project staff held personal interviews with staff development professionals, especially those involved in creating "community-wide" service delivery systems.

Other CYD Activities. Concurrent with this project, CYD has been involved in an ongoing initiative supported by the Dewitt-Wallace/Reader's Digest Fund. This project, concluded in collaboration with representatives from 15 national youth-serving organizations including NNRYS, seeks to complete the initial work in defining a "field" of youth development, articulating best practices in the field, and finally, to identify the types of staff development activities integral to the field. Building on the similarities between the two projects, CYD discussed findings and explicitly "tested" emerging ideas generated from the OJJDP project with persons involved in the Dewitt-Wallace/Reader's Digest collaboration, and vice-versa.

In April, two CYD staff also visited England to study their system of "youth service." This visit allowed us to put our current work into a broader perspective, and was invaluable in our consideration of the core competencies of youth workers.

As a result of these methods, project staff have collected and reviewed a large amount of data. Our previous project reports present the data collection strategies, findings, and conclusions in depth. In this report, we present overall findings by highlighting points of "triangulation." We base our conclusions and recommendations on those issues where there was strong agreement between the advisory group, the trainers, the youth workers, and existing theory and research.

II. YOUTH DEVELOPMENT AS A GUIDING FRAMEWORK FOR STAFF DEVELOPMENT

A guiding assumption of this project is that the concept "youth development" provides a foundation from which to design effective staff development programs. But what is youth development? Building on a long history of theory and research, Karen Pittman of the Center for Youth Development and Policy Research (CYD) defines youth development as the ongoing process through which youth obtain a positive identity or sense of "psychosocial health" and the full range of personal "competencies" necessary for healthy and productive adulthood. From this perspective, the concept of youth development is firmly attached to young people themselves. They are the ones who develop desirable youth outcomes, or undesirable ("problem behaviors") outcomes. Adults, such as parents or youth workers play a key role in creating the developmental opportunities and supports that help young people to achieve desirable outcomes.

As an initial step in this project, we used different methods to specify the desirable outcomes of youth development, and further, to clearly articulate the types of opportunities and supports that young people need in order to move successfully into adulthood. These data are discussed below.

Desirable Youth Outcomes

Articulating desirable youth outcomes in concrete terms has been an ongoing priority of CYD, and we have tested our conclusions with a large and diverse group of youth workers. Indeed our conceptualization is built directly from hundreds of interviews and many focus groups. A taxonomy of outcomes is summarized in many of our publications (see Pittman, 1991). Prior to this inquiry, however, we had not explicitly tested the taxonomy with expert practitioners within the juvenile justice and child welfare systems. Hence, we enlisted the advisory group to go through consensus-building activities to test the taxonomy.

To begin, the advisory group generated independent lists of desirable outcomes for "low risk" and "high-risk" youth. In the main, these two lists were remarkably similar, providing support for the view that all youth, regardless of their label, are striving to meet similar developmental goals. Next, the advisory group went through an activity aimed at identifying the priority needs and competencies of "high risk" youth. While it was recognized that establishing priorities is somewhat artificial, the belief was that we could identify some "bottom line" objectives to guide youth workers.

- The priority outcomes of youth development from the perspective of the advisory group were:
  - (1) a sense of belonging,
  - (2) a sense of safety (including sufficient shelter and food),
  - (3) a sense of identity, including sexual identity,
  - (4) the existence of positive relations with adults,
  - (5) a respect for others,

(6) the experience of fun,
(7) the acquisition of skills to be successful as adults,
(8) the ability to participate and contribute to the welfare of self, others, and community

The desirable outcomes identified by the advisory group, including these priorities, fit well within CYD's taxonomy. After considering the differences, staff refined the list (Figure 1).

Developmental Opportunities and Supports

Desirable youth outcomes define the goal of youth work (and, in our judgment, the goal of all institutions and organizations that serve youth). Youth outcomes, in and of themselves, however, do not provide an adequate guide to program planning or to the creation of strong staff development programs. For this purpose, it is also important to articulate the opportunities and supports that give youth the chance to develop desirable outcomes. (Indeed, there was consensus among the advisory group that youth in high-risk situations are at risk <u>because</u> they are not provided necessary opportunities).

Opportunities are the vehicle for youth development, and many thoughtful scholars and researchers have sought to identify the key opportunities that promote youth development[3]. To explore this issue with those who serve "high-risk" youth, project staff asked focus group participants what they believed were the most important opportunities for youth development that were provided in their programs. While there was much variation, four "opportunities" were strongly endorsed across the groups:

- (1) activities which involve youth in the planning and implementation of tasks,
  (2) activities which promote team building among young people,
  (3) activities which reflect value and respect for young people, and
  (4) adult interactions that employ a "positive" approach in terms of verbal and non-verbal communication and which focus on the strengths of youth.

This list conforms well with existing research. After integrating the views of the focus group participants with the research, project staff compiled a list of "generic inputs" opportunities that could, and in our judgment, should guide program planning across all organizations (Figure 2).

Summary

Over the past few years, scholars and practitioners have begun to articulate desirable youth outcomes. As part of this project, we tested these ideas with a range of practitioners, all of whom work with youth in high-risk situations. From this inquiry, it becomes clear that such

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[3] Our work in this area has been influenced by many who seek to identify the fundamental opportunities or inputs of youth development, including Pittman and Cahill (1992), Benard (1992), Lefstein and Lipsitz (1986), Carnegie Council on Adolescent Development (1992), Hamilton (1992), Blyth (1990), Ferguson (1990), and Connell (1993).

FIGURE 1:
DESIRABLE YOUTH OUTCOMES

Meeting Needs	Building Competencies
Young People have basic needs critical to survival and "psychosocial health." They are a sense of:	*To succeed as adults, youth must acquire adequate attitudes, behaviors, and skills. Important "competencies" are:*
Safety Perception that one is safe, physically and psychologically; that there exists adequate "structure" in life.	**Physical Health** Evidence of knowledge, attitudes, and behaviors that will assure future physical well-being, such as exercise, good nutrition and effective contraceptive practices.
Self-Worth Perception that one is a "good person" who is valued by others and by self.	**Mental Health** The ability to develop and maintain a personal sense of well-being, as reflected in the ability to analyze and reflect on one's emotions and on daily events, to adapt to changing situations, and to engage in leisure and fun.
Mastery and Confidence Perception that one is accomplished, and has abilities valued by self and others; that one has some control over daily events.	**Social and Cultural** The ability to work with others, develop and sustain friendships through cooperation, empathy, negotiation, and take responsibility for one's own actions; the knowledge and motivation to respect differences among individuals of different cultural and economic backgrounds.
Autonomy/Independence Perception that one is a unique person with a history, present, and future; that one can "make it" in the world.	**Cognitive and Creative** A broad base of knowledge and an ability to appreciate and demonstrate creative expression. The ability to see different points of view, integrate ideas, and reflect. Good oral, written, problem-solving, and an ability to learn.
Closeness/Affiliation Perception that one loves, and is loved, by kin and fully appreciated by those with whom friendships are formed.	**Academic** The ability and motivation to remain and learn in school through graduation; the ability to study, write, engage in discussion, and to conduct independent study.
Self-Awareness/Spirituality Perception that one is intimately attached to larger systems; identification and affiliation with a cultural group, higher deity, or philosophy.	**Vocational** A broad understanding and awareness of life options and the steps to take in making choices. Practical organizational skills such as time management, budgeting, dealing with systems and bureaucracies.
Source: Adapted from Pittman and Wright (1991)	

FIGURE 2:
DEVELOPMENTAL OPPORTUNITIES AND SUPPORTS

Desirable youth outcomes are promoted by organizations and youth workers when young people are provided with ongoing:

Opportunities for "positive adult relations"

- high expectations and clear standards
- monitoring through "non-intrusive" strategies
- authoritative supervision
- respect, caring, and friendship
- quality assistance, including instruction and training

Opportunities for "positive peer relations"

- fun and friendship
- taking multiple roles and responsibilities
- cooperative learning
- group discovery and problem-solving
- community involvement
- interacting with diverse persons
- involvement in social networks

Opportunities for youth "engagement and empowerment"

- voice in program planning and implementation
- choice in level of participation/involvement
- relevancy to daily and future life
- continuity of experience and incremental challenge
- reflection

Access to learning in a variety of "content" areas

- health, leisure, academics, vocational, social, cultural

youth have the same needs and face the same developmental challenges as other youth. The major difference is that such youth do not have the same quality of supports and opportunities afforded to other youth. Youth workers are in a position to provide many of these supports and opportunities, and to play a broader role in helping to shift the attitudes and practices of other practitioners.

Articulating desirable youth outcomes and developmental opportunities is an essential first step to creating strong staff development programs. Outcomes identify the ultimate goal of youth work -- the task at hand is to ensure that all youth achieve these outcomes. Opportunities identify building blocks of youth development -- the task at hand is to ensure that youth workers provide all youth with such opportunities.

III. PERSONAL ATTRIBUTES, KNOWLEDGE AND SKILLS OF YOUTH WORKERS

In the previous section, we have sought to integrate existing research and expert opinion to establish a framework for considering the goals of youth work, and hence, the goals of staff development programs. In this section, we seek to provide some of the "details" of this framework. To do so, we begin by providing information from the voices of those in the field -- youth workers and professional staff trainers. Through personal interviews and focus groups we gained their opinions on three fundamental questions:

(1) How do youth workers and trainers describe the professional needs of youth workers?

(2) To what extent do these professionals identify "youth development" as a foundation for practice and staff development?

(3) What are the "core competencies" that define exemplary youth workers?

Differences Among Youth Workers. After data was collected, it was coded and entered into SPSS for analysis. While our main focus was to identify themes across all youth workers, we did conduct analyses to test for differences among certain variables. For data from personal interviews, we first examined if there were differences by gender, race, ethnicity, and age of youth worker. Then, we tested for differences by position within the organization (e.g., administrator, program manager, direct-service) and years of experience. For the focus groups, we intentionally recruited different types of staff -- three were conducted with administrators and program managers, three were held with direct service providers, and four were conducted with a mix of youth workers. Analysis examined if there were different patterns among the different groups.

Overall, there were very few differences. That is, all workers, regardless of their background or position, had similar views as to the professional needs of youth workers, the importance of youth development, and the core competencies of youth workers. This is not to say that all workers have the same opinions. In the next section of the report, for example, some

differences were apparent. For the findings below, however, we are confident that they adequately reflect the views of the all youth workers in our sample.

Personal Interviews with Youth Workers

We asked youth workers a series of questions aimed at understanding how they perceive their professional needs. One question was "What are the two skills, attitudes, or philosophies that you hold that allow you to be a good youth worker?" Youth workers were least likely to identify skills, instead they emphasized their personal attitudes or beliefs. Responses fell into three broad categories.

- Positive Orientation Toward Youth. Almost all youth workers stressed their basic orientation toward young people. Specifically, 47 percent attributed their effectiveness to their respect and appreciation for youth. Others (41 percent) cited their ability to be flexible, open-minded, and non-judgmental in their interactions with youth.

- Communication Skills. Many (37 percent) youth workers stressed their ability to communicate. This went beyond verbal communication. It was often reported that the most important skill was the ability to "read" and respond appropriately to the non-verbal communication of young people.

- Crisis Intervention/Clinical Skills. Reflecting that youth often experience turmoil, other workers (25 percent) reported their intervention skills, most typically their ability to do effective counseling, crisis management, and conflict resolution.

When youth workers were asked, What is the one thing that you would like to improve about yourself so that you could be a better worker in your organization?" many responses were similar to the ones above. However, it became clear that youth workers wanted more than "knowledge" or "program skills" -- indeed, 40 percent reported that most wanted to improve their effectiveness within organizations and communities.

- Self-Awareness Skills. While youth workers need to develop positive attitudes towards youth, many workers stressed that to do so, they need to gain self-awareness. Responses centered around the need to understand where one "fits" within the organization and the field of youth work, the ability to question one's own assumptions and to learn from others (including youth), and the ability to engage in stress management to avoid burnout.

- Youth Development Skills. To improve their efficacy, many workers stressed their desire for basic information on the needs of youth and on strategies to meet those needs. Other frequent responses included the ability to motivate and empower youth, and respond to diversity.

- Clinical Skills. Other workers wanted to develop clinical skills, most typically the ability to provide "treatment" services to youth and their families, including practical "prevention" strategies.

- Administrative/Organizational Skills. The most frequent response was that the workers wished to enhance their organizational skills. Included were the ability to manage a program, an agency or staff, and the ability to improve their time management and supervisory skills.

- Community Advocacy/Networking Skills. Other youth workers stressed the desire to become more skilled "in the community." Responses centered around the ability to advocate, network with other community organizations, and build community coalitions.

Interviews with Staff Trainers

Project staff also interviewed trainers to document their views on the issue of professional needs of youth workers. Specifically, as part of the survey of training organizations, we queried their representatives as to "What are the two most pressing professional needs of youth workers?" Responses fell neatly into five categories:

- "Youth Development" Strategies. The highest percentage (41 percent) of trainers believed that youth workers need a practical understanding of how to promote youth development. Frequent responses included strategies to encourage youth participation and empowerment, strategies to develop positive relations with youth, and communication skills when working with youth. Other trainers stressed the need to learn strategies of primary prevention.

- Clinical Skills. Noting that many youth workers served youth with significant behavioral and emotional difficulties, many trainers (30 percent) believed that youth workers needed additional knowledge to address these situations, such as information on the causes of deviant behavior and knowledge about crisis management and counseling.

- Practical Strategies for Intervening in Larger Environments. Many (26 percent) trainers reported that youth workers need the knowledge and skills to work in larger environments, such as families, communities, and public systems. To that end, youth workers need to be to be an effective advocate for youth, able to interact effectively to support families, and to cooperate and plan with other service providers. Other trainers stressed the need to effectively address systemic issues in communities and public systems.
- Organizational Skills. Many (22 percent) trainers reported that youth workers required organizational skills to help their agencies as a whole adapt and respond

to the needs of youth. Organizational skills included program planning and evaluation, supervision, and teamwork. Others focused on the ability to help the organization respond to issues of diversity.

- Knowledge of Adolescent Development. Many (18 percent) of the trainers stated that a knowledge of adolescent development (e.g., stages and processes of development, sexuality, role of family) provided the foundation for effective youth work.

Focus Groups with Youth Workers

Our third method of data collection was through focus groups. We explicitly asked youth workers "What are the qualities that you need in order to promote positive youth development among those with whom you work?"

- Develop Positive Personal Attributes. A plurality (31 percent) felt that attitudes such as patience, flexibility, belief in the potential of youth, and genuine caring and respect were the competencies most needed for good youth work.

- Help Youth Respond to Stress. Intervention skills were cited by many youth workers (26 percent), with conflict resolution and counseling being the most frequent responses.

- Practice Youth Development. Others (24 percent) referred to of specific skills to practice "youth development." Examples included knowing how to create a safe and supportive environment, how to empower youth to make their own decisions and take responsibility, and how to create a sense of belonging and membership among youth.

The remaining responses covered a range of competencies, with no clear patterns emerging. It is important to note focus group participants were not asked about organizational and community skills. This was frustrating to many -- indeed, like their peers who had personal interviews, and like the staff trainers, the focus groups stressed that these skills may ultimately be of equal or greater importance to "program skills."

Core Competencies of Exemplary Youth Workers

As mandated by OJJDP, the next task was to synthesize the above information to create a list of core competencies that would ultimately serve as the foundation for developing a "youth development" curriculum for youth workers.

This synthesis is a difficult task. We started by listing the full array of personal attributes, knowledge, skills and abilities collected during the study. Even the most condensed list was over six pages! Essentially, youth workers needed to be extraordinary people. While we

believe this to be true, project staff felt that additional work was necessary to establish priorities for staff development. We felt that the list needed to be reviewed and critiqued by a broader audience.

Fortunately, this work dovetailed with our ongoing project with the Dewitt Wallace - Reader's Digest Fund (Stronger Staff/Stronger Youth: From Inquiry to Action). As part of this inquiry, CYD staff reviewed taxonomies of core competencies prepared by over 15 national youth-serving organizations. On the basis of this review, our taxonomy was refined. Finally, representatives of the organizations critiqued the taxonomy, and another draft was prepared.

Throughout this process, it became apparent that positive personal attributes were a necessary, but not necessarily sufficient, component of exemplary youth work. Moreover, it became apparent that specific knowledge and skills take on relevancy only when they can be effectively applied through work. Hence, we choose to define core competencies as "demonstrated capacities" or abilities. That is, one has achieved a certain core competency when that competency is demonstrated over a sustained period of time. From our review, we identified four areas of core competencies. Core competencies in each area are seen in Figure 3.

1. Positive Attitudes Towards Self as a Youth Worker and Towards Youth, Families, and Communities as Partners

2. Youth Workers as Resources to Youth

3. Youth Workers as Resources to Organizations

4. Youth Workers as Resources to Communities

Summary

Analyses converge to describe the fundamental professional needs of youth workers, many of which center on the knowledge and program application of youth development concepts. These attributes collectively seem to describe the "prerequisites" that allow a youth worker to be a positive agent of youth development. This is not enough, however. Specific intervention skills, such as those that help youth through crisis or conflict situations, also seem essential to exemplary youth work. Moreover, youth workers need the capacity to work effectively with their colleagues, families, and with community residents and service providers to create healthy settings outside of the program that benefit youth.

We propose a taxonomy of ten core competencies. Within each of these core competencies, there exists a mix of attitudes, wisdom, knowledge, and skill that allow a youth worker to be a resource to youth, organizations and communities. As the OJJDP project moves into its second year, this taxonomy will orient our work, and we expect that it will be further modified and improved.

FIGURE 3:
CORE COMPETENCIES OF YOUTH WORKERS

The demonstrated capacities, listed below, provide a structure for identifying the personal attributes, knowledge and skills that define exemplary youth workers.

AREA 1: POSITIVE ATTITUDES TOWARDS SELF AS A YOUTH WORKER AND TOWARDS YOUTH, FAMILIES AND COMMUNITIES AS PARTNERS

Demonstrate Awareness of Self as a Youth Development Worker

(1) ability to articulate a personal "vision" of youth development work, and to express his/her current and potential contributions to that vision; (2) ability to be reflective and express opinions, to evaluate self and seek feedback from colleagues, parents, and youth, and to assess his/her role he/she might be seen by others

Demonstrate Caring for Youth and Families.

(1) concern about the well-being of others, interest in feelings and experiences of others, support of the self-esteem of others, enjoyment of being with youth, (2) belief in the potential and empowerment of all youth and family members, and the ability to identify positive possibilities amid difficult situations, (3) ability to actively engage family members in program and community initiatives, and to provide support to parents and guardians as they nurture the development of young people in their care.

Demonstrate Respect for Diversity and Differences Among Youth, Families, and Communities.

(1) awareness of commonalities and differences among youth of diverse backgrounds (e.g., gender, race, ethnicity, class) and appreciation of those of differing talents, sexual orientations and faith, (2) willingness to search for and retain information about families and communities with cultural and economic backgrounds different from ones own, (3) ability to build on diversity among individuals to strengthen organizations and communities

FIGURE 3:
CORE COMPETENCIES OF YOUTH WORKERS
(continued)

AREA 2: YOUTH WORKERS AS RESOURCES TO YOUTH

Demonstrate Understanding of Youth Development and of Specific Youth.

(1) ability to articulate relevant theory and research regarding: youths' physical, emotional, social, and cognitive processes; peer group relations and sexuality; risk and protective factors of youth development, (2) ability to observe and talk with youth to assess individual needs, interests, fears, and competencies and to do so with an appreciation of organization, and community context

Demonstrate Capacity to Sustain Relations that Facilitate Youth Empowerment.

(1) ability to challenge values and attitudes of youth in a supportive manner; affirm and validate youth's feelings and ideas; nurture and confirm learning, (2) ability to articulate and maintain appropriate "boundaries" with youth (e.g., roles, responsibilities, relationships, confidentiality), (3) ability to actively and continuously consult youth; involve youth and have them contribute to programs and other conditions which affect their lives

Demonstrate Capacity to Develop Peer Group Cohesion and Collaborative Participation

(1) ability to articulate basic principles of group work and facilitation, cooperative learning, conflict resolution, and behavior management, (2) ability to initiate, enable, and sustain group interactions and relationships through the completion of an ongoing activity or project

FIGURE 3:
CORE COMPETENCIES OF YOUTH WORKERS
(Continued)

AREA 3: YOUTH WORKERS AS RESOURCES TO ORGANIZATIONS

Demonstrate Capacity to Plan and Implement Events Consistent with Needs of Youth and In Context of Available Resources

(1) ability to establish priorities in relation to organizational mission; plan and use existing resources to create a social environment of membership, altruism, participation, and challenge, (2) ability to articulate "best practices" principles from a youth development perspective, and apply these principles to the design, implementation, and evaluation of organizational programs and practices

Demonstrate Capacity to Be a Colleague to Staff and Volunteers in the Organization

(1) ability to be accountable, through work in teams and in isolation; recognize and act on need for own support; to accept and delegate responsibility, (2) ability to engage colleagues for the purpose of reconciling diverse opinions and to handle differences between own values and those of others; to make appropriate challenges to stereotyping and discrimination in the work place

AREA 4: YOUTH WORKERS AS RESOURCES TO COMMUNITIES

Demonstrate Capacity to Work with Community Leaders, Groups and Citizens on Behalf of Youth

(1) ability to articulate strategies of community consensus-building, mobilization, and advocacy; (2) ability to facilitate and enable groups through the process of identifying community needs and determining appropriate responses, (3) ability to assist groups in affirmatively responding to structural inequality and community factors that diminish opportunities for youth development

Demonstrate Capacity to Collaborate with Other Community Agencies and Youth-Serving Organizations

(1) awareness of the array, mission, and referral processes of community agencies and organizations that serve youth and families, (2) demonstrated ability to conduct community assessments, and identify under-utilized resources, (3) demonstrated ability to initiate, create, and sustain collaborative relations with other organizations, and develop concrete strategies that benefit both organizations and youth

IV. KEY COMPONENTS OF STAFF DEVELOPMENT PROGRAMS

Clearly, core competencies can be gained in a variety of ways. One way is life experience, which is often what attracts people to fields such as youth work. Core competencies can be gained in other ways, and collectively, form a list of components that make up different staff development programs:

- formal education, continuing education
- on-the-job experience and practice, field placements and internships
- on-site supervision
- on-site training, including staffings and other strategies to convey information and ideas
- off-site training and seminars

To begin to identify how these different experiences contribute to the acquisition of core competencies, we asked a series of questions to workers through personal interviews and focus groups. Their answers were coded and analyzed as discussed previously. In a similar fashion, we tested for differences among staff to see if different types of staff had different opinions as to how youth workers gain core competencies. Once again, there were few differences, but those which exist are important and are highlighted in this section.

Strategies to Gain Core Competencies

To begin to understand the key components of staff development, we asked a series of questions to youth workers during their personal interviews. We asked them to rate identified types of staff development according to "How important it is to your becoming an effective youth worker?" Three of the categories were viewed as important or very important by fully 75 percent of the respondents: on-the-job experiences, on-site supervision/training, and life experience. In contrast, internships/field placements, off-site training, and formal education were seen as being less powerful contributions to youth workers' knowledge and skill base. This is not to say, however, that these forms of staff development were typically viewed as unimportant (Table 1).

Table 1

Key Past Experiences of Youth Workers

How important has each been to your learning to be an effective youth worker?

Learning Mode	Not Important	Somewhat Infrequent	Important	Very Important
on-the-job experience	0%	5%	18%	77%
on-site supervision/training	7%	20%	25%	48%
life experience	3%	19%	34%	44%
internships/placements	18%	19%	33%	30%
off-site training	9%	46%	30%	15%
formal education	24%	47%	19%	10%

The next question posed to the youth workers forced them to choose the single category that most contributed to their effectiveness. A similar pattern emerged, with on-the-job, life, and supervisory experiences being perceived as most important (Table 2).

Table 2

Most Important Past Experiences of Youth Workers

What contributed the most to your learning to be an effective youth worker?

on-the-job experiences	50%
life experience	23%
on-site supervision/training	17%
internships/field placements	5%
off-site training	4%
formal education	1%

From these two questions, it is apparent that youth workers perceive that they learn best through experience. This experience can, and does, occur in many ways -- through daily life experiences outside the job, through interacting directly with youth, and through dialogue with supervisors and co-workers.

The relative lack of importance placed on other forms of staff development are open to interpretation. For example, it is likely that few youth workers have had the opportunity to engage in internships or field placements, and hence few are able to judge their importance favorably. Age may also be an explanatory factor -- 66 percent of our sample was over 30 years

of age and it may be that lessons learned through formal education or internships are distant and rudimentary compared to more recent experiences.

Importance of Training and Self-Directed Learning. The relatively low overall assessments of off-site training is important to consider, especially since this form of formal training is often equated with staff development or is seen as a primary vehicle of staff development. One question from our interview sheds some light on the issue. After the youth worker had identified the competency that they most wanted to acquire to be a "better" youth worker, project staff asked "what form of staff development would be most useful in terms of making these improvements?" Training was the most common response, reported by 50 percent of the participants (Table 3).

These data suggest that youth workers desire formal training most frequently when they can, or are given the opportunity, to express their professional needs. Further, it is clear that youth workers wish to be empowered. As seen in Table 3, youth workers desire the opportunity to be actively engaged in structuring their own learning. Many report that, given the opportunity, they would make improvements through site visits and through self-instructional materials.

Table 3

Most Desired Future Staff Development Experience

Which form of staff development would be most useful to you, in terms of making these improvements?	
Training	50%
Site Visits	44%
Self-Instruction Materials	31%
Supervision	26%
Formal Education	24%
More Direct Service Work Experience	16%
Internships/Field Placements	9%

Importance of Supervision. The importance of supervision is best illustrated in data from the focus groups. In these discussions, high quality supervision to complement on-the-job experiences was frequently mentioned as a necessary factor in becoming an effective youth worker. Supervision was seen as important because it can be available on a continuing basis. It allows the youth worker to process on-the-job experiences with someone who is familiar with specific youth and the organization. Other youth workers noted that supervision allows feedback on specific experiences which can then be generalized to new situations. The youth worker can apply this feedback and guidance immediately, and has an opportunity to follow-up with the

supervisor to gain clarity, continue processing, and receive reinforcement of learnings and experiences.

Organizational Support for Staff Development

As it currently stands, supervision and training remain the dominant forms of formal staff development within organizations. In order to gain insight into the extent to which organizations support these types of staff development, we asked youth workers to address this issue during their personal interviews. Additionally, focus group participants were asked to provide their assessments of organizational support.

To examine supervision issues, respondents answered the question, "To what extent does your organization actively support the development and maintenance of strong supervisor/direct line worker relationships?" Responses were mixed. While 44 percent felt that supervisory relationships were "strongly" supported, 38 percent reported "moderate" support and 18 percent report "weak" or "no" support (Table 4).

Differences were found among staff when experience and tenure are factored in. The longer staff have worked with youth, have been in their current position, or have longevity within the organization, the more likely they are to perceive organizational support as strong. For example, only 32 percent of those with less than three years in the organization perceived they were strongly supported, compared to about 50 percent for those with more tenure.

It appears that these less experienced (or, less "seasoned") youth workers need more assistance than their supervisors perceive, or are asking for a greater degree of validation and attention. This was further suggested in response to an open-ended question where direct line workers were asked what they wished their supervisors would do better in terms of supporting them. There was a consistent theme that their supervisors failed to acknowledge the demands of working the "front lines" (e.g., "supervisor needs to understand the realities of what we do," "supervisor should try to do my job for a day," and "supervisor needs to remember what it was like to be a direct service worker.").

Table 4
Organizational Support for Supervision

To what degree does your organization actively support the development and maintenance of strong supervisory/direct line worker relationships (by years with the organization)?

Degree of support	< 3 yrs.	3-5 yrs.	5+ yrs.	All Workers
strong support	32%	47%	53%	44%
moderate support	51%	47%	24%	38%
weak support	15%	7%	24%	17%
no support	2%	0	0%	1%

Table 5

Organizational Support for Training

To what degree does your organization value training as a from of staff development (By staff rank)

Degree of support	Administrator	Manager	Direct Service	All Workers
strong support	72%	42%	48%	55%
moderate support	28%	45%	44%	39%
weak support	0	11%	8%	6%
no support	0	3%	0	1%

It was somewhat surprising that, relative to support for supervisory relations, youth workers reported that the organization placed a high degree of value on training as a form of professional development. As seen in Table 5, for example, 55 percent of the workers reported strong support for training, while only 7 percent reported weak or no support. Rank is a mediating factor. It is not too surprising that the senior administrators felt that the organization valued training more than managers or direct service providers.

The focus groups provided a less structured forum to speak about organizational support for staff development. Staff stressed that organizational support is essential for any staff development program to be effective. Budget constraints were often cited as a significant barrier to formal training. While this has truth to it, the focus group participants stressed that organizational support could be demonstrated in less costly ways such as improving supervision, establishing

staff mentoring and teamwork programs, or facilitating site visits. Some participants were concerned with a "sink or swim" attitude in their organizations where the responsibility falls to individual staff to identify their own needs and search out ways to prepare themselves.

Dissemination of Information Among Staff

It is, of course, impossible for all staff to be directly involved in all types of necessary staff development activities. Valuable information and insight might be lost if staff who attend seminars, workshops and the like do not have the opportunity to communicate and reflect on their learnings with co-workers. Hence, another form of organizational support for staff development is the implementation of strategies to disseminate learnings among staff.

During interviews, we asked staff how learnings were disseminated within their organization, and whether these strategies were effective. Overall, information is typically exchanged formally through staff meetings or through supervision, but in almost half the cases the exchange is informal and not planned. For example, 15 percent reported that information dissemination does not occur in their organization (Table 6). While about 53 percent of the youth workers find their organizational strategies to be effective, 45 percent report that information is rarely transferred or not transferred consistently (Table 7).

Interpretation of these findings is open. For those who do not disseminate information, it is possible that they do not know the best ways to do it, or they may think that the information is not relevant to other staff. Alternatively, it may be that organizations do not have adequate structures in place to share information, or that these structures are underutilized.

Table 6

Strategies of Information Dissemination

How do staff in your organization that attend training communicate their learnings to others in the organization?	
Meetings	42%
Informal Sharing	18%
In-service/supervision	11%
Distribute materials	8%
Doesn't Happen	15%

Table 7

Effectiveness of Information Dissemination

How well do you think learnings from training events get passed from staff who attended to staff who were not present?	
No strong opinion	2%
Information rarely transferred	14%
Not transferred consistently	31%
Adequate transfer	39%
Very Good Transfer	14%

Summary

A good staff development program has multiple, and ideally, interactive components. Clearly, one becomes an exemplary youth worker through life experience, and through direct experiences with youth both outside and within programs. Supervision is important, as it helps youth workers create meaning and structure as they reflect on their experiences. Training can also be a key component of a staff development program. Its usefulness is likely to be enhanced when youth workers have the opportunity to identify specific professional needs and then receive appropriate training.

Organizational support is a key element of staff development programs. While about half of the youth workers interviewed felt that there was organizational support for forming good supervisory relations and for offering training, about half did not. In general, those workers with less tenure and rank in the organization felt less supported. Clearly, this pattern of results indicates the need for greater organizational attention to these issues as a strategy for program improvement[4].

In a similar vein, greater attention needs to be focused on dissemination of information among staff. In many organizations, formal structures do not exist, and overall, many youth workers believe that existing strategies are not working. Implementing strategies for information dissemination, and learning how to transfer information and insight from formal training remains a challenge to organizations.

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[4] There were also gender differences on some questions. For example, men felt that life experience was most important to their learning, while women were more likely to identify supervision and on-the-job experience. Women were less likely to perceive organizational support for training, and were less likely to believe that information was adequately disseminated among staff. As with the differences by tenure and rank, gender differences need to be considered when planning staff development programs.

V. RECOMMENDATIONS: TOWARDS EXEMPLARY STAFF DEVELOPMENT PROGRAMS

Guiding Principles for Creating Staff Development Programs

Based on this inquiry (as well as on literature reviews), we offer six guiding principles to orient development of staff development programs. We offer these principles to the field, and equally important, these recommendations offer direction to OJJDP and others involved in this project, as we move into the second and third years of the initiative.

- Articulation of a Clear Vision to Guide Staff Development
- Staff Development as a Strategy of Program Improvement
- Making Staff Development Central to Organizational Mission
- Staff Development as a Tool for Organizational Improvement
- Staff Development as a Vehicle to Build the Capacity of Communities
- Utilizing the Full Range of Staff Development Activities Available to Organizations

Articulation of a Clear Vision to Guide Staff Development. One premise of our inquiry is that the best place to begin to develop objectives for staff development is through a definition of youth development. Once healthy and competent youth are identified as the goal of youth work, it then becomes possible to identify common performance objectives for youth workers. It is these performance objectives, or core competencies, that establish a foundation for developing a training curriculum and other staff development activities. Further, it is these core competencies that organizations will ultimately "train to" and which will ultimately form a standard for youth worker and organizational accountability.

As discussed above, we have identified four areas of core competencies that will guide our future inquiry, and within these areas are ten capacities that define exemplary youth workers. Our conclusion is that these competencies are both "core" and "generic" -- they are essential for all youth workers independent of their place of employment, and should be the basis for staff development.

At the same time, there might be additional competencies, specific to certain types of organizations or programs that are equally important. These competencies have not yet been articulated, and a main objective of Year 2 will be to determine if additional competencies needed by workers within the juvenile justice system and others who serve youth in high-risk situations. Nonetheless, we pursue this search with one important caveat -- regardless of what we or others express, it is recommended that each organization strive to ensure a common consensus among its own workers -- to articulate a clear vision -- as to the core competencies of youth workers. It is only through this process that organizations and youth workers will develop to their fullest potential.

Staff Development as a Strategy of Program Improvement. It is further recommended that staff development programs be designed to improve the capacity of workers to implement services in a way that fully incorporates a youth development framework. Our position is that a youth development framework offers a strong foundation for understanding best program practice, and this view was supported by youth workers and trainers involved in this project. Hence, understanding and applying a youth development framework must be a key element of staff development programs. Again, a caveat is important. The application of a youth development framework will vary somewhat from program to program. It is crucial that one objective of staff development must be for all workers, including administrators, to form a common consensus of best practice within their organization, and as part of Year 2 of this project, we will test strategies to accomplish this objective with workers in the field of juvenile justice, as well as other workers who serve young people in high-risk settings.

Unless there is sound agreement on content of training, or more specifically on best practice, policy makers and program managers are susceptible to being sold on trendy fad training techniques with little relevance to the performance objectives that staff development is meant to influence. This view leaves much room for significant variation in the methodology of staff development activities. Indeed, focusing on the desired performance of youth workers in effect helps to integrate contextual, and content issues and should provide the basis for decision making in each of these areas.

Making Staff Development Central to Organizational Mission. Staff development is a means to an end, with the end being healthy and competent youth. Properly viewed, staff development is best conceived as a specific tool that may serve a useful purpose in a larger policy reform intervention, or set of activities aimed at improving the performance and efficacy of a project, programs, or institution.

To serve this purpose, staff development activities must be consistent in philosophy and practice with that of the organization. It does little good, for example, to prepare youth workers to empower young people if the organization does not value or support practices based on this principle. Similarly, if the organization views its mission solely to control young people, staff development efforts aimed at promoting youth development will be of limited effectiveness. As repeatedly stressed by youth workers, it is recommended that explicit organizational buy-in for the purposes of staff development serve as a fundamental goal and precondition for effective staff development programs, and that this common understanding be achieved through discussion among staff at all levels of the organization.

Staff Development as a Tool for Organizational Improvement. It is important to recognize that the environment of youth services (including juvenile justice) is one in which neither practice nor performance objectives are fixed. Instead, they are emerging as organizations move from deficit-driven models of practice to those that emphasize youth development. This shift in orientation will require consistent shifts in organizational functioning and in the quality of service provided. It is recommended, therefore, that staff development also be used as an explicit process through which workers help to build their organizational capacity and define

interventions. Staff development does not currently serve this purpose in many organizations. At a minimum level of criteria, individual workers are engaged in certain staff development activities, but there is insufficient dissemination or discussion of new learnings. Moreover, we heard of few efforts where staff development brought workers together with the aim to fundamentally strengthen the principles or practices of the organization. Consequently, a key potential mechanism for strengthening organizations is lost.

Staff Development as a Vehicle to Build the Capacity of Communities. With the recognition that youth development occurs across all settings and the awareness that a single program or organization can not remedy all of the adverse conditions facing youth, youth workers are increasingly asked to act within the broader community. To do so requires additional knowledge and skills. As indicated in this inquiry, for example, youth workers must learn the cultures and norms of different areas and peoples, and be able to function effectively within them. They must be able to assess community needs, and then facilitate and enable public and private coalitions to address these needs.

Additionally, youth workers are increasingly asked to create collaborative partnerships with other service organizations. Youth workers must develop the capacity to look beyond their own programs, and to articulate rationales and strategies for collaboration. Hence, it is recommended that staff development programs be fully utilized as a vehicle to prepare youth workers and organizations to affirmatively build the capacity of communities.

As history has shown, developing partnerships is easier said than done. Issues of budget, regulations, and shared staff are obstacles to overcome. In this project, we will start at the beginning. Assuming that improving the capacity of communities begins, in large part, with increasing the familiarity and improving the relationships among key stakeholders, we will study other initiatives to investigate how inter-organizational training programs can begin the process of capacity-building. As we prepare and test our curriculum, we will build on explicit strategies to gain interorganizational participation, and one area of content covered will address issues of community capacity-building.

Utilizing the Full Range of Staff Development Activities Available to Organizations. Staff development is often equated with staff training. Through this inquiry, however, it becomes clear that other types of staff development are of equal importance, and in some situations, more important than formal training. Many youth workers believe they develop core competencies best through on-the-job experience. Others stress the importance of complementing this experience with strong supervision and through the opportunity to have "case conferences" or "team meetings" with colleagues. Others learn through observation and discussion, such as that afforded through internships and site visits to other programs. This is not to say that training is unimportant as witnessed throughout this inquiry. However, it does lead to the recommendation that training be viewed as an important strategy of staff development, but that other forms, such as supervision, receive similar attention.

It is not known what types of staff development contribute most to the acquisition of specific core competencies, yet it is likely that the different types, when complementary, are all needed to assist youth workers in their own developmental processes. Similarly, it is possible that different workers strengthen certain competencies in different ways based on their experiences and formal education. As part of Year 2 of this project, we will focus attention on this issue. Additionally, the subsequent training curriculum will be designed to encourage organizations to take full advantage of the various forms of staff development that are available.

Guiding Principles of Effective Training

The curriculum and training design developed during Year 2 will be grounded in a youth development framework and will emphasize the application of this framework to program design, best practice, organizational priorities, and community collaboration. That is, it will aim to help youth workers develop "core competencies."

Our products will be developed and tested not only with curriculum experts but also in direct collaboration with youth workers themselves and with our advisory group. It is evident that perhaps the worst mistake we, or others, could make would be to become locked in a rigid curriculum and training protocol. While we seek to produce a methodology that offers concrete and useful information and which offers legitimate opportunities for problem solving, the ultimate goal will be to help organizations set in motion self-directed processes resulting in greater supports for youth development.

What are the principles that will guide our curriculum development? Based on the lessons learned already in our inquiry, and through selected reviews of relevant research, we will work to ensure that the following is incorporated into our training approach.

Content of Training

- Direct Application: Training is oriented toward the core competencies of youth workers in a context that explicitly focuses on the "live" work and challenges facing youth workers. There is a fusion between the distinct boundaries of "training," "direct service," and "administration."

- The Cutting Edge and Personal Challenge: Information discussed should reflect the "best" current thinking, with research, theory, and examples to support such thinking. All persons should be challenged to respond to such ideas and required to make sense of them for themselves.

- Group Dynamics: Interactions in training groups mirror those within organizations. There are structured opportunities to reflect on group processes and to discuss relationships. Divergent viewpoints and conflicts are addressed openly, as are issues of power, race, and gender within the group.

Context of Training

- Reality-Based: Training is not viewed as a "cure all" for any issue. Barriers to good practice -- on the individual, program, organization and community level -- are acknowledged. Training responds to these barriers so not to be "out of context."

- Inclusively: All persons apply knowledge and generate answers together. No "trainer" is presumed, though consultants or designated persons can take the role of facilitator. All staff and all youth are included in the ongoing training process though not necessarily at the same time. Where numbers prohibit full participation, full representation is achieved.

- Inter-Organizational Participation: Individual learning and organizational collaboration can be facilitated when representatives of different organizations engage in joint training. Such interactions are not always appropriate, but are necessary at a minimum when the training focuses on community-level issues.

Process of Training

- Continuity: "One-shot training" is avoided. The curriculum must be presented over time, with each component of training building on the previous one. Workers continuously follow a cycle of "learning," "practicing," and "reflecting."

- Structure and Contracting: Training follows "operational rules" agreed to by all participants. All persons state what they hope to achieve from the training. It is the responsibility of each individual, with group support, to accomplish personal objectives.

- Learning Styles and Modalities: Individuals learn in different ways. Training should engage participants' cognitive, affective, and psychomotor processes, to build on all capacities for an individual to learn.

- Diverse Learning Opportunities: Emphasis is placed on participants' direct experiences as the vehicle for gaining knowledge and skills. There is a mix between instruction, problem-solving, values clarification, and task exercises.

Summary

The goal of staff development is ultimately to help organizations and youth workers promote youth development. As such, a fundamental objective must be to provide youth workers with the ability to be resources to youth. Yet youth workers and youth exist in larger contexts that have a strong influence on the youth worker's ability to effectively serve young people. Hence, youth workers must also develop the capacity to be a resource to the organization and

community. These multiple aims provide a framework for developing exemplary staff development programs. To achieve them, organizations must explicitly support each of the aims -- a focus on only one is insufficient and, in some situations, can be highly detrimental. It is important therefore that organizations fully utilize and strengthen the different staff development strategies at their disposal.

Staff development must be a long-term investment strategy for an organization. As part of our Year 2 activities, we will develop a curriculum and training design to help organizations begin this process. This curriculum and training design will not, of course, take youth workers and organizations throughout the whole process. Our aim is more modest, but not less important. Specifically, we will develop an approach, one that can be replicated by others, which will give organizations the necessary knowledge and skills to begin their long-term investment and which will offer concrete strategies for continuing this work.

A quick perusal of these guiding principles reveals our belief that the same approaches that are effective in efforts to develop competent youth apply equally well to the development of competent staff. Generally speaking, if we believe that youth become healthy and competent by being allowed to practice being competent in roles that encourage and support this behavior, we should assume that the same is true for workers. If we believe that youth develop through the opportunities to be active in problem-solving roles, then we should assume that adult learners desire and can profit from similar experiences. In Year 2, as we develop a curriculum guide and protocols, this simple awareness, and the content underneath it, will orient our work.

VI. GOALS FOR YEARS TWO AND THREE OF THE PROJECT

Based on our Year 1 inquiry, two basic conclusions can be drawn. First, there is a strong need for youth workers to have an earlier and deeper knowledge of adolescent development, youth problems, and effective ways to assist youth (both directly and indirectly) in their overall growth and development. A youth development perspective, one that focuses on the desirable outcomes of youth and youth worker competencies needed to promote such outcomes, seems to provide a strong basis for integrating information to be presented as a foundation for staff development programs. Second, it is clear that there is a need for this content to be delivered in a way that maximizes face-to-face interaction, practical application, and feedback and to be delivered with the full blessing of the employing organization so that lessons learned can be applied and sustained.

Our Year 2 work is focused on development and planning. Specifically, we will develop and test a core "youth development" training module that will be applicable to a broad spectrum of youth workers. Further, in collaboration with the advisory group, we will begin to set the stage for implementation, selecting pilot settings and seeking key endorsements. In Year 3, we will pilot and evaluate both the training modules and the delivery system. Throughout both years, there will be significant efforts to solicit input and buy-in from organizations whose financial, administrative, or technical support is key to the overall goal of improving the professional development opportunities of community-based youth workers. Our final report, therefore, will

focus on strategies for taking to scale the curriculum products and implementation strategies that will emerge from the project.

Curriculum and Training Specifications

A major task for Year Two is the development of a curriculum, appropriate for people who work with youth in high-risk situations. Implementation, testing, and evaluation of the curriculum is one project strategy towards the institutionalization of a youth development philosophy in youth work generally, and in the justice system, specifically. Concurrently, project staff will be identifying and convening constituencies who may, in the future, wish to use the curriculum as part of local and national initiatives.

Goal/Purpose: The goal of the curriculum is to strengthen the competencies of youth workers. Through diverse learning experiences, participants will (1) gain a strong knowledge of youth development, (2) acquire the interest, attitudes, values, and skills essential to effectively work with young people consistent with this knowledge, and (3) have the opportunity to apply their learnings to specific conditions and challenges existing in their own organizations and programs.

Philosophy/Guiding Framework: All training activities will center on participants' gaining a full understanding of a "youth development" framework, and its implications for guiding service delivery. This framework provides a structure for thinking about how youth develop desired personal attributes and competencies, and it identifies the key intervention "components" that facilitate such development. The curriculum will be oriented towards the practical application of concepts. This means that the curriculum will provide ample opportunity to apply their learnings to their own program issues, and to problem-solve with others in the training session.

Content: In developing the curriculum, the key question is: What is it that youth workers most need to know, and be able do, in order to be a resource to young people? The content ultimately included in the curriculum will be that which responds to this question. Specifically, the curriculum will provide youth workers with a strong knowledge of youth development, the opportunity to acquire the personal competencies needed to promote youth development, and the opportunity to identify and practice strategies to apply this information to strengthening services for youth.

The content of the curriculum -- both that presented by facilitators and that offered through supplemental readings -- will presented in the context of a "field of youth development." It is important for participants to recognize that they are part of a field larger than their particular organization or professional affiliation.

This content will be presented and discussed in context of participants' organizations, communities, and existing political realities (e.g., social/economic climate in which youth grow up). The curriculum will highlight the interactive influences between youth workers and their organizations and communities. However, the specific competencies needed by youth workers to reach their fullest potential as resources to organizations and communities will not be a

specific content area of this curriculum. For example, the curriculum will not directly address issues of supervision, budgeting, or community development strategies.

Target Audience: The curriculum will be appropriate for those from organizations, public and private, that serve youth in high-risk situations. While the curriculum will be appropriate to diverse youth workers, it will be designed and tested to ensure application to those working with youth in community settings with young people involved or at-risk of entering the justice system. The training will be most productive when participants come from organizations within a given community, though it will be applicable when participants come from a larger geographic area.

The curriculum will be appropriate for direct service workers and supervisors, as it is assumed that both types of staff can benefit from the content and application of a youth development framework. At the same time, it is recognized that direct service workers and supervisors have different responsibilities and perhaps different organizational priorities. In response to the key question, "what can staff do differently as a result of their training experience," for example, direct service and supervisors might respond differently. The curriculum will be developed so that staff can build, and reflect, on these differences.

Time to Deliver Curriculum: It is expected that 25 to 30 hours will be required to deliver the curriculum. This training will be offered in three different sessions, over an as-of-yet undetermined period of time.

Delivery Method: The curriculum will be delivered at the local level, employing direct (face-to-face) training methods. (While strategies such as distance learning and interactive video could have a role in the future, our belief is that personal engagement and the process of learning by doing directly with colleagues is the most productive way of teaching youth development and its application). Hence, the curriculum will be delivered through short lectures and case studies, with ample time allowed for group discussion and problem-solving.

Critical to the success of the curriculum, however, will be the opportunities for self-directed learning (e.g., readings, discussion guides to engage colleagues) in between the different components of the training and after the whole curriculum has been delivered. It will be a clear expectation that participants take their learning back to their organization, and materials will be developed to help them do so.

Organizational Commitment: The curriculum will be most effective when organizations make explicit commitments (1) to support their attending workers, and (2) to using the curriculum and training as a "jumping off" point for organizational reflection and change. It is expected that each organization will send at least two persons from their organization. Each organization will have to commit to providing these staff persons with time to attend all training sessions. It is hoped that each organization will make additional commitments depending on their time and resources, especially in terms of ensuring ongoing support for those staff who have been part of the training.

PREMISES, PRINCIPLES AND PRACTICES:

DEFINING THE WHY, WHAT, AND HOW OF PROMOTING YOUTH DEVELOPMENT THROUGH ORGANIZATIONAL PRACTICE

Academy for Educational Development

The Center for Youth Development and Policy Research

In 1990, the Academy for Educational Development established the **Center for Youth Development and Policy Research** in response to a compelling need to define and promote national and community strategies for positive youth development. The chief goal of the Center is to create and advance a vision of youth development that specifies not only outcomes but strategies as well.

The Center seeks to direct growing concern about youth problems into a public and private commitment to youth development. Our work is characterized by distinctive activities and services which include: conducting and synthesizing youth research and policy analyses; distributing information about exemplary youth programs and policies; initiating and strengthening discussion and coalition-building among those committed to the well-being and development of youth; and providing technical assistance to organizations, governments and institutions wishing to improve their youth development efforts.

We have also undertaken a major, five-year, public education initiative. Supported by core funding from the Ford Foundation and the Lilly Endowment, **Mobilization for Youth Development** is aimed at increasing America's understanding of and investment in establishing a cohesive infrastructure of community supports for youth. The effort is intentionally complex, encouraging dialogue and debate among youth organizations and communities and planning and testing strategies to address service gaps.

The Academy for Educational Development is an independent, nonprofit organization dedicated to addressing human development needs throughout the world. Since its founding in 1961, AED has conducted projects throughout the United States and in more than 100 countries in the developing world.

PREMISES, PRINCIPLES AND PRACTICES:

DEFINING THE WHY, WHAT, AND HOW OF PROMOTING YOUTH DEVELOPMENT THROUGH ORGANIZATIONAL PRACTICE

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January 1995

TABLE OF CONTENTS

ACKNOWLEDGMENTS

The completion of this paper was funded through a grant from the Carnegie Corporation of New York for the "Best Practices and Positive Youth Outcomes Project." We are very appreciative of the ongoing support offered by the Corporation. This document is one of four that was prepared for the project. Companion pieces are:

- "What are the Day-to-Day Experiences that Promote Youth Development? Lessons from Research on Adolescents and their Families"
- "Opportunities and Supports for Youth Development: Lessons from Research and Implications for Community Leaders and Scholars"
- A special issue of The Journal of Adolescent Research (January 1995), titled "Creating Supportive Communities for Adolescents: Challenges to Scholars"

As noted throughout this paper, the ideas and strategies presented in this paper build directly on the previous work of many organizations. Merita Irby field-tested the usefulness of the concepts through our work with community planning collaboratives. Elaine Johnson's editing brought clarity to the difficult task of writing about premises and principles. Lauren Price and Steven Krauss conducted the analyses of past work in this area.

We would especially like to thank Public/Private Ventures and Michelle Gambone, and the University of Northern Iowa's Youth Leadership Institute and Cathy Martinez, for co-sponsoring the separate meetings on principles and organizational practice. We greatly benefited from the experience of those who attended:

- Lourdes Sullivan, Family Resource Coalition
- Rebecca Lane, National Network of Runaway and Youth Services
- Wendy Wheeler, National 4-H Council
- Paul Watson, San Diego Youth and Community Services
- Roger Rennekamp, University of Kentucky
- Heather McCollum, Policy Studies Associates
- Mark Krueger, University of Wisconsin
- Jean Schensul, Institute for Community Research
- Charles Blakeney, Institute for Clinical Developmental Psychology
- Ronnie Blakeney, Institute for Clinical Developmental Psychology

INTRODUCTION

Whether the impetus is quality control, enlightened service, or cost effectiveness, the past five years have seen a tremendous surge in reform efforts across the large public systems -- child welfare, social services, juvenile justice, education, youth employment. While not the first call for change, *Within Our Reach*, Lisbeth Schorr's 1988 analysis of effective human services programs, made it clear that the problem was not the lack of knowledge but a lack of will. Her book, combined with other similarly-timed reports and guidelines[1], began to spell out the mantras of good practice -- flexibility, community-based, comprehensive, client-centered, family-focused -- that would stand as the mantras of this most recent wave of services reform.

Paralleling this focus on big system reform has been a push within some of the nonprofit and specialized services organizations that have loosely defined themselves as alternatives to big system services in philosophy, program, and/or practice. These providers -- alternative youth services, traditional youth development organizations, family support programs, community service programs -- have stepped up efforts to better clarify missions, standardize programs, define practices, and ensure high quality. The Family Resource Coalition, for example, has undertaken an extensive formal process of soliciting definitions of good practice from its members. The National Network of Runaway and Youth Services, having created a list of guiding principles through an inclusive process, ratifies its principles annually at its membership meeting. The National Center for Service Learning in Early Adolescence generated a list of principles of good practice through an extensive consultation with more than 70 organizations.

With support from the Carnegie Corporation of New York, the Center for Youth Development and Policy Research (CYD) at the Academy for Educational Development has had the opportunity to work with or talk with the directors of these and other national efforts to define practice principles that are based on development. Through our contact with these organizations -- some membership organizations, others training and technical assistance providers -- it became apparent that these efforts, because of their common belief in development as the goal rather than simply problem reduction, share a common philosophy and, consequently, common definitions of principles of good practice. It also became clear, however, that these philosophically-linked organizations and networks were, in many instances, defining practice principles in isolation from each other. Consequently, both the definitions and the processes used to arrive at the definitions were being reinvented rather than refined.

Over the past two years, CYD has been collecting ideas from different sources to identify and synthesize principles of practice for promoting youth development. This work builds on a grant from the DeWitt Wallace Reader's Digest Fund that allowed CYD to facilitate the definition of a shared set of principles among a working group of representatives of national youth-serving organizations.[2] With Carnegie funding, CYD broadened the net of organizations convened to include those who work with youth from

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[1] Principles for effective human services were defined not only by advocates, but by key funders. The Annie E. Casey Foundation, for example, ushered in a significant movement toward large scale human services systems reform in defining practice principles as the key guidelines for grant-making in this area.

[2] The 18 member working group included national staff responsible for program development and/or training from youth-serving organizations such as the YMCA, YWCA, the Boys and Girls Clubs, Girls Inc, National 4-H Council, and Camp Fire; staff from national or large regional membership organizations such as the National Network of Runaway and Youth Services, the Child Welfare League and the United Neighborhood Houses of New York; and key intermediary organizations that offer training and technical assistance. The specific principles produced by the working group are included in Appendix A.

specific vantage points -- family support, after-school services, community service, specialized services. The focus, however, remained on identifying organizations that approach work with youth with a goal of development rather than problem reduction.

All told, CYD has reviewed the written principles of twelve national intermediary organizations[3], and participated in almost one dozen meetings, retreats, and panels (some convened or co-convened by CYD) as a part of this effort.[4] This paper presents some of the lessons learned from these efforts. It is organized to respond, to the dual challenges that were spelled out in the first set of meetings funded by the project:

1) Defining practice principles is integral to the effectiveness of any organization but critical to the effectiveness and existence of those organizations approaching work with youth and families from a development rather than a problem perspective; and

2) Linking principles to practice within an organization or to standards of practice across organizations is a challenging and sometimes controversial task.

Our first set of meetings for this project -- a half-day meeting with representatives of four diverse organizations to explore commonalities and differences among their guiding principles of practice and a subsequent panel discussion at the fourth annual National Youth Leadership Symposium hosted by the University of Northern Iowa's Institute for Youth Leadership. The focus of the panel was on identifying the practical purposes of principles for organizations.

Both the half-day working meeting and the panel discussion on why organizations should engage in the task of defining and assessing adherence to principles proved to be invaluable.[5] The group quickly affirmed our impression that there is enormous overlap in both the definition of principles of youth and family work and in the organizational struggles with defining and applying principles to practice. Equally important, they stressed the utility of principles, arguing that the process of defining and reassessing principles forces organizations to step back from the day-to-day challenges in order to articulate clear rationales for their decisions and actions. These discussions led to the development of a rationale for principle-based organizational assessment and planning:

- Principles are the foundation for leadership in that they serve to clarify and operationalize organizational mission and vision. Leadership stems from the ability to clearly communicate the

[3] The National 4-H Council, the National Center for Service Learning in Early Adolescence, the Child Welfare League of America, the National Network of Runaway and Youth Services, the National Association of Elementary School Principals and the Wellesley School Age Child Care Project, the Family Resource Coalition, the Cornell University Empowering Families Project, the CASSP Technical Assistance Center, the Improved Outcomes for Children Project of the Center for the Study of Social Policy, Public/Private Ventures.

[4] In 1993 and 1994, CYD participated in the ongoing "best practices" committee of the Family Resource Coalition to discuss strategies for consensus and constituent education on using principles to guide practice and in the larger efforts of the National Network of Runaway and Youth Services to define the principles of community youth development. With Public/Private Ventures, CYD convened a day-long meeting to identify the key decision-making processes that allow organizations to translate principles into action. Part of CYD's ongoing assistance to community leaders and coalitions helped different stakeholders identify and translate principles to guide their initiatives.

[5] The panelists were Lourdes Sullivan (Family Resource Coalition), Rebecca Lane (National Network of Runaway and Youth Services), Paul Watson (San Diego Youth and Community Services) and Wendy Wheeler (National 4-H Council). Shepherd Zeldin (AED/Center for Youth Development and Policy Research) was the moderator.

goals and purposes of our work. *Rebecca Lane stated that the membership of her organization comes together each year and decides whether its guiding principles are still relevant and applicable. This allows the "organization to maintain a clear focus on implementing our mission."*

- Principles provide a filter for policy-making. Clearly defined principles allow organizations to ensure that decisions, large and small, are made in accordance with what the organization seeks to achieve. *Shepherd Zeldin observed that effective community leaders can always articulate their principles and explain their values. Without principles, these leaders say that they would have "little to stand on and decisions can become almost arbitrary."*

- Principles provide a means for organizational review. They offer a standard of excellence through which to assess the intent and design of the organization. Principles allow us to check if resources are allocated in the right direction, and to assess whether power and authority are managed for the benefit of young people. *As Wendy Wheeler stated, principles "keep us on track, they serve as benchmarks, and they keep us honest."*

- Principles provide a basis for community and inter-organizational partnership. Time and time again, collaborations fail because organizations don't share fundamental principles. As organizations go through a process to discover and clearly articulate points of commonality, they then have a foundation to plan and work together. *Paul Watson stated that principles led his organization to "move away from providing services to the individual in isolation to providing services in the context of their families and communities," and that this orientation is the basis of their community collaborations.*

- Principles are the foundation for program and staff performance and self-assessment. Principles provide us with standards through which to monitor the operation of programs and the performance of staff. *As Lourdes Sullivan stated, placing value on participant empowerment "meant that staff had to struggle to learn how to communicate and demonstrate their fundamental beliefs in the abilities of youth to make sound decisions and take leadership... and staff had to struggle to learn how to let young people use their power and become catalysts for change."*

The group discussed the types of principles they shared: building on strengths, taking a holistic approach, encouraging involvement in choices and decisions, involving families and community. The overlap, again, was impressive. What the panel emphasized, however, was the fact that principles have little utility if they are not consistently applied throughout the organization by both staff and volunteers. The panelists stressed that simply writing principles in mission statements is not enough. Principles of practice for promoting development may be the "new wave" of common sense, but moving the principles to action is a challenge and requires sustained attention. The panelists offered two broad cautions:

- Principles are not relevant unless organizational staff, volunteers, and participants have had a hand in developing them and unless consensus is formed.

- Principles always run the risk of becoming jargon. Principles take on the greatest meaning when they are stated as briefly as possible and when they are buttressed with concrete examples of how the principle translates "into action."

Based on our discussions and observations, we add two more:

- Principles will not be consistently used unless they are consistent with the basic beliefs, theories or premises of the organization and staff. These basic premises are often hidden.

- Principles will not be consistently applied unless there are processes in place that require that the organization regularly assess the effectiveness of its operations, progress of its participants, and performance of its staff.

Clearly, there is a need to tighten and ground the list of principles for promoting youth development and to offer concrete examples of good practice. Our conversations and observations, however, suggest that attention must also be paid to defining processes for "easing" staff, administrators, organizational members, or local affiliates into active discussion, definition and application of principles.

This paper complements the work done by many national and local organizations to define guiding principles and identify good practices by offering some generic tools:

- **Definitions:** The focus is on defining principles for practice. But principles are only the mid-point in a continuum that goes from practice (the how), through principles (the what), to premises (the why). Principles are only useful when they are tethered to practices and premises.

- **Typology:** The focus is on generating working lists of principles. But the lists should have some integrity. Looking across lists, is there a typology that can be used to help organizations or fields define or refine their premises, principles, and practices, i.e., are there types or categories of principles and practices that organizations should have? Those that guide staffing and staff-participant relationships or the creation of programming and setting?

- **Strategies:** The focus is on having sound principles. But how are these best generated and used? Is there a way to build principle-based assessment into the life of organizations? How should local or national organizations or coalitions interested in defining principles for practice proceed?

While we have compiled a range of examples of *principles* developed by organizations that have promotion and development as their mission, we refer the readers to *Beyond the Buzzwords: Key Principles in Effective Frontline Practice*, a working paper produced by the National Center for Service Integration, for a very clear example of how principles can be linked to premises (explanations of why they work) and translated into clear guides to determining whether or not workers and programs are *practicing* them.

DEFINITIONS: Understanding the Distinctions between Premises, Principles and Practices

Many argue that a *fundamental "first-step strategy" toward improved services for children, youth and families is to clearly articulate the principles that underlie good practice for youth development and family support*. Discussion and debate regarding principles -- and their connections to practice -- are occurring in the fields of health and prevention services (Prothrow-Stith and Spivak, 1988; Lofquist, 1989), family support (Cochran, 1993; Weissbourd, 1990) and social work (Croft and Beresford, 1994; Pierson, 1994). Sparked by the work of the Carnegie Corporation of New York, the Lilly Endowment, the Ford and Kellogg Foundations, the DeWitt Wallace-Reader's Digest Fund, and others, this dialogue has expanded to include discussion about the principles of youth work.[6]

As important as the debate is, however, CYD staff have found that it often lacks structure. Policymakers, program planners, and practitioners alike often find it difficult to know if they are articulating a principle and when they have generated a complete list. There is general agreement that defining principles of practice is critical. What is missing is the instruction book. There is a disturbing lack of clarity about *what a principle is.*

Principles, we suggest, are one of a troika of concepts -- premises, principles, practices -- that are the key conceptual tools organizations need to link goals to outcomes. Carl Dunst (1994), in a paper commissioned by the Family Resource Coalition, argues that these three parameters can be viewed as interdependent but different ways of "thinking about" the defining features and characteristics of human service initiatives.[7] Building on the work of Dunst, Weissbourd (1990), Reese and Overton (1970) and others, we offer the following definitions:

- **Premises** *are underlying beliefs and theories about people (human nature, human development), systems, and society and how they relate. In the human services, premises are the propositions that serve as the foundation for orienting policies and practices.* As Dunst (1994) points out, premises "offer a particular perspective for reorienting human services policies and practices." Over the past few years, there appears to be a re-emerging[8] commitment that youth and family work, to be effective, has to be anchored on the beliefs that 1) everyone, no matter how problem ridden, has potential and has a desire to realize that potential, 2) that services and supports are best utilized when they are offered in the context of the cultures and environments in which youth and families operate, and 3) that this assistance is most readily accepted when it is offered in ways that are respectful of youth and families' needs and assets and those of their communities.

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[6] This dialogue has been particularly important for the youth work field. At a 1992 meeting of representatives of national youth-serving organizations, several commented that this conference was the first time that they had been challenged to move beyond the accepted defining principles of their individual organizations to explore commonalities and develop definitions for the field.

[7] Dunst introduces a sequenced level of terms as tools to understand the characteristics of programs -- premises, principles, paradigms, practices. We have simplified this list, based on technical assistance work with organizations grappling with the task of examining principles and practices.

[8] We say "re-emerging", because the premise that human development is the goal of human service has long been articulated (Dewey, 1938; Kohlberg, 1972; Hamilton, 1990). Beginning with the "youth rebellions" of the 1960's and continuing through the more current "wars" on drugs, early pregnancy, and crime, social policy has primarily focused on deterrence, or the prevention of behavioral problems among youth.

- **Principles**, *in turn, serve as benchmarks for organizations and lead directly to the choice to implement specific practices. They are statements that put forth the guidelines about the implementation of practice, and how practice ought to be made available to participants.* While premises offer practitioners a broad "world view," principles take a step towards further clarification by articulating the values that are consistent with this world view. In so doing, these belief statements "serve as benchmarks for guiding the translation of principles into practice" (Dunst, 1994). The "new service principles" being broadly discussed as a part of systems reform efforts are, as noted principles such as client-driven, family/youth participation, community-based, and holistic/comprehensive.

- **Practices**, *in contrast, are the actions that directly touch young people or families or directly influence how staff are selected, programs designed, and decisions made.* Practices are the specific ways that stakeholders act and behave within organizations. Examples of practices that are consistent with the premises and principles of system reform are numerous. They include involving participants in decisions that affect them as individuals (e.g., choices in activities or treatment) and as participants in the organization (e.g., staffing decisions, decisions about what programs and services are offered), operating programs in places and at times that are convenient to participants, offering services, activities, and opportunities that respond to a variety of needs and talents.

Although premises are the "highest order" concept that drives organizational and individual decisions and actions, most people and organizations start with an articulation of principles because principles define the philosophy behind *what* organizations do. "Involve youth," "reflect the community," "approach problems holistically," are examples of organizational principles that guide practice. Practices are the *how* of organizational life. How does the organization or program reflect the community? Through its hiring practices, its board representation, its location and decor? Premises, however, are the *why*. Youth involvement is a fashionable principle, but what is the premise behind it? Is there a belief that youth involvement is critical to the attainment of the organization's goal? If so, why? What are the theories or assumptions that stand behind this principle?

Premises, principles, and practices are, as noted, the key conceptual tools that determine how well an organization achieves its goals. Equally important, they are the conceptual tools that allow emerging fields or approaches to define their identity. For organizations to be effective or fields to be recognized, these must be clearly defined and linked. The definition of principles for an organization or a field should be done in concert with processes that clarify goals, and surface basic premises about how those goals are best achieved. Only then is it likely that principles will be firmly linked to practice.

THE 5 P's TYPOLOGY: Identifying the Key Types of Premises that Define the Principles and Practices that Promote Development

Previous work done by CYD to identify the common principles and practices of community organizations that promote youth development, identified five key areas in which programs and organizations made conscious efforts to link practice to ***five basic premises about what youth need to develop.*** Continuing the alliterative theme, these five premises can be summed up as recognition of the fundamental importance of: 1) progressive possibilities and preparation, 2) participation, 3) people, 4) place and pluralism, and 5) partnerships.

> *Premise 1:* ***Possibilities and Preparation*** The goal is development not simply problem reduction. The pace and direction of development is directly linked to the range and quality of appropriately challenging and supportive opportunities for exploration, learning, and individually- paced growth.
>
> *Premise 2:* ***Participation*** Development only occurs when young people are engaged and actively involved in the activity.
>
> *Premise 3:* ***People*** Engagement is mediated through relationships with people. Relationships have to be established before progress can be made.
>
> *Premise 4:* ***Place and Pluralism*** Development occurs within and is profoundly influenced by environmental contexts. Environments include physical, cultural, philosophical, and social dimensions.
>
> *Premise 5:* ***Partnerships*** Development occurs within multiple contexts and therefore requires partnerships among the players -- youth, family, service providers, community.

Acting under the assumption that principles are the foundation for practice, CYD staff have reviewed lists of "guiding principles" developed by individual organizations, service networks, and coalitions that focus practice in diverse areas such as youth work, family support, service learning, and systems change, to assess the degree to which their principles were consonant with the premises of development. Our review was selective. Specifically, we chose twelve organizations that were explicitly rejecting a "treatment" service approach and were seeking to use "development" as the guiding premise. Two findings emerged:

- **Similar and Complementary Principles Exist Across Organizations.** Despite the differing "constituency focus" -- children and youth, youth only, families -- the principles of the different organizations are highly consistent. Almost all the principles stem from the premises of the 5 P's: Possibilities and preparation, participation, people, place and pluralism, and partnerships (Figure 1)[9].

- **Frequent References to the Interrelatedness of Youth, Families, and Communities.** Each organization had a different purpose and different audience(s) for their lists of guiding principles. But on closer inspection, the lists showed many commonalities. For example, while many of the

[9] The principles lists developed by individual organizations are included in Appendix A.

organizations consider themselves "youth-focused," they still have principles that address "family" issues. In a similar fashion, the "family-focused" organizations include principles for community practice. It appears, therefore, that since young people grow up in families, and since families live in communities, these organizations are choosing to enact principles that serve as guides to implement practice at three different ecological levels.

FIGURE 1: EXAMPLES OF GUIDING PRINCIPLES THAT REFLECT THE BASIC PREMISES OF DEVELOPMENT

Premises	Principles*
Premise 1: The goal is not simply problem reduction, but development. The pace and direction of development is directly linked to the range and quality of appropriately challenging opportunities for exploration, learning, and individually paced growth. *(Possibilities and Preparation)*	• build on strengths • see participants' needs holistically • offer a range of possibilities • tailor activities & services to meet participant needs & interests • set goals, assess early, monitor continuously, offer a continuum for progress • provide opportunities for youth/parents/communities to be resources to each other
Premise 2: Development only occurs when young people are engaged and absorbed in the activity. *(Participation)*	• participation should be voluntary • participants should be involved in planning and implementing activities • all participants have the right to be treated with respect and to receive equal treatment and access to services and opportunities
Premise 3: Engagement is mediated through relationships with people. Relationships have to be built before progress can be made. *(People)*	• staff should be selected for their expertise and their ability to establish caring relationships with youth/families of different cultures/backgrounds • staff should demonstrate warmth and respect for participants, support choices, encourage development • consistency and continuity should be maximized
Premise 4: Development occurs within and is profoundly influenced by environmental contexts. Relationships and opportunities exist in the context of environments -- physical and cultural. *(Place and Pluralism)*	• programs must be community-based, culturally & socially relevant • program culture must be respectful, recognize cultural strengths & differences • program environment must be safe, healthy, adequate, accessible, as least restrictive and normative as possible • programs must advocate for improvements in larger environment -- housing, public safety, economic security
Premise 5: Development occurs within multiple contexts and therefore requires partnerships among the players -- youth, family, service providers, community. *(Partnerships)*	• participants must be viewed as resources & included as significant partners in all phases of program level. • partnerships with families are required to ensure that each child/youth has a successful experience • systems must share power with youth/families/communities in order to facilitate their move from dependence to interdependence • youth/families/communities must choose own goals and methods of achieving them

* Based on a review of organizational principles done by the Center for Youth Development, 1994.

STRATEGIES: Using the Definitions and Typology to Begin to Explore Organizational Practices

Premises, principles, practices. Do these distinctions make a difference? **Yes.** While phrases such as "build on strengths," or "youth and family-centered" are reasonably well understood, many would be hard-pressed to say whether it is a premise, a principle, or a practice. Most, upon reflection, would suggest that the distinction is of little importance. After numerous discussions with national and local organizations struggling with the task of defining principles and practices, we disagree. Far from being frivolous or distracting, these are, in fact, exactly the type of distinctions that, when debated, demonstrate that the task of defining principles and examining practices is being taken seriously.

Once the principles are defined, the next step is to then identify practices across the major areas of organizational functioning, that are consistent with the principles. The "the principle grid" (Figure 2) is just one example of a tool that could be developed through which organizations could begin the definitional process. By filling in the grid, organizational staff would be challenged to articulate the fundamental premises and principles that characterize their work.

While this grid, and other tools, can and should be used to "own" the concepts, our recommendation is that those engaging in defining principles of practice make time, up front, to work with the concepts -- goals, premises, practices, principles -- until comfortable with the distinctions. The tendency will be to want to jump quickly to defining best practices. We urge organizations to work first with the broader concepts of principles and premises. These are the concepts that allow organizations to achieve clarity of purpose, define a clear identity, and check hidden assumptions that might undermine the consistent implementation of practices once defined.

Using the Definitions to Achieve Clarity of Purpose

We cannot overemphasize the importance of taking time to define goals and articulate premises before starting down the path of defining principles. Too often, the why behind a principle, like "reflect the community," is an external mandate. It is premises, however, that determine whether and when specific principles, once defined, are pushed into practice.

An example:

In offering technical assistance to a large local youth-serving organization that operates many of its programs in schools, CYD found that central staff and school-based coordinators easily accepted the principles of youth development and had articulated many of them in their literature (e.g., each young person has value, participation is the key to progress). What was absent, however, was a consistent articulation of the links between principles and premises and principles and practices. When it was time for discussion, the directors of the school-based programs immediately began to offer up concrete examples of the problems they face in putting these principles into practice in the school setting. This scenario, based on one example, was used to demonstrate the importance of thinking about principles and premises.

FIGURE 2: PREMISES & PRINCIPLES OF PRACTICE

	POSSIBILITIES AND PREPARATION	PARTICIPATION	PEOPLE	PLACE AND PLURALISM	PARTNERSHIP
PREMISES (UNDERLYING BELIEFS)					
PRINCIPLES (GUIDELINES)					
PRACTICE (WHO, WHAT, HOW, WHERE & WHEN)					

AED/Center for Youth Development and Policy Research

Case: *On more than one occasion, the principal or assistant principal of the school has taken or tried to take students who have disciplinary judgments against them out of the program or off the field trip bus. The accepted practices of the two organizations are clearly in opposition. The program's practice -- if the student is enrolled in the program, they should participate in all program activities to the maximum extent possible. Only if past behavior leads to concern for safety, etc., should it be considered a reason for denying participation. The school's practice -- if the student has violated a school policy, they should be banned from all optional activities and, perhaps, from mandatory classes. Arguments ensued, sometimes one by the program coordinator, other times by the school. When pressed, it became clear that the arguments were almost always had at the practices level, sometimes at the principles level. Where lengthy discussion was needed, however, was at the premises level.*

Analysis: The accepted practices of the two organizations were clearly in opposition. But what are the principles behind them? Several principles could support the practice of not allowing disciplined students to participate in extracurricular activities. "Participation and engagement are the keys to progress" or "Punishment should be specific to the offense" are two examples. Two examples of principles that would be consistent with the opposite practice are "Discipline is the key to progress" and "Students must learn that actions have consequences."

While we might assume that the program would defend their practices based on the first two principles and the school on the second, these principles are not necessarily in opposition. If pressed, it is likely that both the program coordinator and the school principal would agree that they espoused both sets of principles. They prioritize them differently however, because of differences in their fundamental beliefs. The conflict really rests at the premises level.

Both the school and the youth program, presumably, share the broad goal of youth development. The school, as evidenced through its practice, however, would seem to be operating under the basic assumption that unwanted behaviors must be extinguished before wanted behaviors can be implanted. [Fix, then develop.] The youth program, in contrast, would seem to be working from the premise that wanted behaviors, once firmly internalized, will naturally extinguish unwanted ones. Unwanted behaviors cannot be extinguished first. [Nature abhors a vacuum.] These basic premises led to conflicting practices because they cause principles, even compatible principles, to be prioritized differently.

Conclusions: At the end of the discussion, the program coordinators recognized three things: 1) they could not say with certainty that their staff could articulate the principles behind the practice of allowing the disciplined students to participate, 2) they could say with certainty that they had never had discussions with their staff about the basic premise, although most believed that they had selected staff that believed this, and 3) they could say with regret that seldom did they or their staff ever try to engage the school administrators in a discussion either of the similarities in their principles or, equally important, in the perhaps more fundamental differences in practices.

If a goal for defining principles of good practice is not only to improve quality and increase accountability, but to encourage interorganizational planning and coordinating, discussions have to move beyond practices to premises. *Failing to define and test the fit between goals, premises, principles, and practices clearly allows for inconsistencies within organizations. It also, however, allows roadblocks between organizations to go unchallenged.*

Using the Definitions to Establish Shared Identity

One of the challenges faced by organizations and programs that are working from a youth development perspective is that the field is ill-defined. Since all youth programs do not operate from this perspective, how do those that do differentiate themselves and articulate their reasons for promoting their approach? The working group of national youth-serving organizations facilitated by CYD under an earlier grant from the DeWitt-Wallace Reader's Digest Fund made great strides towards defining a shared set of principles that flow from the premises of youth development. The group, however, stopped short of defining whether and how those principles should be used. Should they be used as the benchmark against which to define "best" practice or assess current practices? Should they become standards against which organizations and programs are judged, recognized, certified? These are the types of questions that coalitions, both national and local, are facing as they attempt to move beyond being organizations that serve their members toward being organizations that are leading the field.

An example.

CYD had the opportunity to work with both a national and a local coalition that were engaged in efforts to define principles of practice for youth and family capacity-building. Both coalitions had established a list of guiding principles. Both struggled with what to do next to use the principles to improve program quality among members.

> **Case:** *Having defined its principles but accurately recognized that principles, without further operationalization, are of limited value, a national coalition undertook a sizable effort to solicit examples of best practice from its members. Member organizations were asked to conduct focus groups of staff and participants to identify practices that supported the organizations specific principles. The group received several hundred completed reports and then faced the task of defining "best practices." This task turn out to be not only methodologically challenging, but ethically complex. Was it, in fact, in line with the coalition's purpose, philosophy, and mandate to define "best" practices? After much debate amongst members of their steering committee and vocal feedback from coalition members, it was decided that, while examples of <u>good</u> practices could be prepared, <u>best</u> practices could not be defined without concurrent analyses of an organization's local conditions (e.g., resources available, population served, developmental phase of program, community support for organization).*

Analysis: Practices are not only determined by an organization's premises and principles, but also by internal and external conditions. This implies that practices, will and often should, differ across organizations. However, if practitioners seek to implement practices that are consistent with the principles (which are value laden) identified in this report, then the practices will, in all likelihood, promote development among young people and families.

The challenge faced by the coalition was one that is being faced by many existing and emerging coalitions in youth and family work. Having attained agreement on basic principles, it needed a way to move to the next level of being able to use the principles to help both individual members and the larger coalition achieve the goals spelled out at the beginning of the paper -- leadership, policy-making, organizational review, program and staff assessment, interorganizational and community partnerships.

Every organization or program that works with youth is not a youth development organization. The same

is true for family support organizations and community development organizations. In all of these fields, there is a struggle to distinguish those organizations that share a promotion or development approach from the larger set of programs and organizations that have the same client-base. If the criteria for being able to self-define as an organization that supports development is a commitment to development that is demonstrated through organizational goals, premises, principles and practices, then it becomes critical that these concepts are clearly defined and agreed upon.

The question becomes not whether, but how to move from broadly stated principles toward tools specific enough to assess compliance with principles. Our observation is that, in the early stages, coalitions play a more useful role when they push on defining premises, refining principles, and identifying examples of good practice and offer members tools and opportunities for reflection and recognition as they assess current efforts against these standards. Moving toward consensus is a developmental process. Our observation is that, when discussions of staff credentialing or program certification are introduced too soon, they derail member efforts to self-assess.

Conclusion: *Defining the task as building consensus on best practice rather than on guiding principles, however, turned out to be both time-consuming and potentially conflict generating.* What, in the end, proved valuable to the coalition, was giving members an opportunity to really work with and refine the principles by discussing them one at a time, catwalking back and forth between the principle and examples of current practices. This process led, as in the above example, to discussions of premises as differences in practices were debated among members. In the end, the task of crafting ways to help member organizations assess current practice against well-defined and debated premises and principles turned out to be a more fruitful use of time than a strict "best practices" exercise. There was a broad sense that, once debated, the premises and principles could comfortably be used to define the parameters of good practice.

Using the Definitions to Unearth Hidden Assumptions

It is clear that the premises an organization and its staff hold about how youth and families function and about the role of human service organizations in their development play a key role in determining how its principles are defined and translated into practice. What is perhaps less clear, but no less important, is that there can be other basic premises -- basic beliefs -- that, if left unstated, can undermine an organization's efforts to achieve its goals. Time and time again, for example, we have seen the current educational premise that "all children can learn" fall victim to longer-held and more deeply seated premises about the abilities of poor and minority children or children with disabilities. These are sensitive issues that systems and communities do not air openly. Left unsurfaced, however, they effectively undermine the loftiest of principles.

Organizations and programs that have a broad commitment to development are no less susceptible to these hidden premises. An organization committed to youth development, for example, that has a history of offering a rich array of informal educational experiences to advantaged youth. Its principles may include active youth participation and family involvement. When that organization decides to open satellite programs in disadvantaged communities, however, it may subtlely or not so subtlely change its offerings and practices because of hidden, but competing premises about low-income youth and families. The belief that family involvement is critical to youth success because parents are first and primary educators may fall victim to the belief that low-income parents have neither the ability nor the inclination to be active participants in their children's development. The belief that youth need a full range of choices and

opportunities because development only occurs when there is real engagement may fall victim to the hidden but competing belief that inner city youth motivation.

It is critically important that organizations surface not only the formal premises that define their basic beliefs about how youth learn, or how families function, but that they also uproot pernicious beliefs about certain youth, families, and communities that, even if held by only a minority of staff and administrators, can undermine efforts.

Building Principle-Based Assessment into the Organization

Once an organization's basic premises are defined and principles articulated, the next step is to begin to use them to assess practices on a day-to-day basis. The first exploration of the match between premises, principles and practices may have been done in a retreat or in small focus groups. On an ongoing basis, however, the task of staying true to principles is much easier if there are some of the basic organizational functions in place -- decision-making, program prioritization, assessment, staff development -- that are defined to support monitoring.

Two things are givens: First, the **mission** has to clearly emphasize the *developmental potential* of all youth and families and should be shared among all stakeholders. Second, the organization has to have the willingness and the capacity to **"step back" and reflect**. This capacity can be evidenced in numerous ways the most basic being the existence of *established times, processes, and places for collective deliberation*. Beyond these givens, there are several basic functions that can be structured to both be consonant with the principles of development and support the ongoing process of aligning principles with practices[10]:

- Roles and Decision-Making Processes. The organization has structures and procedures to ensure *shared accountability*, with clear roles and responsibilities to ensure *individual accountability*. Staff roles are defined in relation to organizational mission. *Consensus* is the dominant means for making decisions on a daily basis, *information needed to make decisions is shared* and known by all staff. There are core *"non-negotiable rules"* that are accepted by all staff. *Youth and families are involved* in rule-setting and sanctions processes related to their areas of accountability.

- Participant Assessment Processes. Procedures ensure *a match between the individual strengths and needs of participants and the opportunities and supports offered by the organization*, including strategies to match specific participants with the most appropriate staff persons. The organization uses a *multi-disciplinary approach when assessing participants* to ensure inclusion of diverse opinions. Assessment is done regularly, with participants and their families actively involved in the assessment. Assessment is done in the context of assisting participants to develop and monitor

[10] In November 1994, CYD and Public/Private Ventures co-convened a group of research/practitioners with expertise in the areas of community youth organizations, schools, residential programs, and community networks. The examples of organizational practices that are consistent with the principles of development are derived from the results of this meeting. Participants at this meeting were: Heather McCollum (Policy Studies Associates), Jean Schensul (Institute for Community Research), Mark Krueger (Child and Youth Care Learning Center), Charles Blakeney and Ronnie Blackeney (Institute for Clinical Developmental Psychology), Merita Irby (CYD), and Amy Arbreton and Robert Ketterlinus (P/PV). Shepherd Zeldin (CYD) and Michelle Gambone (P/PV) were the facilitators.

progress toward goals they set.

- Staff Assessment Processes. Hiring that is done with the involvement of a cross-section of staff and participants. Hiring criteria exists *so that new employees share a commitment to organization principles,* especially a passion for service and community action, enjoyment of inquiry and a value on participation. *Staff rewards and sanctions* are created and implemented consistent with organizational mission and principles. There exist *established "socialization strategies"* for keeping the mission understood and alive by all staff (e.g., team building, mentoring, training), "new" staff training, professional development plans). *Supervision* is clear and demonstrates care toward staff, and is reciprocal.

- Program Assessment Processes. Programs are assessed to ensure that they directly *meet the expressed needs of participants and build on their strengths.* The program space, environment, time schedules, resource allocations, and planning processes are assessed to ensure that they are in line with principles. Participants, volunteers, front-line staff, and if appropriate, the broader community, are actively involved in the assessment process.

- Organizational Assessment Processes. The structures, policies, and priorities of the larger organization are regularly assessed to ensure that they facilitate the above processes.

Premises and principles can play a powerful role in the daily life of organizations. Moreover, it is important to stress that principles are a key strategy for giving the youth-serving organizations and the youth work profession an identity. Principles offer a means for defining ourselves not only by the type, setting or content of the programs that we offer, but also by the underlying beliefs that guide **who we are and why we do what we do**. And, by defining ourselves, we are in a much stronger position to explain the value of youth work to constituencies, and to demonstrate the ways that the profession is integral to the development of young people. As the profession is granted greater stature in public policy, both staff and youth will benefit.

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APPENDIX A:
ORGANIZATIONS WHOSE PRINCIPLES WERE REVIEWED

Child and Youth-Focused Organizations

- DeWitt Wallace-Reader's Digest Fund Working Group of National Youth-Serving Organizations and the Center for Youth Development and Policy Research: "Stronger Staff-Stronger Youth Conference/Summary Report." These principles reflect the consensus of the representatives from 18 national youth-serving organizations.

- National 4-H Council, Strengthening Our Capacity to Care Project: "Characteristics of Successful Programs." These principles were derived from twenty-five exemplary Extension programs and offered to show the common characteristics of such programs.

- National Center for Service Learning: "Principles of Good Practice for Combining Service and Learning." These principles were derived from extensive consultation with more than seventy organizations interested in service and learning, and offer a statement to present the essential components of good practice.

- Child Welfare League of America: "Core Elements of Positive Youth Development for Independent Living." These principles offer guidance for developing and implementing effective independent living programs.

- National Network of Runaway and Youth Services: "Guiding Principles." These principles, created by an inclusive process of Network members, offer an explicit foundation for the organizations' efforts.

- National Association of Elementary School Principals and Wellesley College School-Age Child Care Project: "Standards for Quality School-Age Child Care." These "standards of excellence" have been refined four times through inclusive processes, and provide the basis through which school principals and their partners can review and strengthen their school-age child care programs.

- School and Community Services, Academy for Educational Development: "Building on Best Practices in Youth Employment." These principles were derived from the authors' five-year project on investigating and providing technical assistance to fourteen JTPA-funded youth development programs.

- Public/Private Ventures: "Promoting Adolescent Development in the JTPA System." These principles and programmatic features were developed on the basis of P/PV's involvement in the JTPA system.

Family-Focused Organizations

- Family Resource Coalition: "The Principles of Family Support." These principles, developed and adopted by Coalition members, reflect a reliance on partnerships with parents, and are used to orient all Coalition efforts.

- Cornell University, Empowering Families Project: "Core Principles Underlying An Empowerment and Family Support Approach to Family Development." These principles, developed over many years by scholars and practitioners, are currently used as a foundation for creating credential standards for family workers.

System-Focused Organizations

- CASSP Technical Assistance Center, Center for Child Health and Mental Health Policy: "System of Care Values and Principles." These principles have been created by CASSP staff to orient their technical assistance efforts with comprehensive community-based systems of care for children and adolescents with emotional disorders and their families.

- Center for the Study of Social Policy, Improved Outcomes for Children Project: "A Reform Strategy to Improve Outcomes for All Children and Families." These principles were derived based on the Center's vast experience assisting community stakeholders in their efforts to restructure public services.

PROJECT PRINCIPLES - SAMPLES

DEWITT WALLACE-READER'S DIGEST FUND'S WORKING GROUP OF NATIONAL YOUTH-SERVING ORGANIZATIONS AND THE CENTER FOR YOUTH DEVELOPMENT AND POLICY RESEARCH

- Learning and Engagement
  - activities are not seen as ends in themselves but as vehicles for building skills and competencies (learning) and for solidifying relationships and commitments (engagement).
  - the creation of safe, non-threatening, nurturing environments (formal or informal) is essential to learning and engagement.
- Equality of Outcome
  - all youth have the right to assistance and support needed to help them achieve positive outcomes.
  - youth with "problems" have the right to and can benefit from the same type of assistance as those without. The goal is always development, never just problem remediation.
  - all youth have the right to be accepted, respected and valued by others and the responsibility to welcome others with the same values.
- Participation and Choice
  - youth need opportunities to be active participants in the design, management, implementation and assessment of the activities, structures, institutions and environments that affect their lives.
  - youth need opportunities to choose how, when, in what, and with whom to be engaged.
- Responsibility and Empowerment (Self-Direction)
  - youth need to be given opportunities to develop their own beliefs and action plans and to implement them, even if it involves failure.
  - youth need to feel that there are clear expectations that they will act on their own beliefs and take responsibility for their own actions.
- Partnership
  - the relationship between youth and adults is one of partnership.
  - the relationships encouraged between youth are based on partnership and reinforced through teamwork and shared opportunities for leadership.

Members of the working group: Marvin Ciporen (Jewish Community Centers Association); Joyce Corlett (Big Brothers/Big Sisters of America); Vanella Crawford (Congress of National Black Churches); Mimi Darmstadter (National Network of Runaway and Youth Services, Inc.); Pam Garza (Girls Incorporated); Phil Johnson (Camp Fire, Inc.); Carol McMillan (Girl Scouts of the USA); Ed Mishrell (Boys and Girls Clubs of America); Inca Mohamed (YWCA of the USA); Lowell Overby (YMCA of the USA); Ruth

Rambo (United Neighborhood Houses of New York, Inc.); Earl Stuck (Child Welfare League of America); Greg Jones (Child Welfare League of America); Richard Ungerer (WAVE, Inc.); Wendy Wheeler (National 4-H Council).

NATIONAL 4-H COUNCIL, STRENGTHENING OUR CAPACITY TO CARE PROJECT

- The programs meet a clearly identified community need that people in that community are concerned about.
- Representatives of the target audience or community are involved in program determination, design and implementation. The programs are community-based; the people feel a real ownership of the effort.
- Youth are viewed as resources and equal partners with adults in all phases of the program development process.
- The program communicates an understanding and appreciation for cultural differences and other forms of diversity.
- The efforts are collaborative in nature. Extension is not seen as a "lone wolf" acting independently of the community or other agencies and organizations. The desire to make an impact on the situation is greater than the need of single organization or agency to get the credit.
- The mission is not to "fix" deficient people, with an "I know what's best approach," but rather, to empower communities to solve their own problems.
- As a result of the program, Extension is viewed differently; as an organization capable of responding to an ever-changing array of contemporary issues.

NATIONAL SOCIETY FOR INTERNSHIPS AND EXPERIMENTAL EDUCATION (NSIEE)

- An effective program engages people in responsible and challenging actions for the common good.
- An effective program provides structured opportunities for people to reflect critically on their service experience.
- An effective program articulates clear service and learning goals for everyone involved.
- An effective program allows for those with needs to define those needs.
- An effective program clarifies the responsibilities of each person and organization involved.
- An effective program matches service providers and service needs through a process that recognizes changing circumstances.

- An effective program expects genuine, active, and sustained organizational commitment.
- An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
- An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
- An effective program is committed to program participation by and with diverse populations.

CHILD WELFARE LEAGUE OF AMERICA

- Create a healthy and safe environment: Seek and value diversity; ensure emotional safety and security; ensure physical safety.
- Promote healthy relationships: Preserve family connections; value relationships and connectedness; sustain relationships over time; "believe in me."
- Learn by doing: Promote physical safety and skills by doing; promote problem-solving skills by doing; promote the value of work; make resources available for self-efficiency; promote growth through activities.
- Create community partnerships: Link services (integration/wrap-around); secure community investments in youths; involve youths in community education; involve youths in service to their community; create realistic opportunities for work and careers.
- Realize that independence takes time: Plan for longevity of services; develop supports for transition and aftercare; base goals and objectives on mutual agreement; develop safe and affordable housing.
- Value individual strengths: Make each service plan clearly reflect strengths; individualize all services and activities; base services and activities on developmental needs; discover the creativity of each individual; recognize that everyone has strengths.
- Build in feedback and self-assessment: Involve youth in continuous feedback and self-assessment; involve staff in continuous feedback and self-assessment; involve families in continuous feedback and self-assessment.
- Embrace total youth involvement: View staff as facilitators, not directors; view youths as directors of their own service plans; promote mutual respect through involvement.

NATIONAL NETWORK OF RUNAWAY AND YOUTH SERVICES

- Valuing Youth: We believe advocates for youth have an obligation to educate and encourage policy-makers to be active in acknowledging, protecting, and enhancing the value of youth to the nation.

- Empower Youth: We believe young people must be seen as full-fledged citizens of our world. Youth empowerment, the act of bringing out natural talents and energies of youth, is effective when youth join in partnerships with adults. Youth can increase individual self-worth and skills and can help build essential social services, while having a significant impact on services to communities, states, and the nation.

- Strengthening Families: We believe that families are the foundation of our youth and society. Further, youth thrive when positive change is effected in the family context. The primary function of the family, at minimum, is to protect, nurture, and educate children. Often, for many reasons, families are challenged in this role. We, then, must acknowledge and build on existing family strengths, with the primary objective of unifying families. We recognize that a family environment is the most appropriate setting for youth.

- Promoting Health Alternatives: We believe in healthy, positive alternative for all youth. We believe that young people can and will make informed choices concerning their own health and futures.

- Supporting Diversity: We believe that each person is unique and important. We value, encourage, and celebrate the diversity of individuals of each race, sex, ethnicity, culture, and sexual orientation, physical ability, and family background.

- Encouraging Community-Based Services: We believe local communities are most aware of the problems and needs of youth in their area. Consequently, communities need to be the creators and partners in the development of innovative youth services. Partnerships between the public, private, and nonprofit sectors need to strive to create innovative community resources that ensure essential needs are met for individual programs and other community endeavors. Volunteerisms needs to be encouraged, valued, and recognized.

- Networking: We believe quality services for youth are developed and enhanced through information-sharing, the coordination of services, and mutual support. The National Network is committed to strengthening networking activities at local, state, regional, and national levels. Reciprocity, diverse representation, and effective and uninhibited communication are essential elements of dynamic networking.

THE NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS' STANDARDS OF EXCELLENCE FOR QUALITY SCHOOL-AGE CHILD CARE

- The school will formalize its relationship with the program to ensure sound communication and sort out policies, roles and responsibilities to benefit the children served.

- School communities explore how their policies can best support a high quality program for all children.

- Indoor space is comfortable, adequate in size, clean and well organized.

- Outdoor space is adequate in size and has enough equipment and activity choices to offer a variety of safe challenges for children.

- Schools support families' free choice of care arrangements by making it possible for children to get care safely, and by setting up communication with community-based programs to share important information about children.

- Staff demonstrate warmth and respect for children and actively promote their development and self-esteem.
- Staff-child ratios and group sizes are small enough to enable staff to meet the needs of all the children.
- Staff support each other, respect and care for each other, working as a team to meet the needs of children.
- Staff form a partnership with parents through frequent communication, goal setting and problem-solving, to ensure that each child has a successful experience in the program.
- School and program staff demonstrate respect for the importance of both school and child care in children's development by cooperating to solve problems and enhance the effectiveness of both organizations.
- The focus of the program is recreational, and the flexible daily schedule reflects the individual needs of the children.
- Children are free to choose activities and friends and to develop and explore their own interests.
- Program activities reflect the fact that children's needs, interests and abilities vary from individual to individual and change with age.
- A high-quality program provides children with a wide variety of materials, supplies and equipment that reflects their interests and needs, and supports their development.
- Sound program administration and decision-making on personnel, safety, health and nutrition, fiscal management and legal issues set the framework for a healthy program.
- Programs seek out qualified staff who demonstrate a commitment to working together, sharing knowledge and skills, to promote children's development.
- A good program protects and enhances the safety, health and nutrition of its children.
- The budget is planned to adequately support the program's policy and philosophy.
- Program procedures and policies protect children and staff through a methodical and well-informed approach to authorization, licensing, risk management and protection from liability.

SCHOOL AND COMMUNITY SERVICES, ACADEMY FOR EDUCATIONAL DEVELOPMENT

MISSION

- Program has a clear focus on a particular group of young people and agency expertise in addressing the needs of these group of young people.
- Program sees youth as resources to be developed -- not as collections of problems to be fixed -- evidenced by such practices as structured opportunities to discuss youth issues, the inclusion of young people in the program's decision- and rule-making, and opportunities to explore a variety of career interests.

- Program has a clear focus on developing young people as learners, demonstrated by the development of curriculum that is conceptually rich and based on young people's prior knowledge and vocational interests.

- Program has a clear focus on helping young people develop employability skills, including higher order thinking skills, familiarity with a wide variety of workplaces through internships and investigations, interpersonal skills developed through group projects that are academically and socially challenging and result in real and useful products, including products that could be used in obtaining jobs.

STAFF QUALITY AND COMMITMENT

- Staff are selected for their expertise in vocational or basic skills and for their ability to provide stable and caring relationships with young people.

- Staff are given multiple opportunities for professional development, through projects such as AED's technical assistance initiative, but also through program-planned orientations for new staff.

- Staff receive competitive salaries and supportive working conditions, including materials needed for teaching.

- Staff development is based on research-driven models and all relevant educational practice (the integration of academic and vocational curricula and instruction: contextual education; authentic assessment, using portfolios and exhibitions of learning; and innovative use of technology to enhance learning).

ORGANIZATIONAL CHARACTERISTICS

- Program culture is respectful of young people and clear in expectations.

- Staff are given sufficient time to plan and improve the program; all are full-time employees and adequately compensated.

- Directors understand the qualities of effective staff and make an effort to hire suitable people for all aspects of the program. Directors understand the day-to-day demands of working with young people and hire staff that can meet these demands.

- Directors provide leadership in curriculum planning and find resources for the programs and funnel them into classroom materials and staff development.

- Directors make linkages with employers who provide internships and employment. In addition, they hire vocational instructors who bring contracts with them and are helpful in placing young people in internships and jobs.

- Directors are able to meet the bureaucratic accountability demands of JTPA in ways that are protective of staff and recognize that meeting these demands is not the heart of their job.

FAMILY RESOURCE COALITION

- Family resource programs establish and maintain a basic relationship of equality and respect between staff

and program participants which operates at all levels of program activities.

- Participants are vital resources to their own development, to other participants, to programs, and to communities.
- Programs are embedded in the community and contribute to the community building process.
- Programs reflect, support, strengthen and affirm racial, ethnic, cultural, and linguistic identity and diversity and the ability to function in a multicultural society.
- Programs support growth and development of all family members -- adults, youth, and children.
- Programs support the family's right to have choice and self-determination in matters that affect their children, their integrity as a family, their future and their living environment (community).
- Programs support family by mobilizing a broad range of resources and enabling families to connect with other services.
- Programs advocate with families for systems that function in ways that are just, equitable, inclusive, and responsive and accountable to families and communities served.
- Programs are flexible and continually responsive to emerging family and community issues.
- Program planning, governance, staff relationships, training and evaluation reflect all the principles of family support.

CORNELL UNIVERSITY, EMPOWERING FAMILIES PROJECT

- All people, and all families, have strengths.
- All families need and deserve support. The types and degrees of support each family needs vary throughout the life span.
- Successful families are neither dependent on long-term public support, nor are isolated, independent entities. They maintain a healthy interdependence with extended family, other families and individuals, community groups, schools and agencies, and the natural environment.
- Because this process is centered in the local community, it is often difficult for families and helping professionals to appreciate the profound impact state, national, and international policies have on their daily decisions.
- The deficit model of family assistance, in which helping professionals decide what is best for families and where people must demonstrate inadequacy in order to receive services, is counterproductive to the empowering family development process. Changing from the deficit model of family assistance to an empowerment and family support approach requires a paradigm shift, not simply new programs or methods. Individual workers cannot make this shift without corresponding philosophical and policy changes at agency, state, and federal levels.

- Families need coordinated services in which all the helping professionals they work with use a similar approach. Collaboration among agencies at the local, state, and federal levels is crucial to effective family support.

- Families and family development workers are equally important partners in the empowerment process, with each contributing important knowledge. Workers learn as much as the families.

- In order for "ownership" in their own development to occur, families must choose their own goals and methods of achieving them. Family development workers' roles include assisting in goals clarification, providing access to needed resources, and offering encouragement.

- Services are provided in order for families to reach their goals, and are not themselves a measure of an agency's success. New methods of evaluating agency effectiveness are needed which recognize that family development is often a long-term process dependent on many factors.

- Workers in human service agencies have power even though they often feel powerless. They participate in the distribution of valued resources. In order for families to move from dependency to a healthy interdependence, helping systems must shift from "power over" to "power with" paradigm.

- Diversity (race, culture, gender, family form, physical and mental ability, sexual orientation) is valuable. Competence in working skillfully with diversity can be learned and must be part of the skills of a family worker.

CASSP TECHNICAL ASSISTANCE CENTER, CENTER FOR CHILD HEALTH AND MENTAL HEALTH POLICY

- Children with emotional disturbances should have access to a comprehensive array of services that address the child's physical, emotional, social, and educational needs.

- Children with emotional disturbances should receive individualized services in accordance with the unique needs and potentials of each child and guided by an individualized service plan.

- Children with emotional disturbances should receive services with the least restrictive, most normative environment that is clinically appropriate.

- The families and surrogate families of children with emotional disturbances should be full participants in all aspects of the planning and delivery of services.

- Children with emotional disturbances should receive services that are integrated, with linkages between child-caring agencies and programs and mechanisms for planning, developing and coordinating services.

- Children with emotional disturbances should be provided with case management or similar mechanisms to ensure that multiple services are delivered in a coordinated and therapeutic manner and that they can move through the system of services in accordance with their changing needs.

- Early identification and intervention for children with emotional problems should be promoted by the system of care in order to enhance the likelihood of positive outcomes.

- Children with emotional disturbances should be ensured smooth transitions to the adult service system as they reach maturity.

- The rights of children with emotional disturbances should be protected, and effective advocacy efforts for children and youth with emotional disturbances should be promoted.

- Children with emotional disturbances should receive culturally competent services which are sensitive and responsive to cultural differences and special needs and are provided without regard to race, religion, national origin, sex, physical disability, or other characteristics.

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CENTER FOR THE STUDY OF SOCIAL POLICY

- Outcome orientation: Outcome-based accountability is the fundamental organizing structure for the commmunity's system of services and supports.

- Comprehensive change: The current fragmented services delivery system cannot sufficiently improve outcomes; wholesale changes are required.

- Community-wide responsibility; No single agency, organization or school can accomplish this agenda alone; all elements of the community must participate in order for changes to be effective.

- Family support: Supporting and assisting families to care for their children is fundamental to improving outcomes for children.

- Family and community focus: The service delivery system must focus on children in the context of their families, and on families in the context of their communities.

- Community context: Because the health and well-being of children and families are inextricably linked to the condition of their communities, efforts to improve education and human services cannot operate in isolation from efforts to improve housing, public safety, economic security, and community development.

- Local empowerment: Community supports will be most effective if significant decisions about the means to accomplish outcomes are made at the most local level, which means giving responsibility and flexibility to front-line staff, and involving parents and community representatives in allocation of resources and setting directions for schools and human services.

- Commitment to responsiveness: The service delivery system needs to be responsive to and inclusive of populations diverse in terms of their ethnicity, race, gender, age, disability and culture.

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PUBLIC/PRIVATE VENTURES

- Comprehensive assessments.

- Regular monitoring of the developmental status and needs of youth as they move through programs.

- High-quality work experience and educational components that engage youth, and hold them in programs for a period sufficient to allow them to derive developmental benefits.
- Opportunities to participate in teams, discuss important life issues and participate in the governance of programs.
- One-to-one relationships with adults trained in understanding and facilitating the developmental process.
- Support services aimed at those problems that typically prevent disadvantaged youth from maintaining their participation in program interventions, such as lack of shelter.
- Program structures and activities that promote and implement principles of fairness.
- Organizations that operate with a clear mission, leadership culture and climate oriented toward providing a supportive environment for youth.
- Develop community building initiatives that are comprehensive and interrelated.
- Inform local change efforts with reliable data sources and information.
- Develop and share outcomes for program accountability among key stakeholders.