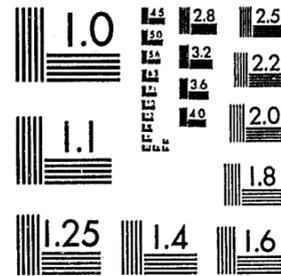


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Office of Juvenile Justice and Delinquency Prevention

DELINQUENCY PREVENTION: DO IT!

A Guide to Improving Delinquency Prevention through Youth Development

Boys Clubs of America
National Program Development Services



90471

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Delinquency Prevention: Do It!

by: John D. Badger, formerly Program Director for Juvenile Justice, National Program Development Services

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The preparation of this guide would have been impossible without the assistance and support of David F. Wynn and Robert Kriston. The thoughtful review of early drafts by the staff of National Program Development Services, and by the participating local Boys Club professionals was not only helpful but encouraging. Illustrations by Cindy Beal.

Preface

In September 1976, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) initiated a national scope demonstration program in delinquency prevention. The program resulted in the award of 16 grants involving 168 agencies, which operated in 118 target areas within 68 cities. Specifically developed to implement Section 224(a) (4) and (c) of the Juvenile Justice and Delinquency Prevention Act of 1976, as amended in 1977, the program by design did not attempt to test any particular delinquency-prevention theory. Its assumptions and objectives were built upon the statutory requirement that OJJDP improve the capability of public and private agencies and organizations to prevent juvenile delinquency.

While program approaches varied from project to project, each operated in neighborhoods having high delinquency rates, provided program interventions that drew upon "positive youth development" theories, and recruited significant numbers of nonconforming youths who had not

used traditional agency services in the past.

Particularly significant is the fact that each agency implemented activities designed to increase its immediate and long-range capacity to recruit and serve nonconforming youths at risk of becoming delinquent.

At the program's conclusion, monitoring reports established that in excess of 2,000 youths not previously served were involved in a range of delinquency-prevention activities. The evaluation of the Boys Clubs of America program, carried out by Mira Associates of Boulder, Colorado, clearly establishes that this program exceeded its objectives. Further, it recorded a significant reduction in juvenile-arrest rates over the three years in the demonstration sites.

Most noteworthy is the achievement of the Boys Clubs of America in increasing its capability to support delinquency-prevention programs nationwide. Its training and technical-assistance program, together with the Juvenile Justice Center established in 1980 in New York City, constitutes

the kind of commitment and increased capability the national Juvenile Delinquency Program envisioned. John Badger, Boys Clubs program director for Juvenile Justice, is especially to be commended for his leadership in management of this highly successful program, as are Bill Bricker, national executive director, and the National Boys Clubs Board for their support and commitment to the goals of the Juvenile Justice and Delinquency Prevention Act.

This kind of leadership by national private youth-serving agencies and their affiliates and supporters makes Juvenile Justice and Delinquency Prevention the viable program it continues to be.

Emily H. Martin
Director
Special Emphasis Division
Office of Juvenile Justice and
Delinquency Prevention

The Office of Juvenile Justice and Delinquency Prevention (OJJDP), through its Formula Grants and Technical Assistance Division, provided delinquency-prevention technical assistance to Boys Clubs of America's National Project on Juvenile Justice from 1978 through 1980. This assistance was provided by the Westinghouse National Issues Center under contract with OJJDP.

From its inception, the Boys Clubs of America project implemented a positive youth-development strategy to prevent and reduce juvenile delinquency in nine target communities—Asbury Park, NJ; Binghamton, NY; Bridgeport, CT; Hollywood, CA; Las Cruces, NM; Omaha, NB; Richmond, CA; Schenectady, NY; and Waco, TX. Even though Boys Clubs of America was officially promoting youth development since 1973, through dissemination of its Delinquency Prevention through Youth Development Position Paper assistance from OJJDP and Westinghouse clarified the theoretical assumptions of this strategy and provided a set of delinquency-prevention principles that were applicable to the project's speci-

fic program interventions in the nine communities. OJJDP is pleased to see these principles so clearly articulated in this guide.

This theoretical base and the understandable, adaptable, and workable program principles it sets forth provide a unifying approach that is the focus of Boys Clubs of America's current prevention program and training to local Boys Club professionals. It also sets the stage for a national utilization of positive youth development that Boys Clubs of America has continued after the ending of federal support. This "building into the Boys Clubs of America system" was a specific goal of the national project and its residual effect promises a potential for long-term impact on the nation's delinquency problem, especially in neighborhoods served by Boys Clubs.

In summary, OJJDP supports the importance of positive youth development as an important strategy in delinquency prevention, and views this *Delinquency Prevention: Do It* manual as a valuable guide for contemporary delinquency prevention, and encour-

ages its use in Boys Clubs and other youth-serving agencies.

David West
Director
Formula Grants and Technical
Assistance Division
Office of Juvenile Justice and
Delinquency Prevention

Introduction

"No man is an island," and certainly no youngster nor any Boys Club can be isolated from the destructive social forces that today threaten members and divert many others from our programs.

We are challenged as never before to improve our capabilities for providing opportunities for youths; to lead the community in revamping largely negative and ineffective philosophies and practices of delinquency prevention; and to demonstrate that a positive approach to youth development is the proper response to delinquency.

In 1977 Boys Clubs of America undertook, with special funding, a national project to develop and test ways of preventing delinquency through youth-development programs. The National Project on Juvenile Justice initially established nine major demonstration sites in local Boys Clubs throughout the country. Later, 24 minisites were added. More than 4,200 youths were reported as direct program participants. It is estimated over 35,000 other youths were beneficiaries of improved programming due to training experiences provided Club

leaders and decision makers.

After three years of intensive work, the project confirmed that Boys Clubs can significantly improve their capability to attract high-risk youths and to have an impact on juvenile behavior and individual self-esteem. The project contained a number of components contributing to its effectiveness:

1. Outreach to youths-at-risk and service to unserved populations
2. Innovative strategies, such as wilderness counseling, family services, gang intervention, and transportation
3. The upgrading of traditional Boys Club activities through youth-development activities, such as peer counseling, job training, and community-service programs
4. Contemporary training events based on project learnings
5. New collaborative efforts in state planning and through information sharing by clusters of Clubs in metropolitan areas
6. Evaluation of sites for impact of the program, including the use of

psychometric measurement tools

7. A Juvenile Justice Resource Center at Boys Clubs of America
8. Identification and utilization of an emerging network of organizations, government agencies, and universities dealing with delinquency-prevention efforts
9. Consultation with local executive directors and boards of directors on organizational-support factors necessary for effective youth-development programming

You, too, can do it, and we are here to help you. For information on Delinquency-Prevention Workshops and additional resource material, write or call Boys Clubs of America, National Program Development Services, 771 First Avenue, New York, New York 10017 (212) 557-8593.

The crises in our communities are a challenge to the Boys Clubs of our nation. Now is the time to meet that challenge.

William R. Bricker
National Director

1. Understand the Key Theories of Youth Behavior

Theories of bonding, strain, and negative labeling help explain the "knots" in behavior that we call delinquency. Building self-esteem helps untie those knots.

No one can say that any single factor "causes" juvenile delinquency. Each young person is an individual with a unique personality and history. But social researchers and theorists have identified many factors that have strong influences on both law-abiding and delinquent behavior. These factors are part of school, work, community, family, and Boys Club life. Below we summarize groups of theories that experience has shown are the most relevant to the work of Boys Clubs today. Bibliographical references also are provided for those who wish to explore these theories in depth.

Bonding and Control Theories

These theories hold that most youths stay out of trouble most of the time because they are bonded, or tied, to the accepted norms of society as expressed through activities at home, school, work, and church.

Bonds are strongest when a youngster has a stake in maintaining them, when breaking the rules would mean losing something important. For example, ties remain strong when reinforced by

an attachment to other people, when to break a rule would be to violate the wishes and expectations, and perhaps to lose favor, of significant others.

And ties remain strong when there is belief in the moral validity of the social rules. Are the rules "right" and "fair"? Or are they arbitrary, perhaps made for the convenience of those in charge? Please note: We must be wary of oversimplification here. Research has shown that merely keeping youths "busy" is not the kind of bonding that promotes law-abiding behavior. For example, watching television or reading magazines is found to be unrelated to the development of commitment to conventional or nondelinquent activities. Evidence suggests that increased involvement of youths in meaningful activities that they value, such as homework or community and Club service, can contribute to lower delinquency rates.

Conclusion: All three aspects of bonding— involvement in important activities, the influence of another individual, and belief in the moral validity of the social rules—are equally critical because they reinforce each other.

References for further reading:

Hirschi, Travis. *Causes of Delinquency*. Berkeley: University of California Press, 1969.

Glaser, Daniel. "Coping with Socio-cultural Causes of Youth Unemployment and Crime," *Crime and Unemployment Issues*. Washington, D.C.: The American University Law School, Institute for Advanced Studies in Justice, 1978.

Opportunity and Strain Theories

These theories hold that in our society most people desire the same goals, at least materialistically and socially, and perhaps even in love and in personal relationships. Through mass media, commercial interests encourage everyone to have a car, the latest stereo, or designer clothes.

But our systems and institutions often deny many young people access to the means they need to get these results legitimately. Unfortunately, goals are emphasized in our society more than the honest means to attain them. Thus, even when access to our goals is

blocked, the goals may not be abandoned. Instead, illegitimate means may be taken up to accomplish the goals.

Conclusion: Any emphasis on goals must be accompanied by a cautionary note that value-based choices must be made. All goals are not attainable or even necessary. More important to self-esteem and good social behavior is that all means be legitimate.

References for further reading:

Cloward, Richard A., and Lloyd El Ohlin. *Delinquency and Opportunity: A Theory of Delinquent Gangs*. Glencoe, Ill.: The Free Press, 1960.

Labeling and Self-fulfilling Prophecy Theories

These theories hold that we tend to see ourselves as we think others see us, and we tend to live up to expectations, or lack of expectations, that others have of us. It is from these reflections of ourselves coming from other people that our self-image emerges. Negative labels often tend to restrict opportunities for youths who are labeled. For example, young people who are labeled as underachievers or troublemakers are often placed in lower educational tracks or are not allowed to participate in extracurricular activities, both of which severely limit the opportunities of these youths to become involved in conventional and interesting pursuits.

Therefore, just by applying a negative label to an individual or a group, we make it more difficult for them to succeed. If we say people are "too dumb" to learn and therefore do not try to teach them, they will of course grow up not learning, and our original prediction will appear to be true. To make matters worse, the people about whom the predictions are made come to accept the conclusions about themselves. They begin to feel as negatively about themselves as others do, and they help to fulfill the prophecy themselves.

Conclusion: Labeling youths as

"delinquent" can actually increase the chances for a subsequent increase in delinquent behavior. Treating youngsters as if they have the capability to be responsible, independent, and useful can inspire them to take on these qualities.

References for further reading:

Becker, Howard S. *Outsiders*. New York: The Free Press, 1963.

Goldman, Nathan. *The Differential Selection of Juvenile Offenders for Court Appearance*. Washington, D.C.: National Council on Crime and Delinquency, 1963.

Youth Development Unties the Knots

Society has been slow in recognizing that delinquency is a troublesome, but not necessarily permanent, "knot" in human behavior that characteristically appears in adolescence. We have just described how these knots can occur

through breakdowns in bonding, lack of opportunity, and negative labeling and self-fulfilling prophecies. How can we minimize the opportunities for these knots to develop?

In looking at typical adult behavior, we see certain characteristics that contribute to self-esteem and provide insulation against the breakdown of positive social forces. To prepare adolescents for citizenship and leadership in the adult world they will soon enter, the institutions that affect them as youths must help them build these four pillars of identity:

1. A sense of competence, especially in (but not limited to) the work role. Work must contribute to the feeling that there is something a person can do, and can do well.
2. A sense of usefulness. Work, family, and other roles do more than occupy time and produce money. They also are the grounds for social definitions of the self. A person has

to feel he has something to contribute, that what he does represents something that people value.

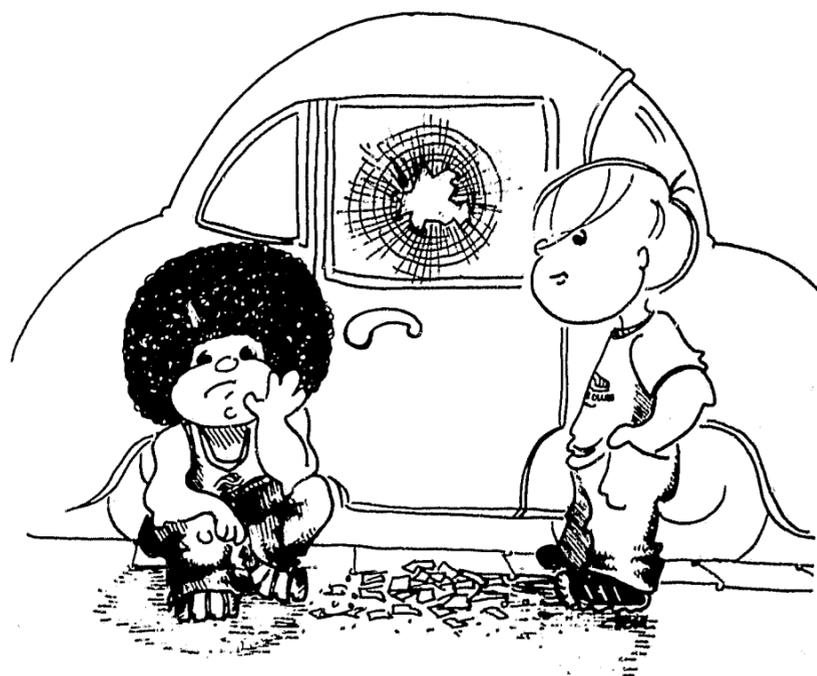
wherein the individual knows he has a place, where he knows he "fits."

3. A sense of belonging. Work, family, political, and other roles serve, through their active commitment to locate a person in a social world, to convey a sense of belonging. Work and the family create settings

4. A sense of power or potency. One of the awesome features of contemporary existence is our vulnerability to feelings of powerlessness. This problem transcends the limited boundaries of what we

traditionally label "political." It has to do with our ability to exercise some control over those persons, organizations, or institutions around us that are controlling, or attempting to control, us.

These four points are the basis for the Boys Club youth-development activities that have proven their effectiveness in preventing juvenile delinquency.



2. Commit Your Club to Broadly Based Action

Be a catalyst for institutional and program changes; work within a network of community agencies; and upgrade your Club's program services.

The factors related to delinquency are located in the total social environment inside and outside a Boys Club. If the Club doesn't reach out and try to influence the total environment, or in some way supply what is lacking there, it will have little success in preventing delinquency.

For too long now in our society, delinquency prevention has signified negative action: deterrence, punishment, and rehabilitation. It hasn't worked.

Delinquency prevention will be achieved only through positive action that leads to youth development. This positive action has to take place in all of the institutions that touch the lives of our children: family, church, school, the juvenile-justice system, and youth agencies, such as the Boys Club. Youth development means not just attending to never-ending patchwork and the rehabilitation of failures but correcting policies and practices that produce those failures.

Youth development will almost always lead to broadly based action consisting of three main components, each inter-

twined and heavily dependent on the others. They are:

1. Institutional change
2. Development of a network of new relationships with other agencies
3. Systematic upgrading of basic Boys Club services

It is not easy to attempt to influence or supplement powerful institutions, such as school, family, and employment, and it can be discouraging. Nor is it simple to change a Club's own program. But resourceful Clubs are finding ways.

Suggestions regarding the three connected courses of action will thread themselves throughout the text of this publication. For example, a number of questions about Boys Club policies and procedures are raised in Chapter Four, and participation in community networks is recommended in this chapter and in Chapter Six. All courses of action are represented in the case studies presented in Chapter Nine.

Working through Community Networks

In many ways institutional change is

the most critical focal point for youth-development strategy because such change affects the total environment of youths. Sadly, it also has been the most neglected area of concern. The following briefly describes some of the forces that are associated with delinquency through the most influential institutions in the community. Although the focus here is on the individual institutions, Boys Clubs staff can only bring about changes within these institutions by working through community networks and by expanding and upgrading opportunities offered by the Clubs. Remember all three courses of action are intertwined.

Basically, institutional change requires correcting the practices that produce failures. That means altering the way people and institutions in critical youth-serving roles do their business. A difficult task. But remember, teachers, police, judges, and others often feel frustrated by a faulty system. They can be invaluable allies, indeed indispensable, to a broadly based, positive approach to youth development.

In the Schools. Current research finds that the institution with the most influence on juvenile behavior is the school. Here are some of the areas in which changes are suggested:

Values. Too much emphasis is placed on competition. There should be more emphasis on participation in cooperative endeavors.

There should be less exclusive emphasis on a narrow spectrum of high-status occupations, such as medicine, law, business, and more balanced evaluations of varied occupations necessary to society

There should be less emphasis on the value of specialized academic skills and pursuits and more attention paid to practical skills, work, and relevant community affairs.

Tracking Policies. Tracking leads to labeling: These are the "smart" kids, these are the "dumb" ones. And, too often, race, class, and ethnic stereotypes are used to reinforce labeling. Schools should make available a variety of educational opportunities without segregating "types" of youths. Required courses should be screened carefully to determine if they are absolutely necessary. Academic standards should not automatically prohibit students from participating in extra-curricular activities.

Governance. If students see discipline systems as legitimate, fair, consistent, and clear, they are more likely to accept them as morally valid. The school should monitor its policies regularly to ensure that these attributes are maintained. The school also should involve students in the planning and implementation of discipline systems and, where feasible, engage students to assist in instruction.

Schools will be most successful in this effort when they assign to a staff professional the responsibility for involving students in the teaching process.

In the Community. It's often held that part-time work is a strong preventive for juvenile delinquency. Research finds, however, that work per se is not



reliably influential on delinquent behavior. Some questions must be asked: What kind of work? Does it offer a legitimate opportunity for youths? Is it something they can take pride in? Will they feel competent? Useful? Will it give them status that they won't want to lose through misconduct?

The same questions must be asked about services to the community and to the Boys Club. What kind of service? Something the community or Club genuinely needs? Appreciates? Will youths be made aware of the significance of their work?

In the Family. Families are an important force in youth development, but relative to schools and other activities, their influence declines in the years that delinquent behavior increases.

It is extremely difficult to intervene with individual families; at times the intervention can even be counterproductive, and the cost of such intervention is high. Often overlooked is the fact that "family problems" are the result of stress placed on the families by other institutions in society.

For delinquency prevention, therefore, the more fruitful area for initiatives appears to be in adjusting the interactions between families and the organizations that deal with their youths. One example would be greater involvement of parents as resources in the schools and Boys Club. Another is to adjust the flow of information from school and Boys Club to home; often bad news about performance at school induces a negative reaction at home, with the tendency to compound rather than resolve the original problem.

References for further reading:

Goodlad, John I. *The Dynamics of Educational Change: Toward Responsive Schools*. New York: McGraw-Hill, 1975.

Howard, Eugene R. *School Discipline Desk Book*. West Nyack, N.Y.: Parker Publishing Company, Inc., 1978.

Hill, Reuben. *Families Under Stress*. New York: Harper Brothers, "Social Stresses on the Family," *Sourcebook in Marriage and the Family*, Boston: Houghton Mifflin, 1968.

3. Research the Community's Problems and Resources

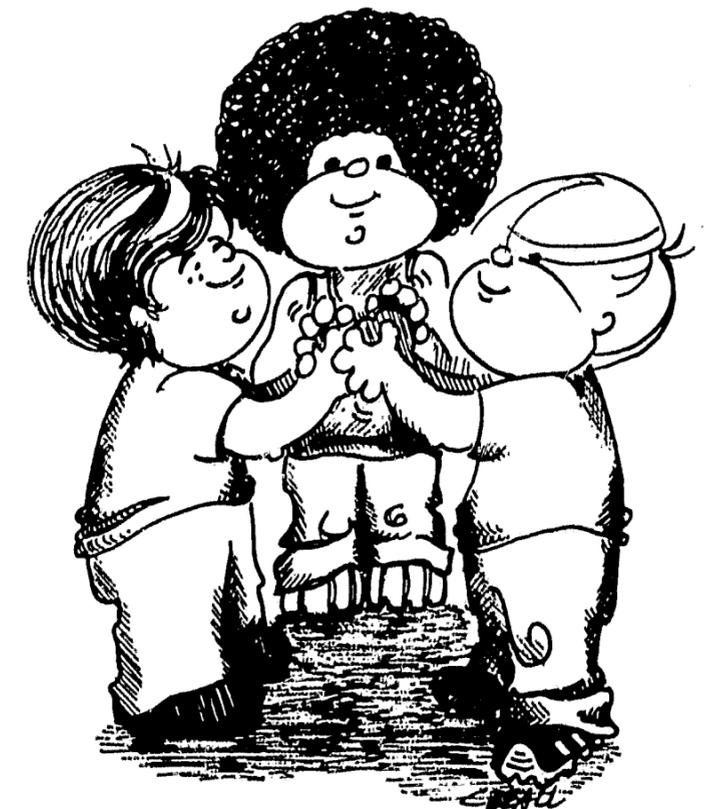
Research is the art of asking the right questions...and listening carefully to the answers.

Once you understand some of the factors associated with delinquent behavior and the kinds of changes that must be brought about in the social environment, you are ready to begin a survey and an analysis of community problems and resources.

A community is a highly complex organism. You may wish you had the benefit of some sophisticated research, particularly when there seems to be little data available or if there is little agreement on what the problems and resources are. But don't be discouraged. Remember, research is really the art of asking the right questions. And some of the best social research has always been done by journalists who conduct deliberate, skillful interviews with as many relevant sources as possible, thus piecing together the "story."

That's what you must do: talk to school officials, employers, employment-agency personnel, and, of course, to the youths of the community.

Also, remember that skepticism is one of the journalist's tools. First, include a variety of people in your interviews,





so you will get more than one perspective. A harried job developer with too many kids to place in too little time has reason to say, "there just aren't any jobs out there." Yet, conversations with employers might reveal untapped possibilities. And students, teachers, counselors, principals, and parents all have different perspectives on what happens at school.

Second, develop varying interpretations of what you do hear. A boy describes his lack of interest in school. One possible interpretation is that he lacks skills, motivation, or understanding of the value of learning, but perhaps his school subjects have little apparent relationship to any future that he sees as realistic. An employer says youths are inept and unmotivated. But his company, accustomed to hiring only experienced workers, may have few if any opportunities for hir-

ing or training inexperienced youths.

You Should Start with Three Types of Questions:

1. What are the conditions, practices, and processes in the community that are likely to contribute to delinquent behavior? Remember the various behavioral theories described in Chapter One. For example, if the school's tracking and labeling policies are restricting opportunities for a socially desirable role, they could be contributing to delinquency.
2. What groups of youths are most likely to be affected by these conditions, practices, and processes?
 - Truants
 - Low-track students
 - Target-neighborhood and/or high-crime-area residents
 - Youths seeking employment

3. What opportunities are present in the community to create situations that increase the possibilities for "bonding" youths to conventional activities?

You may find that many of the present responses to delinquent behavior are primarily remedial in character or hold actions not really geared to effect change. Adding one more tutoring program or "hang around" facility may not be the best use of Boys Club resources.

On the other hand, efforts toward improving Club and school climate, involving community organizations and parents in the schools, expansion of work and service opportunities, are worthy of Boys Club collaboration.

4. Take a Close Look at Your Club's Program

Take a close look at your Club's program. Unless you can say in all honesty that your Club is having the greatest possible success in preventing delinquency, you will want to ask, "How can we improve?" and be willing to hear the answers.

The next step is to take a close look at your Club's operation. It is critical for a Boys Club, especially one with established ways of doing things, to be open to change:

- Change in intake procedures
- Change in rules and regulations
- Change in activities
- Change in staff assignments
- Change in relations with other organizations
- Change in your Club's image in the community

Some Specific Questions to Ask:

1. What is the Club's traditional pattern of dealing with troublesome youths? Does the organization have a reputation for "kicking" youths out? Does the Club resort to "hair trigger" suspensions?

It may be difficult at first for a Club to establish credibility with youths with whom it has not wanted to deal in the past. Generally, a Boys Club should try to keep the kids coming, forcing the professional staff and the youngsters to work out their problems, searching for creative ways to solve them. It is not necessary for everything to be perfect in relations between kids and Club, but there must be basic communication and legitimate negotiation as a foundation for any attempt to service youths. For programs to be effective there needs to be a willingness on both sides to make them work.

2. Is the Club now attracting the youths it wants to help? If not, how can it reach them?

One option is to recruit directly from the schools, focusing on students with high-truancy rates and students in low-status tracks. Remember, we don't want to recruit kids only as "special problems." And we aren't giving the schools an opportunity to "dump" their prob-

lems. We do want effective collaborative efforts. Boys Club staff must develop working relationships with kids and school personnel.

3. Is the Club working closely enough with other organizations?

A Boys Club acting alone can organize a community-service project. But such a project will have more impact and generate more possibilities if it involves other groups. For example, to really expand work opportunities, a Club would want to involve employers in offering career-exploration classes as a beginning step toward asking them to develop the youth labor market. While individual employers could be recruited for this activity, more may be gained by working with groups and associations of employers. Relationships with other organizations should follow from the Club's purpose and the type of activity it intends to operate. To receive referrals of "troubled" youths from schools or other institutions, it may be sufficient to know a single school counselor.

But to recruit on the basis of attraction to Club programs rather than a youth's problem will likely require agreements with counselors, teachers, and school principal; at least some of these persons will have to be knowledgeable and discrete allies in this strategy.

4. How can existing Boys Club programs be developed or strengthened to have greater influence on youths' behavior?

Organized small-group activities, such as Torch Clubs, Keystone Clubs, and special interest groups, are bases for increasing the involvement of youths in structured youth-development experiences.

Some youths need to be challenged further and respond well to leadership-development programs, such as peer counseling, cross-age tutoring, and providing community service.

Efforts to expand work activities, in the early stages at least, may have to be carried by staff, board, and supporters of the Club. Later, World of Work activities could include employers teaching young people about work. This contact between youths and employers also may lead to connections for possible jobs, connections that many parents are not able to offer their children. The aim of such employment should be to create, through bonding, a social stake that the youngster would not want to jeopardize. Music, drama, arts and crafts, and journalism classes could be organized to provide youths with specific evidence of their own competence that would be credible to school personnel and possibly influence tracking and labeling decisions. For example, Frank took a photography class, got interested, and read two books on the subject. And don't overlook other kinds of

performance important to school personnel: Jim follows the rules and takes responsibility for care of the equipment. We can depend on him.

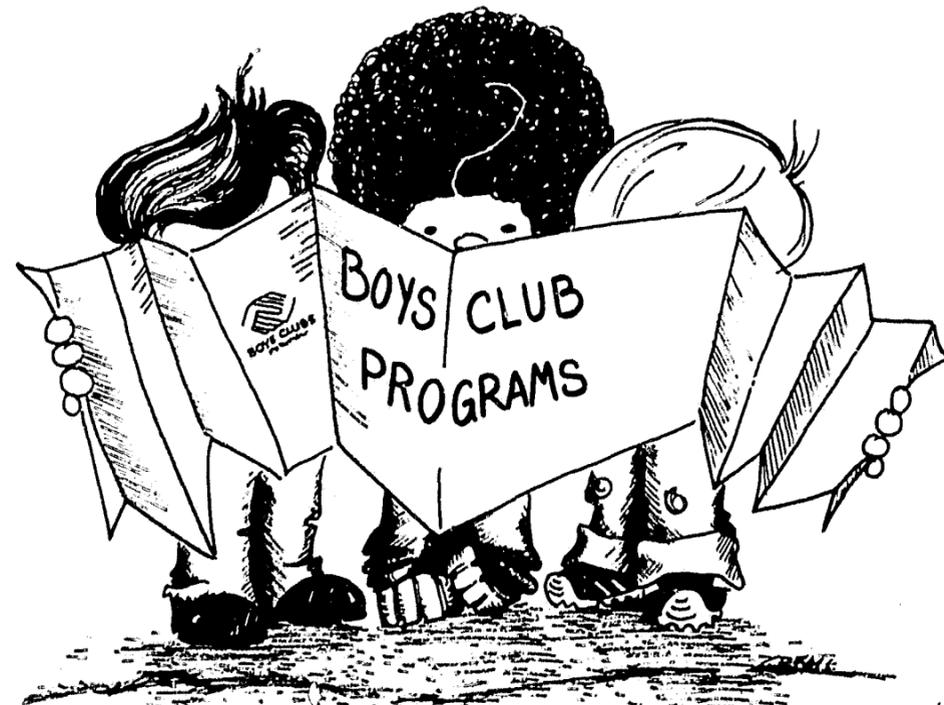
Remember: Before creating entirely new programs that may be desirable at times, look at existing programs. Then, if necessary, refine, augment, or expand the overall program to include youth-development activities that bear more powerfully on influencing positive behavior.

References for further reading:

Guide to Quality Program Planning. Boys Clubs of America. New York.

Boys Clubs and Delinquency Prevention. Boys Clubs of America. New York.

Alternatives to Delinquency. Boys Clubs of America. New York.



5. Provide Opportunities, Not "Special" Programs

The central purpose is to help give kids meaning in their lives, not to label them as special problems.

If Boys Clubs are to counter the destructive influences of the social environment, where will the strength, the power of this effort originate?

The Club needs to provide a social opportunity: to give young people a stake in something worthwhile; to influence an institution that affects their lives; to help youths grow in competence and feel useful and needed.

The Club needs staff members who are seen as role models and as central figures engaging in clearly legitimate activities. The more youths see the basic activities of encouraging belonging, being useful, building competence, and giving power, the greater will be their attachment to the staff who make these activities happen, and the more influential will be the values and expectations of the staff.

If the basic activities of the Boys Club are legitimate, they will provide opportunities for commitment, involvement, and belief; they will influence behavior for the better, both at the Club and in the larger community.

The Club, of course, ensures that this ripple effect works by maintaining

communication with other institutions and by designing activities that will be appreciated by them. Ask yourself, for example, what activities would teachers see as indicating competence? Always keep in focus the central figure, the youngster in need of meaning in his life.

The following types of programs offer the opportunities essential to youth development:

1. Meaningful service to others, especially people in "genuine need" (i.e., the elderly, handicapped, mentally retarded, preschoolers), will very likely improve the self-image of the young people providing the service. It has been repeatedly observed that a young person's own needs and problems seem less threatening when he is busy helping others with their difficulties.
2. Nonstigmatizing programs are critical to the development of self-image. Any program overtly designed as a special program for slow learners and delinquents is seen as just that, special, by participants and other youths and is thus

stigmatizing and labeling in nature. Programs designed to serve the special needs of troubled, delinquent, or potentially delinquent youths must be incorporated into an overall youth program that also attracts large numbers of untroubled and unlabeled youths.

3. The utilization of peer groups is very important. It is much easier to work with the peer group than to fight it. Kids are constantly bombarded with advice and useless commands to stay away from a group of individuals viewed by parents and counselors as troublemakers.

Because the power and influence of the peer group are underestimated, parents and others fail to realize how futile their exhortations are. Also, when much is made of the group as being made up of troublemakers, it adds to the labeling of the youngsters because they usually identify so strongly with their peers.

The utilization of the peer group implies strong group work programs. Helping a group organize

itself to accomplish social and recreational goals is appropriate for any Boys Club and is an activity linked to the prevention of delinquency by independent evaluation.

4. Communication skills can be a valuable asset to young people as they deal with their peers, their parents, authority figures, and other adults. Effective communication skills can help a youngster defuse volatile situations with a tired parent, a frustrated cop, a hassled teacher, or a peer applying pressure on him to do something he really does not want to do.

5. Preparation for parenthood is another key aspect of youth development and one of the best preventive programs that can be established, reaching even into the next generation and beyond. Any such program, however, must go beyond the "putting diapers on dolls" stage. It must involve meaningful cross-age help and involvement with younger children.

6. A coeducational approach to these youth-development programs for youngsters 14 years of age and older can lead to increased participation and effectiveness.

7. Involvement in the planning and implementation of programs is another key to success in self-image building programs, particularly when youths have appropriate decision-making power in the process.

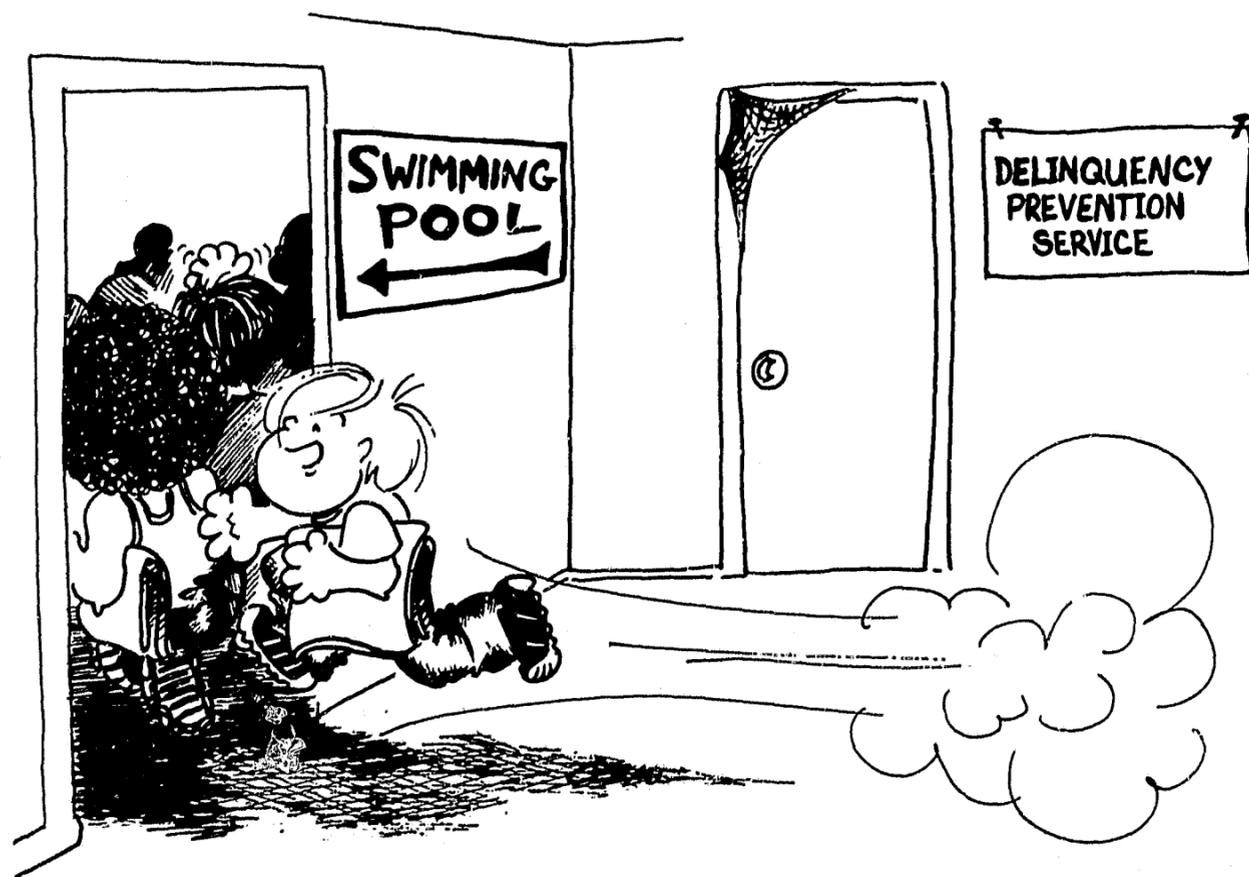
References for further reading:

Help-A-Kid Program Development and Activity Guide. Boys Clubs of America. New York.

Developing Leadership Skills in Boys Club Youth. Boys Clubs of America. New York.

6. Change Perceptions and Build a Strong Organization Support

New initiatives will likely require changes in the outlooks of staff, board, parents, kids, and the community.



Once you have determined your strategies and are ready to utilize this approach, the next step is to put your plan into action. Or is it? Unfortunately, it is not that simple. Following this checklist will help.

Step 1: Examine Perceptions. The initiatives suggested here most likely will require or produce changes in perceptions about delinquency and may require changes in policies and procedures. Therefore, you must consider the perspectives and positions of everyone involved: staff, parents, Club members, governing board, contributors, and members of the community.

For example, members of the governing board and contributors may share the usual perspective that youths are sharply divided into delinquents and nondelinquents, and these are quite different types of youths. The more nearly correct generalization is that some youths are influenced more by delinquency-producing forces than other youths and that, if those forces are altered, their behavior will change. But board members and contributors may not have this perception. Further, high-risk youths may act in unconven-

tional ways that, if not illegal or dangerous, will be offensive or disturbing.

Step 2: Examine Routines. The new programs may call for staff and others to alter routines, which may meet resistance. For example, introducing an element of negotiation into a program can cause stress. Will the adults be willing to alter their habits and routines to accommodate the kids, just as the kids must be willing to alter their routines and habits to accommodate the adults? Will the adults be willing to risk visibly failing in a joint enterprise with the kids? Putting the latter point another way, giving kids a say in what is going to be done sometimes requires helping them to do things you have reason to believe will not work. So, one must consider the changes staff and others must make in their routines and under what conditions they would be willing to change them.

Step 3: Build Support. Although the organization of support is discussed here as a sequential step, it really starts at the moment you consider the possibility of a new initiative. One way to build support is to include others early in the assessment stage. This will

introduce new perspectives in a concrete way and allow others to discover for themselves the need for change.

Step 4: Involvement in the Development of Options. Offer related groups the opportunity to move slowly into considering the possibility of changing their routines and a chance to negotiate how they will alter them.

The goal is to mold diverse individuals and groups into an organization prepared to undertake a specific task. For example, suppose one option is to conduct a career-exploration class. The "organization" needed to effectively conduct this type of program must include more than Boys Clubs staff. It should include people from employment agencies, staff from employers' associations, employers, and Boys Clubs staff who are persuasive in convincing employers of the contributions youths can make when adequately trained and properly supported by advice and supervision.

This collection of people might be able to effectively conduct a class orchestrated by Club staff. However, that places an unnecessary load on Club

staff. Less Club staff effort may be required if this collection of people is given a chance to become a functioning group by coming together to plan details, rehearse respective parts, learn what the roles of the others are, support each other's efforts, and accept accountability. Such an organization can result in many more options and abilities to address problems, make adjustments, refine program elements, and develop new and better arrangements. The organization is also more likely to gain enough momentum to be capable of recruiting replacements as needed, indoctrinating new recruits, and operating the class as a routine. If this does not happen, Club staff

have to start from scratch, over and over again.

Think of yourself not merely as assembling a collection of people to accomplish a task, but as building an organization that, once it does the task, can keep on doing it again and again with limited staff investment.

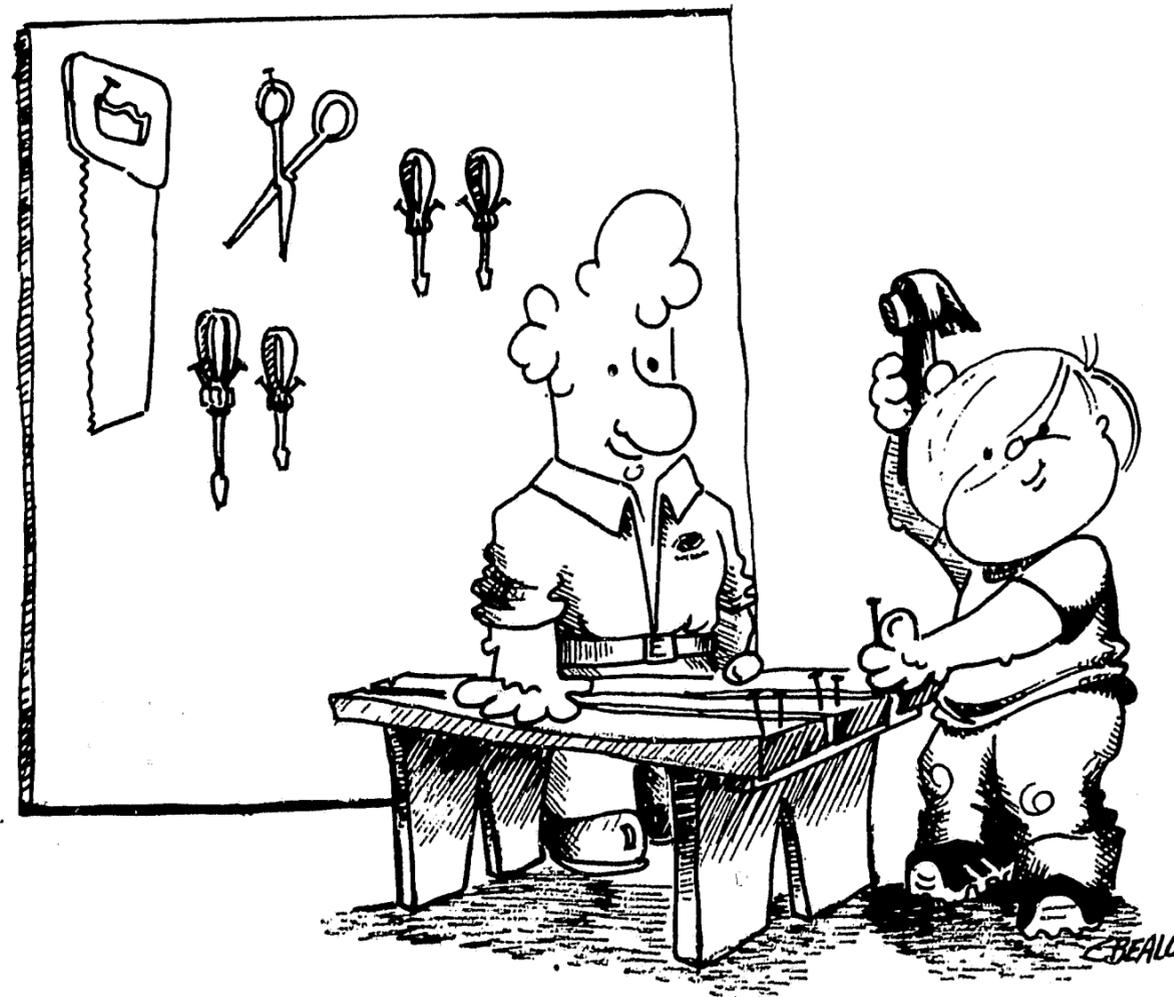
In addition, recent evaluations show that support for successful delinquency prevention in Boys Clubs requires that the Clubs have:

- workable program models that offer holistic services
- access to unifying staff training and technical assistance

- outreach techniques that attract high-risk youths
- mechanisms to work collaboratively with other agencies
- a realistic base of support to assure program quality and continuity

References for further reading:

Gordon, Dr. Thomas. *Leader Effectiveness Training*. Effectiveness Training Associates. Solano Beach, Calif: 1978.



7. Follow Delinquency-Prevention Principles

The principles cited in this section have been field-tested by Boys Clubs of America in 30 local Boys Clubs from 1978 to 1981 and have been credited with improving Club programs.

Ten Delinquency-Prevention Principles

1. Plan delinquency prevention as part of your normal program-planning process, not as a specialized or short-term approach to the delinquency problem.
2. Promote these activities on the basis of their youth-development merits, not as prevention programs for troubled youths.
3. Operate the activities as part of your regular Boys Clubs services and in as many program departments as possible, not as separate programs for predelinquents.
4. Recruit youths on the basis of uniform criteria linked to external environmental conditions, such as school tracking and unemployment; do not recruit individual youths on the basis that they have been negatively labeled as predelinquents.
5. Recruit and serve a mix of youths so that as individual participants, they will be seen as regular Club members, not as youths in need of prevention services.
6. Encourage among adults and youths the expectation that the youth participants will have something to contribute and will perform productively with appropriate support.
7. Design your programs to take advantage of every opportunity to increase the self-esteem of the participants and to improve the participants' standing with peers, family, and school by managing a flow of good news about the youths involved.
8. Make the most of opportunities for youths to work on mutually agreed upon tasks or projects with other youths and adults.
9. Provide credible, useful, and portable credentials such as completion certificates or letters of introduction that list competencies. Such portable credentials open opportunities in other settings and for the future.
10. Special support services, such as formal counseling, referrals, and remediation for individual participants, should be approached with caution, but may be professionally provided if there is a reason to believe that such support is needed and will be helpful. Some such services raise problems of isolation and negative labeling, so specific efforts should be made to regulate the effects of such services on the image of the program and on the standing of the young persons served.

The Youth Development Worksheet will help you as you plan your activities and will serve as a guideline to assure that youth-development and delinquency-prevention principles are built into all of your Club activities.

Reference for further reading:

Johnson, Grant, and Tom Bird. *Delinquency Prevention Theories and Strategies*. Office of Juvenile Justice and Delinquency Prevention, Washington, D.C.: 1979.

Youth Development Worksheet

Instructions: Use this worksheet as a planning guide for each Club activity. It will help you to apply youth-development and delinquency-prevention principles.

Activity Name and Description:

Objective:

Rationale:

Explain How This Activity Will Enhance:

1. Belonging...
2. Usefulness...
3. Influence...
4. Competence...

Action Steps to be Taken	By Whom	By When
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Circle the Delinquency-Prevention Principle Applicable to This Activity:

- 1 2 3 4 5 6 7 8 9 10

8. Measure and Evaluate Your Results

In order to ease the way for adjustments and improvements, every program should be informally monitored as it progresses. However, a formal review and evaluation are also essential. Future operations, community support, and funding may depend on the documentation and evaluation of your program.

You should be interested in two major questions: What is the impact on the perceptions and behavior of the youths involved in the program? What elements of the program activity appear to contribute to or reduce intended impact? Second, some of the best, least expensive evaluations have been done in partnership with college and university faculty, who can enlist the assistance of students. Another approach is to use an agency evaluator and Boys Club volunteers as data collectors, working under the supervision of the executive director and key staff.

Boys Clubs of America recommends the model described below for evaluation of your Club's prevention program. This model has proved effective at juvenile justice project sites and has been found to be economical to organize and implement. Follow the checklist to make sure that all steps follow in proper sequence.

Evaluation Checklist

Informative Evaluation Model:
(Adapted from the Center for Informative Evaluation, Tucson, Arizona).

Step 1: Establish a Prevention Program Evaluation Team

An independent program evaluation team could be established and given overall accountability for the design, implementation, and findings of the evaluation. This team will include the Boys Club executive director, the program leader, a representative of the program committee of the board of directors, a youth representative, and a person knowledgeable about evaluations, such as a college professor, a qualified evaluator, or a United Way representative.

Step 2: Clarify Program Goals and Objectives

Examine the program's objectives and ensure that they are measurable in terms of time frame, quality of service, number of youths served, types of services provided, and client-selection criteria.

Step 3: Identify Key Information Users and Decision Makers

Determine who will receive all or part of the evaluation reports, and anticipate the types of information that they

will need for the decisions that may affect your Club. For example, staff will need periodic evaluation feedback that helps them to refine or change program activities; policy-makers will need information that documents the success of the program and helps them make major decisions relative to the program's status.

Step 4: Generate Evaluation Questions

The evaluation team, working with its member who has the most direct knowledge of evaluation techniques, must develop a set of evaluation questions that specifically address the priority data needs. The quality of the questions is crucial; these questions are the cornerstone of the data-collection effort.

Step 5: Identify Information Needs to Address Evaluation Questions

You will need to determine the types of data that will be helpful in measuring the project's operational success, impact on youths, and attainment of goals and objectives. Information that is frequently gathered includes: numbers and types of youths served, target areas served, effectiveness of staff,

variety of services offered, costs per client, and measurable changes in youths' attitudes and behavior.

Step 6: Assign Priorities to Information Needs

The evaluation team should rank the information needs identified in Step 5 in the order of importance to key information users and decision makers; evaluation resources should be allocated to ensure that the highest priority data are collected.

Step 7: Establish Procedures for the Evaluation

Evaluation-team members and possible other volunteers should be assigned specific responsibilities for the following tasks: designing the overall collection of data, developing the instruments on which data will be collected and recorded, determining who will be interviewed or sent questionnaires, organizing the data base, analyzing the data, and reporting the results.

Step 8: Determine Constraints and Resistances to the Implementation of the Evaluation Plan

The evaluation team should identify constraints that will establish the scope of the evaluation. Obvious constraints include: budget, staff time and volunteer availability, confidentiality, and legalities. Resistances must be anticipated and dealt with openly. Major resistances stem from lack of appreciation for and experience with the evaluation process and from a lack of staff and client involvement and cooperation.

Step 9: Develop Evaluation Schedule and Implement Evaluation Plan

Evaluation schedules should be made available to key staff with responsibilities in the program under evaluation. Regular feedback sessions, prior to formalizing all findings, are essential. Interim reports should be prepared quarterly, and the evaluation's final report should be comprehensive.

Step 10: Dissemination and Use of the Information

Interim and final reports, or sections

of the reports, should be sent to key information users and decision makers identified in Step 3. Program opera-

tors should use evaluation findings to improve or modify programs, for this is a major benefit of evaluations.



9. Learn from Others: Some Case Histories

The lessons learned from BCA demonstration programs could help your Club. For additional information, contact the Club's executive director or Boys Clubs of America. National Program Development Services, 771 First Avenue, New York, New York 10017.

A Combination of Group-Counseling and Remedial Programs

Demonstration Site

Monmouth Boys Club, Inc.
P.O. Box 189
Asbury Park, NJ 07712

Project Title

Socialization, Treatment, Remediation

Challenge in the Community

Once a thriving holiday-resort area, Asbury Park now is scarred by mass unemployment and the fires of urban riots. The crime rate for juveniles even exceeds the soaring rate among adults. The school system ranks high nationally in the rate of dropouts. The Club is located in the area most affected by these destructive forces.

The Club's Response

To help youths not yet in trouble but at risk, the Club collaborated with the Children's Psychiatric Center in developing a group-counseling program. Its goal was to stimulate a coherent

and complementary effort among all the main support systems that influence youngsters—family, school, peers, and in this case, the Boys Club. The key objective was to constantly and uniformly encourage and reward behavior patterns that were personally and socially productive and to discourage socially unacceptable behavior. It was thought that having this type of program under the auspices of the Boys Club would avoid the stigma from its location in a psychiatric center.

Project Services

Two counseling groups were conducted, one for younger clients (ages 9 to 13) and one for older clients (ages 14 to 17). They met twice weekly after school, for four hours each time. The sessions began with recreational and socialization activities, followed by group discussions focused on developing abilities to deal with teachers, parents, and peers. The sessions were concluded with remedial activities in reading and arithmetic. Peer leaders who assumed "big brother" roles were recruited from among the older boys.

Filling the Gap in Youth-Employment Opportunities

Demonstration Site

Binghamton Boys Club, Inc.
257 Washington Street
Binghamton, NY 13901

Project Title

Youth Development Program

Challenge in the Community

In a high-delinquency area near the Boys Club, government-funded employment programs aimed at youths-at-risk were falling short. Not enough youngsters were being reached, and technicalities ruled out many of them, e.g., only one young person per family was eligible. What could the Club do to provide services that would be effective in easing this difficult situation?

The Club's Response

Factors more important than giving a youngster a chance to earn pocket money were involved. The Club wanted to improve employment capabilities and to increase the opportunities for employment. It was

determined essential to provide a work-experience program that would give participants a feeling of competence, self-esteem, and a legitimate stake in the community. In other words, the work would have to be of real service.

The program consisted of three major components: recruitment of vulnerable youths, job training, and placement in work-experience jobs at the Boys Club or other human-service agency. A scholarship system was designed to encourage youngsters to participate in the full program, including training rather than just working when money was needed. An outreach component included paraprofessional street workers who developed neighborhood services and activities and who made appropriate referrals.

Project Services

Each participant received 20 hours of preemployment and designated-skills training, then performed 30 hours of service in the Boys Club or other community-service agency. After completing the program's work experience, youngsters were assisted in finding *continuing* employment. To develop these opportunities, the Club worked with more than 30 agencies, including the New York State Employment Service.

Expanding Capacity by Increasing Effectiveness

Demonstration Site

Boys Club and Girls Club of Bridgeport, Inc.
555 Madison Avenue
Bridgeport, CT 06604

Project Title

Learn and Earn Project

Challenge in the Community

Bridgeport's unemployment rate was higher than the rates for both the state of Connecticut and the nation as a whole. Not surprisingly, the rate of juvenile crime was at an all-time high.

The Club has four units, including a Community Counseling Center, and a

large membership, yet it was not attracting sufficient youths-at-risk to its ongoing programs. At the same time, it was felt there was special expertise within the counseling unit that could be put to work in involving youths-at-risk more permanently in Boys Club activities.

The Club's Response

The Club decided to expand its capacity to involve youths-at-risk through a project operating out of its Orcutt Unit. The goal was to provide an opportunity for youngsters to develop a close relationship with the Club, so that their positive capabilities could be developed. The social status gained from being a junior leader would provide the necessary incentive.

All staff members at Orcutt took part in Youth-Effectiveness Training. Board and community volunteers were oriented to the program's goals and objectives, and a project advisory committee was formed. Parents were invited to serve as volunteers and trained in tutoring and group work. Youngsters living within three miles of the unit were recruited and involved in all aspects of the project, including planning, outreach, work experience, peer leadership, and evaluation.

Project Services

The project had five major components: recreational, educational, peer leadership, vocational evaluation, and work experience. Youth aides were paid a modest stipend for regular hours of service relating to these components.

Educational services primarily were tutoring based on individual needs and arts and crafts taught part-time by a professional artist.

Vocational services included an evaluation by the Counseling Center and a number of special-activity clubs, including photography and bicycle repair.

The peer-leadership and youth-aides programs were highly formalized, meeting weekly, and were the main vehicles for providing youngsters with the status that comes from involve-

ment and responsibility. The training for these programs incorporated many of the Youth-Effectiveness Training techniques.

Building Confidence through a Challenge in the Wilderness

Demonstration Site

Boys Club of Hollywood, Inc.
5619 De Longpre Avenue
Hollywood, CA 90028

Project Title

Wilderness Counseling

Challenge in the Community

The Boys Club had been unsuccessful in attracting youths 13-to-17-years-old to its programs. In 1977 it developed Wilderness Counseling, a program based on stress counseling and aimed at assisting youths who had been involved with the juvenile-justice system. The project became part of the community's established network of youth services. Based on initial success, it was thought that Wilderness Counseling could add an outreach effort to recruit youths-at-risk who had not yet come into formal contact with the juvenile-justice system.

The Club's Response

Using its previously established relationships in the community, the Club spread the word that Wilderness Counseling was expanding its services to include key personnel at referral sources that were offering opportunities to participate in the program too, so that they could be more knowledgeable and effective in identifying the appropriate youngsters and encouraging them to apply.

Project Services

Youngsters are faced with increasingly difficult and unfamiliar tasks in the wilderness, requiring both group and individual effort. Behind this program is the principle that, with proper guidance, such situations can help participants discard old, ineffective habits of dealing with problems and learn new, more effective behavior. The wilder-

ness setting provides a fresh environment for urban youths, enabling them to focus on the problem-solving process itself.

Completion of the difficult tasks in the challenge helps build a renewed sense of confidence and pride, breaking previous patterns of repeated failure and consequential self-depreciation, which often lead to delinquency.

A three-day training period precedes the ten-day outdoor adventure. On completion of the program, participants and their parents are honored at a Club celebration. Follow-up events are held and assessments and decisions are made regarding any necessary additional referral.

A Program to Involve the Whole Family

Demonstration Site

Las Cruces Girls and Boys Club, Inc.
330 West Las Cruces Avenue
Las Cruces, NM 88001

Project Title

Neighborhood Outreach Program

Challenge in the Community

The delinquency rate in Las Cruces had been rising annually by 30 percent. Many Mexican-American residents in this area were concerned about what they perceived as a weakening of the traditional family structure and the breakdown of close-knit community life. Because the majority of the Club's membership was Mexican-American, the widespread concern about family structure posed a challenge to the Club.

The Club's Response

Regular family-activity nights, family visitations, and guidance counseling for the family as a unit were implemented in order to encourage productive youth-parent interaction.

The project also provided high-risk youths with positive peer roles through which they could develop self-esteem and a sense of making a contribution to the community. Youths were

employed as junior outreach workers and peer counselors. And the Club mixed high-risk youths with the Club's general membership, exposing them to positive peer influence.

In order to involve families from the start, the first phase of the outreach effort consisted of door-to-door canvassing by Club staff.

Project Services

On weekly family nights, youngsters and their families got together for recreational activities. Special events included carnivals, parties, and educational and entertainment programs. Family visitations were informal in nature, aimed at advising parents about their children and describing services of the Club and other agencies. If specialized family services were needed, appropriate referrals were cautiously made and parents were encouraged to participate along with the youngsters.

Peer-to-peer counseling included roles as "big brothers" to younger members in need of special attention. In this setting, youngsters were encouraged to discuss any problem, especially those related to drug and alcohol abuse.

There was a heavy emphasis on inter-agency collaboration. A mental-health center provided consultation and training on alcohol and drug abuse, anger management, etc. A youth-employment agency taught job-hunting skills. A community collaboration served as a catalyst and cosponsored many after-school and summer recreational activities with the Boys Club and the schools.

A special youth council comprised of teenage Keystone Club members served in an advisory capacity to the Club staff.

Opportunities to Build a Sense of Usefulness

Demonstration Site

Gene Eppley Boys Clubs of Omaha
2200 North Street
Omaha, NB 68110

Project Title

Youth Employment, Skills, and Service

Challenge in the Community

Omaha's two Boys Club locations faced similar problems. In predominantly black North Omaha, only the very poor remained as the growing black middle-class moved farther north and west. In South Omaha, the area surrounding the Club was stable but economically depressed, and just over the city line, the rapidly growing middle- and upper-class suburbs were experiencing a high rate of delinquent behavior.

The Club's Response

To counteract the social and geographic dislocations, the Club saw the need to reach out to many of its marginal members and also to potential new members. It took advantage of its established credibility with the juvenile-justice system, schools, and other community agencies to request referrals of youths-at-risk. Participation by these youngsters, however, was strictly voluntary.

The project's objective was to develop as many ways as possible to help youngsters to feel competent and useful, as the means to positive youth development. They received training leading to a specific service experience. Ultimately, 17 program opportunities were developed for the project, each with a training and service component.

Beyond the extensive training provided to the youngsters, there was a workshop on juvenile-delinquency prevention involving staff, the board, and local business leaders.

Project Services

Club core programs—Youth-Effectiveness Training, Resolving Alcohol Problems Sensibly, Children's Art and Development, and the Volunteer Junior Staff Program—accounted for about half of the training participants. Other programs were Peer Council, Cooking Club, Gardening Club, Summer Conditioning Program, Project Read (tutoring), Discovery Library,



a sign-language class, Ebony Speakers (public speaking), Insights for Healthy Living, an athletic-trainers course, Scatt (cross-age tutoring), Blood Pressure Education, and the Plastic Brigade (arts and crafts).

Services provided to the community included information programs on alcohol abuse, help in running a day-care center at the Club, and free blood-pressure tests and information.

Countering the Negative Label for an Entire Neighborhood

Demonstration Site

Boys Club of Richmond, Inc.
P.O. Box 2089
Richmond, CA 94804

Project Title

Outreach

Challenge in the Community

On the south side of Richmond, California, is a housing project named Easter Hill Village, known as the "ghetto's ghetto." Easter Hill had the reputation of having the worst juvenile-delinquency record in the area. As a result, every youngster who lived there was labeled a delinquent, regardless of individual behavior. These youths were rejected even by their peers at school and by adjoining neighborhoods. They seldom ventured to the Boys Club, only a few blocks away, because there were frequent hassles with other youngsters they encountered en route. And there were no youth services at Easter Hill.

The Club's Response

The Club drew up a thorough plan to help Easter Hill Village youths. A key organizational concept was the decision to provide an opportunity for the youngsters to experience socially acceptable roles in which they could feel useful, competent, and have some control over the directions of their own lives. In practice, this meant giving them a meaningful voice in planning and operating the project. It also meant that participants would not be segregated for special treatment.

Key members of a youth gang were recruited to receive five days of training as peer leaders at the Club's wilderness camp. The prospect of payment for their work and, perhaps most important, the credibility of key Club

staff members, resulted in a corps of involved youths who not only were critical to the establishment of the program but who also now help keep it going.

The Outreach project had three phases: (1) activities were organized within the confines of the Village; (2) Easter Hill youths were transported to the Club; (3) as antagonism between the Village youths and other Club members subsided, Easter Hill youths were encouraged to come to the Club on their own. The goal was to extend all of the regular services of the Club to the new members.

Project Services

The project was able to involve youngsters in such programs as the Keystone Club, which raised funds to send members to Keystone conferences and to operate a summer day-care center; the Junior Leaders Program, for older peer leaders; Employment-Acquisition Training, which was compressed into an intensive one-month course aimed at immediate job placement; sex education, conducted by the county health department; Teens Explore Alcohol Moderation (TEAM); Help-A-Kid; Torch Club; and Youth-Effectiveness Training.

The Club also was instrumental, through the foundation of the Easter Hill Youth Services Coalition, in bringing to Easter Hill Village a dozen other service agencies that had not previously been active there.

Parents, Peers, and Staff Work Together in Total Approach

Demonstration Site

Schnectady Boys Club, Inc.
Craig Street Unit
P.O. Box 466
Schnectady, NY 12301

Project Title

Connections

Challenge in the Community

The highest incidence of crime in the

county; more than four times the city-wide proportion of substandard housing; the lowest median income in the city by far; over half the city's families on welfare; a high unemployment rate—there seemed little doubt that every youngster in the neighborhood was exposed to a high risk of delinquency. Having an affect in this environment would require a comprehensive approach.

The Club's Response

The Connections program began as an information-and-referral service, operating within a network of eight youth agencies. But it soon became apparent that this service wasn't enough to make a strong impact. Connections was reorganized into a multi service program, focusing on three broad areas: employment, education, and youth-development activities. And, very important, it gave parents and members of the target youth population significant roles.

Project staff was supplemented by youth recruited on the streets and were then specially trained as peer leaders. In addition, the interagency network within which the project was initially conceived provided an established referral system. Linkages with the community agencies enabled the Club to offer referrals for legal, medical, and counseling help, creating a positive environment for helping the whole family.

Club staff sensitively managed the referral process, so that clients did not feel they were on a social-service referral merry-go-round.

The Club encouraged the founding of a parents association that developed its own agenda and activities. Parents served as volunteers in arts and crafts, dance, and tutoring classes.

Project Services

Employment services included a career-exploration program, job development and referral, and visits to local business and service organizations.

Education services centered around a

homework-assistance program, designed by a local junior-high-school principal and using volunteers from local colleges. Local schools provided study materials.

Youth activities included classes in modern dance, nutrition, arts and crafts, modeling, publication of a student newspaper, and visits to libraries and colleges.

A network of community agencies provided legal assistance for families, health and career guidance, medical services, a place for runaways, and vehicles for transportation.

Reaching Out to Members Relocated by Urban Renewal

Demonstration Site

Waco Boys Club, Inc.
1311 Clay Avenue
Waco, TX 76706

Project Title

F.U.T.U.R.E.

Challenge in the Community

Many families previously living near the Boys Club had been relocated by an urban-renewal project. For several miles, the Brazos River and an interstate highway now separate their youngsters from the Club. And the areas in which they had moved were considered to be high-risk delinquency neighborhoods.

The Club's Response

The Club provided round-trip bus service between the target neighborhoods and the Club. The overall goal was to give access to the Club and also to help the youngsters organize into numerous small groups that would plan their own calendar of events, thus solidifying their ties to the Club. Both new and "marginal" members were recruited by Outreach workers. Between 30 and 60 youngsters rode the buses daily.

Project Services

Peer leaders were recruited from among the project participants. They

had the opportunity to assist and supervise younger members and were paid a small stipend.

Life in the Teens is a commercially produced training program designed to develop in teenagers such traits as

positive outlook, self-discipline, personal grooming, effective speaking skills, etc. Printed materials and audiovisual aids for this highly structured program were contributed by the producer. One of the company's professional trainers conducted the work-

shops as a volunteer.

The F.U.T.U.R.E. Keystone Club undertook traditional fundraising and community-service projects.

Participants in the program also made extensive use of the Club's facilities.

10. Collaboration: A Key to Future Success

Have you considered the benefits your Club stands to gain by becoming involved in statewide delinquency-prevention activities? Clubs in New Mexico, Louisiana, and Michigan recently began statewide projects, and they are now finding them well worth the effort. First, participation in these projects has helped strengthen individual Clubs through joint training programs, such as the statewide training day in New Mexico and the Team Building Workshop in Louisiana. Second, as a united group, Clubs have improved their ability to increase funding. In Michigan, \$80,000 has been made available to Clubs to help them implement the delinquency prevention principles described in this booklet.

Equally important, Clubs are finding that by working together they can have the opportunity to influence significant change in the juvenile-justice system by interacting with state government. Thus Clubs can have a twofold impact—first, by improving service to youth directly at the local level; second, by being catalysts for change in practices that are often counterproductive to the Boys Club

mission of youth development. While the benefits are great, the tasks are not easy to accomplish. But many Clubs do not realize that there is a powerful incentive to spur their efforts. Juvenile-justice laws encourage collaboration between state government and the private sector of youth-service agencies. Certain amounts of federal funding channeled through a state are earmarked for use by the private sector. These, of course, are dependent on the preparation of strong, relevant proposals for action. The availability of state funds and the expressed desire of the government to work closely with the private sector should inspire Clubs to seriously consider statewide delinquency-prevention activities. Foundation and corporate support of a state-wide initiative should also be considered and explored.

The experiences in New Mexico, Louisiana, and Michigan demonstrate that the following conditions must be met in order to launch an effective statewide program. Use this checklist to rate your state's readiness to collaborate on juvenile justice.

1. There must be an existing vehicle,

such as an Area Council, to make the commitment and meet the challenge of interacting with the state juvenile-justice system.

2. The Club executives and board volunteer leadership *must be knowledgeable in delinquency-prevention principles and must have linkages to the decision makers* on the state's criminal-justice commission and juvenile-justice-planning commission.
3. The organization *must focus on a specific, identifiable problem*, such as the lack of coordinated-prevention service that can be alleviated by Boys Club statewide intervention.

The Strategy

1. The Boys Club Area Council appoints a *Task Force*, careful to include a representative of the state government, such as a juvenile-justice specialist or a member of the juvenile-justice commission.
2. The Task Force *inventories the delinquency-prevention services* provided by Boys Clubs, identifying strengths and gaps, defining needs for training and for funding, and



then develops a comprehensive delinquency-prevention plan.

3. The Task Force works to get the plan incorporated in the state's juvenile-justice master plan.
4. The Task Force determines whether the climate is right to make application for a statewide grant or for individual Clubs to act independently. The Task Force should determine whether to seek support from the state or from foundation or corporate sources and to provide technical assistance when making and submitting proposals.
5. When funded, the plan should be implemented in a way to include a mix of all youths, with special concern for participants from populations that generally have high delinquency rates; it should attempt to work through the existing networks of youth-service agencies at the local and state levels.

6. Finally, the plan should be rigorously evaluated.

Louisiana Results

In Louisiana, the area council developed and successfully tested a Team Building Workshop that brought together Club staff, volunteers, and youth members to formulate plans to upgrade Club services by improving youth-development capabilities. Clubs in Louisiana have also successfully advocated for the strengthening of the primary prevention element in the state's master plan, and, as a result, Clubs have been able to increase grants from the Louisiana Commission on Law Enforcement.

New Mexico Results

In New Mexico, a Boys Clubs of America delinquency-prevention plan was incorporated into the state's delinquency-prevention guidelines. This opened the door for the area council

to present a funding proposal. A statewide Training Day was held in which all Boys Clubs in New Mexico participated in delinquency-prevention workshops at three locations.

Michigan Results

In Michigan, a state-advisory council was formed under the area council with the mandate to broaden statewide support for the Boys Clubs youth-development approach to delinquency prevention. Club executives, state-government personnel, community leaders, and youths were named to the advisory council. One-third of the council members are not affiliated with Boys Clubs. The State of Michigan has made available more than \$80,000 for the first year's effort to improve delinquency-prevention through Boys Clubs.

Concept papers and reports on these and other statewide projects are available from Boys Clubs of America.

11. Persist! Persist! Persist!

Delinquency prevention requires Club "readiness" and the will to persevere.

One Last Thought

In this booklet, the approach to delinquency prevention has been divided into well-defined topics, but the process is usually not so neat and exact. Delinquency prevention is a dynamic process, involving the interests, aspirations, and problems of unique communities and individuals. Things tend to happen all at once, what works in one place, with one group, or with one person, may not work in your situation.

Delinquency prevention doesn't just happen accidentally, or even through good intentions. Effective programming requires hard thinking and hard work. Those involved often have to be thoroughly reeducated as to new approaches and new possibilities. This booklet synthesizes what Boys Clubs of America, through its National Project in Juvenile Justice, has found to be effective. This booklet is not intended to be a complete textbook; it offers a comprehensive guide. It should help you take the first steps in developing a dialogue within your Club as to the best way to improve your delin-



quency-prevention efforts. Prevention in a Boys Club is not automatic; it is a deliberate process that designs prevention principles into all activities.

Is your Club ready to undertake such an effort? Through the operation of the demonstration sites, Boys Clubs of America confirmed that successful Clubs were able to identify and eliminate inhibiting barriers to change while building upon the fundamental strengths of their organizations. It was demonstrated over and over that ability to improve a Club's delinquency-prevention effort was dependent on the following seven factors, on which you can rate your own Club by using this checklist...

1. The support of the executive director and the availability of administrative services.
2. An informed board of directors that will provide adequate financial support and examine the policy

implications of prevention programs.

3. The availability of professionally trained staff, particularly to be supportive of paraprofessionals, volunteers, and peer leaders.
4. Offer holistic Club program services to a mix of youths, thus avoiding negative labels, and direct outreach activities to populations that generally have high delinquency rates.
5. A willingness to integrate delinquency prevention into the core services of the Boys Club.
6. Acceptance of an evaluation process.
7. A commitment to delinquency-prevention efforts over a period of time.

If a Club has serious deficiencies in any one of these key areas, it has important developmental work to do before it engages in a new delinquency-prevention initiative.

Boys Clubs of America can help your Club develop this readiness. Once the readiness is achieved, the capacity to prevent delinquency can begin to increase.

Finally, it has been demonstrated that a carefully designed delinquency-prevention effort can have a very positive result on the Club's overall program. Properly presented, such an effort will attract interest, build credibility, and prove fundable from a variety of sources, including United Way, foundations, and government sources.

The integration of an effective delinquency-prevention effort into your Club's existing programs can provide a new level of quality service to the youngsters of your community. This effort will require the following: knowledge, imagination, openness, help from others, hard work, and persistence. It won't be easy, but... *you can do it!*

END