POSITIVE YOUTH DEVELOPMENT: A REVIEW OF THE RESEARCH AND ITS APPLICATION TO THE MILTON S. EISENHOWER'S YOUTH SAFE HAVEN/POLICE MINI-STATION REPLICATION PROGRAMS

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EXECUTIVE SUMMARY

The service components of the Youth Safe Haven/Mini-Police Station programs are based largely on a theoretical framework known as Positive Youth Development, which focuses on the developmental needs of youth and building the assets that are required in order to make a successful transition to adulthood. This paper provides an overview of positive youth development theory and shows how it is related to major features or strategies that serve as a foundation for effective programs. As identified by the National Research Council and the Institute of Medicine, these features include the following

- Physical and psychological safety;
- Appropriate structure;
- Supportive relationships;
- Opportunities to belong;
- Positive social norms;
- Support for Efficacy and mattering;
- Opportunities for skill building; and
- Integration of family, school, and community efforts

The paper identifies eighteen programs that contain one or more of these features and have been shown to be effective based on rigorous evaluations. Based on these effective programs, advice is provided for Safe Havens program staff on the recommended "dosage" for the six main categories of services found in Safe Havens programs. The recommended levels are as follows:

1. **Individual Mentoring:** Should be provided for a minimum of three hours per week for at least one year.

2. **Life and Social Skills**: Should be provided for at least one hour per week and should encompass several different curricula.

3. **Health and Safety**: A variety of programs should be provided for a total of at least three hours per week.

4. **Educational Achievement**: 1 to 2 hours per day should be devoted to these activities.

5. **Community Service**: 1.5 to 5 hours per week, primarily for older youth.

6. **Family Support:** Programs should strive for one hour per week devoted to strengthening family relationships and support.

Finally, the paper provides some advice to Safe Havens staff in applying and implementing the positive youth development framework to meet the conditions of their individual program sites.

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PROGRAMS

Introduction

This paper provides an overview of positive youth development theory and its utilization in youth programming. It is intended to serve as a guide for adapting the Youth Safe Haven/Mini-Police Station (YSH/MP) programs according to the most rigorous and comprehensive evidence now available. Program Directors can use it to help them think through the objectives of their program and to inform their decisions about which program components to incorporate in order to attain those objectives. The paper identifies common features and characteristics of positive developmental settings and discusses individual summaries and more complex studies of youth programs. Key program components, their underlying principles, and durations are also indicated. We also show how the identified programs and principles relate to the program areas that Safe Haven programs have already considered.

General Information on Positive Youth Development

Positive youth development (PYD) addresses the broader developmental needs of youth. The theory is based on an "asset building" approach, focusing on the youths' strengths. According to the National Youth Development Information Center (NYDIC)[1], the asset building approach consists of the following elements:

- Focus on the positive
- Take personal responsibility for making a difference
- Mobilize public and youth serving organizations in the community
- View youth as resources
- A vision building perspective
- Cooperation of the community
- Hope change is possible

Positive youth development represents a theoretical shift in youth programs. Previously, programs operated from the deficit-centered approach, with the goal being to eliminate or control risks.[2] This model has faced criticism due to its focus on eliminating and reducing problem behavior and not promoting youths' assets. Benson (1997: 17) points out that society's concern about youth problem behavior is justified, but the "… problem-centered response by itself perpetuates a mind-set of professionalizing services to patch up young people and families, rather than a fundamental rethinking of how this society cares for its young."

Benson[3] states that practitioners and researchers are exploring new approaches to improve the welfare of children. Positive youth development, or asset building, has emerged from this exploration. Benson (1997: 18) states that the asset-building approach, "..centers on

nurturing the positive building blocks of development that all young people need." He argues that assets are developmental necessities. In keeping with this perspective, the Search Institute defines forty developmental assets necessary for positive youth development (see Appendix A for the Search Institute's list of developmental assets). Benson (1997:19) cautions however that:

> The asset paradigm does not eliminate the need to address deficits such as poverty, abuse, neglect, and other hardships that are too real and devastating for too many children and adolescents. Nor does it eliminate the need for intentional efforts to confront negative behaviors and choices with problem prevention, intervention, and rehabilitation efforts.

Ultimately, Benson suggests a balance between the deficit-reduction model and the asset-promotion model. He argues that promoting asset-building programs may in turn reduce developmental deficits and youths' risk behavior. Support for this argument can be found in a recent study by David Hawkins and his associates at the University of Washington's Social Development Research Group.[4] They found that a program in Seattle designed to give inner city school children better coping skills and an attachment to school and community, also resulted in less history of violence, less heavy use of alcohol, and less teen pregnancy.

Key Elements of Youth Development Programs

Effective youth development programs seek to assist youth in developing specific competencies in order to become healthy adults (asset building). The National Youth Development Information Center identifies five critical *developmental tasks* that adolescents should accomplish in order to become productive, responsible adults[5]:

1. *Cognitive Development*: expand knowledge, develop critical thinking and reasoning skills, and experience competence through academic achievement.

2. *Social Development:* increase communication and negotiation skills, increase capacity for meaningful relationships with peers and adults, and explore adult rights and responsibilities.

3. *Physical development:* begin to mature physically and to understand changes that come with puberty, increase movement skills through physical risks, develop habits that promote lifelong physical fitness, and learn to take and manage appropriate physical risks.

4. *Emotional development:* develop a sense of personal identity, develop a sense of personal autonomy and control, and develop coping, decision-making, and stress-management skills.

5. *Moral Development:* develop personal values, develop a sense of accountability in relation to the larger society, and apply values and beliefs in meaningful ways.

Additionally, NYDIC states that youth must gain *knowledge and skills* in the following five areas to succeed as adults[6]:

1. *Health:* good current health status and evidence of knowledge, attitudes, and behaviors that will assure future well-being, e.g. understanding of the consequences of risky behaviors (substance use, sexual activity), good nutrition, and exercise.

2. *Personal/Social Skills:* intra-personal skills- the ability to understand emotions and practice self-discipline; interpersonal skills- working with others, developing and sustaining relationships/friendships through cooperation, empathy, and negotiation, and developing judgment skills and coping mechanisms.

3. *Knowledge, reasoning, and creativity:* broad based knowledge of creative expression, good oral, written, and problem solving skills, ability to learn and sustain an interest in life-long learning and achieving.

4. *Vocational awareness:* broad understanding of life options and the steps to take in making choices, understanding of value and purpose of family, work, and leisure.

5. *Citizenship:* understanding national, community, and racial, ethnic, or cultural group history and values; desire to be ethical and to be involved in efforts that contribute to the broader good.

Examining the intersection of the developmental tasks and the knowledge and skills identified by the National Youth Development Information Center (NYDIC) can help program developers create effective youth programming. Depending on which developmental tasks they wish to emphasize, Youth Safe Haven local directors can customize their programs to include the specific knowledge/skills to impart to their unique population. Table 1 can be a useful tool to incorporate into the local planning and development of programs. For example, if a particular community places a high priority on social development and the building of meaningful relationships, interventions that stress personal/social skills (e.g., one-on-one mentoring) would be appropriate. If moral development is a concern, programs that teach citizenship skills through community service would be appropriate. Program Directors should also be concerned with ensuring that a variety of knowledge and skill areas are covered by the total program package. We purposefully have left the majority of the boxes blank because specific programs/interventions need to reflect the needs of their clients and/or community.

TABLE 1: INTERSECTION OF DEVELOPMENTAL TASKS AND KNOWLEDGE & SKILLS

DEVELOPMENTAL TASK (OUTCOMES)	KNOWLEDGE & SKILLS				
	Health	Personal/Social Skills	Knowledge, Reasoning, & Creativity	Vocational Awareness	Citizenship
Cognitive Development					
Social Development		Mentoring			
Physical Development					
Emotional Development					
Moral Development					Community Service

Research on Positive Youth Development

There has been a recent increase in research on positive youth development. Various researchers [See Catalano et al. (1999); Roth et al. (1998); National Research Council and Institute of Medicine (2001)] have conducted meta-analytic studies (i.e. analyses of previous studies) to identify successful youth development programs. These studies provide valuable information on the key components necessary for a successful intervention. Researchers such as Benson (1997) and Roth and Brooks-Gunn (2000) have sought to add to the literature by presenting information about successful adolescent development. Most of this research tends to overlap, with the authors stating that successful adolescent development is contingent on developing internal and external assets. The main theme to emerge from the literature is that youth development programs should view youth in terms of assets.

The following sections summarize the findings from studies conducted by Catalano et al. and the National Research Council & Institute of Medicine. A brief discussion about the Blueprints for Violence Prevention is also discussed. It is also important to present findings from the Child Trends (2002) study on mentoring programs. Evaluations of mentoring programs have shown positive results, and researchers are beginning to support and advocate this strategy for positive youth development.

Research Findings on Evaluations of Positive Youth Development Programs

Catalano and his colleagues[7] conducted the most comprehensive research on positive youth development in the United States. The researchers conclude that positive youth development is still not well defined, and shared definitions of key constructs must be established. To complete the report, the researchers developed 15 constructs that define positive youth development (See Appendix B for a list of the 15 constructs). They state that positive youth development programs typically seek to address one or more of these constructs in their program delivery. For the review, they included programs that address one or more of the constructs.

The researchers distinguished the youth development programs by the social domain in which the program operated. They identified three different social domains: family, school, and community. The programs evaluated were implemented in one, two, or all three social domains. Table 2 presents the different domains and their characteristics.

TABLE 2: SOCIAL DOMAINS

SOCIAL DOMAIN	CHARACTERISTICS
Family	Programs that incorporate parent training or incorporate parent involvement.
School	Program is implemented in the school setting by teachers or consultants.
Community	Program operates in the community/neighborhood in which the youth live.

The researchers analyzed previous evaluations of 77 youth development programs throughout the nation. Twenty-five programs were found to be effective based on the evidence from the evaluations. Overall, the researchers found that nineteen of the twenty-five programs showed positive changes in interpersonal skills, quality of peer and adult relationships, self-control, problem solving, cognitive competencies, self-efficacy, commitment to schooling, and academic achievement. Twenty-four of the twenty-five programs showed significant improvement (i.e. decreases) in youth drug/alcohol/tobacco use, school misbehavior, aggressive behavior, violence, truancy, and high risk sexual behavior. For specific outcome measures of improvement, see Catalano et al. Chapter 3.

The remaining fifty-two programs were excluded because of[8] 1) evaluation design weakness, 2) insufficient behavioral outcome measures, 3) outcomes showing no impact for the intervention, or 4) lack of methodological information needed to draw conclusions about the effectiveness of the program.

The *common* themes throughout the successful youth development programs include the following[9]:

- strategies to strengthen social, emotional, behavioral, cognitive, and moral competencies;

- increase in self-efficacy;

- inclusion of family and community in developing standards for positive youth behavior;

- build healthy bonding with adults, peers, and younger children;

- opportunities and recognition for youth who engage in positive behavior and activities;

- structure and consistency in program delivery; and intervene with the youth for at least nine months or more.

Community Programs to Promote Youth Development

The National Research Council and Institute of Medicine collaborated to examine community interventions and programs for youth in order to identify programs that might serve as models and to develop a research agenda to promote the healthy development of youth. Seven reviews and meta-analyses of prevention and promotion programs from the fields of mental health, violence prevention, teenage pregnancy prevention, and youth development were reviewed. In the field of youth development, the committee examined Catalano and colleagues, Roth and colleagues[10] (1998), and Hattie and colleagues[11] (1997). The committee concluded the following:

- Service learning and mentoring are important program components that were important for all of the reviews.

- A majority of the programs are school-based and included youth of all ages. It is unknown whether the programs can be successfully replicated in other settings such as after-school or Saturday programming.

- The studies were not designed to assess the features in the framework outlined by the National Research Council and Institute of Medicine.

- Most studies reported on short-term effects; follow-up data are uncommon.[12]

The Blueprints for Violence Prevention

The Blueprints for Violence Prevention were prepared by the Center for the Study and Prevention of Violence, at the University of Colorado at Boulder. The objective of the Blueprints for Violence Prevention is to identify and help to replicate effective violence prevention programs. To date, the project has identified 11 prevention and intervention programs, called Blueprints Model Programs, that meet a strict scientific standard of program effectiveness that is based upon an initial review by Center for the Study and Prevention of Violence and a final review and recommendation from an Advisory Board, comprised of seven experts in the field of violence prevention. The research has shown that the Blueprint programs have been effective in reducing adolescent violent crime, aggression, delinquency, and substance abuse.[13]

Child Trends Research Brief

Child Trends (2002) examined studies on ten national and local youth mentoring programs to determine if youth who participate in the programs are better off because of their participation. The authors' conclusions on program impact are based on reviews of evaluations of the programs. Conclusions on effective program approaches are based on non-experimental

analyses. Jekielek et al.[14] found that mentoring programs can be effective for positive youth development. The authors point out that the mentoring programs vary in structure and goals. The programs range from programs that seek to promote positive youth development to programs that specifically state they aim to improve academic performance and reduce substance use. Jekielek and colleagues assessed mentoring programs' effects on educational achievement, health and safety, and social and emotional development. It is important to note that of the programs reviewed, only Big Brothers/Big Sisters and The Buddy System contain the one-on-one mentoring component. The other programs utilized mentoring as a component to provide a comprehensive strategy for improving youth outcomes.[15]

Establishing Underlying Principles

As discussed above, the literature on positive youth development is comprehensive and widespread. Researchers use different constructs to describe and characterize positive youth development. The Search Institute identifies 40 internal and external assets that are essential to positive youth development, while Catalano et al. summarized these assets into 15 constructs. The National Youth Development Information Center, on the other hand, identifies five critical assets. We feel that the National Research Council report captures the essence of all of these frameworks with eight features necessary for positive youth development. Table 3 provides a summary of these eight features, which form the basis of our analysis.

Tables 4, 5, and 6 provide information about rigorously evaluated programs that promote positive youth development. The eight principles, defined in Table 3, comprise the underlying principles in tables 4, 5, and 6. Given that the various sources of information often do not explicitly state the underlying principles of each program, we have identified these principles based on our assessment of the information from the secondary sources. The tables provide information on the programs' enrollment characteristics, key components, underlying principles, and optimal, recommended, or, most often and simply, stated doses. Programs in these tables are distinguished by their delivery setting/location, e.g. in single, dual, or multiple locations. For example, some programs seek to provide services in two locations e.g. school and community or school and family. As the table illustrates, even programs held in "single" locations, such as a school, often address multiple positive youth development principles.

Table 7 depicts the relation of effective positive youth development programs to the Youth Safe Havens program features that we understand will be implemented across the program sites. Additionally, we have reviewed the Eisenhower Foundation's program content principles and indicated with footnotes which features address the program content principles. The positive youth development principles identified by the National Research Council differentiate the programs in Table 3. For example, programs promoting two to four positive youth development underlying principles fall into the category of "two to four PYD [positive youth development] underlying principles". Through our analysis and research, we then have compared these programs, based on the number of underlying principals, to the features present in the YSH/MPS features. Table 7 shows that a higher number of positive youth development principles present in the program corresponds with an increase in the Youth Safe Havens features being addressed.

TABLE 3: UNDERLYING PRINCIPLES OF POSITIVE YOUTH DEVELOPMENT (PYD)

PYD UNDERLYING PRINCIPLE	DESCRIPTION
Physical & Psychological Safety	Safe & health-promoting facilities and practices that increase safe peer group interaction and decrease unsafe or confrontational peer interactions.
Appropriate Structure	Limit setting; clear and consistent rules and expectations; firm-enough control; continuity and predictability; clear boundaries; age-appropriate monitoring.
Supportive Relationships	Warmth; closeness; connectedness; good communication; caring; support; secure attachment; and responsiveness
Opportunities to Belong	Opportunities for meaningful inclusion regardless of one's gender, ethnicity, sexual orientation, or disabilities, social inclusion, engagement, and integration; opportunities for socio-cultural identity formation; and support for cultural and bicultural competence.
Positive Social Norms	Rules of behavior; expectations; injunctions; ways of doing things; values and morals; and obligations for service.
Support for Efficacy & Mattering	Empowerment practices that support autonomy; practice that includes enabling, responsibility granting, and meaningful challenge. Practices that focus on improvement rather than on relative current performance levels.
Opportunities for Skill Building	Opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences.
Integration of Family, School, & Community Efforts	Coordination and synergy among family, school, and community.

Source: National Research Council and Institute of Medicine (2001) *Community Programs to Promote Youth Development*. Pp. 90-91. Committee on Community-Level Programs for Youth. Jacquelynne Eccles and Jennifer A. Gootman, eds. Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

TABLE 4: SINGLE-LOCATION PROGRAMS PROMOTING YOUTH DEVELOPMENT

SINGLE LOCATION PROGRAMS	ENROLLMENT CHARACTERISTICS						KEY COMPONENTS	PYD UNDERLYING PRINCIPLES								OPTIMAL DOSES
	Location				Age			Physical and psychological safety	Appropriate structure	Supportive relationships	Opportunities to belong	Positive social norms	Support for efficacy and mattering	Opportunities for skill building	Integration of family, school, and community efforts	
	School	Family	Community	After-School	6 – 12	12-18										
Bayview Safe Haven				X	X	X	The program provides structured activities in academic, vocational, recreational, and life skills/community service. The goal is to help the youth stay in school and out of the criminal justice system.	X	X	X	X	X	X	X		Program activities offered at specific frequency from daily for academic to twice per week for recreational activities.
Bicultural Competence Skills			X	X			Provides skills training to promote competence and positive identify based on bicultural fluency				X	X		X		10 sessions (Note: length and time frame are not stated)
Big Brothers/Big Sisters (NRC & IOM Model Program)			X		X	X	One-on-one mentoring activities for youth ages 10-16	X		X	X	X	X	X		Mentoring services provided 3-4 hours three times per month for one year.
Brainpower	X				X		Program focuses on social competency.				X			X		12 lessons 60-90 minutes each

SINGLE LOCATION PROGRAMS	ENROLLMENT CHARACTERISTICS						KEY COMPONENTS	PYD UNDERLYING PRINCIPLES								OPTIMAL DOSES
	Location				*Age*			*Physical and psychological safety*	*Appropriate structure*	*Supportive relationships*	*Opportunities to belong*	*Positive social norms*	*Support for efficacy and mattering*	*Opportunities for skill building*	*Integration of family, school, and community efforts*	
	School	Family	Community	After-School	6–12	12-18										
Growing Healthy	X				X		Comprehensive school health education curriculum addressing emotional & social aspects of a child's growth and development	X				X				43-56 lessons over 1-2 year period
Improving Social Awareness-Social Problem Solving	X				X		Skill-building program to promote decision making, social awareness, social competence. Focuses on transition to middle school.				X	X		X		Two year program (Note: time frame/ number of sessions not stated)
Know Your Body	X				X	X	Health promotion intervention focusing on skill building and education.					X				2 hours per week for 6 years
Life Skills Training (Blueprint program)	X				X	X	Comprehensive curriculum focusing on skill building to make healthy choices. Designed to prevent the use of gateway drugs.					X		X		45 minute sessions—15 sessions 1st year, 10 sessions 2nd year, 5 sessions 3rd year
Penn Prevention Project				X	X	X	Cognitive behavioral program focusing on teaching coping strategies.					X		X		1.5 hours per week for 12 weeks

TABLE 5: DUAL-LOCATION PROGRAMS PROMOTING YOUTH DEVELOPMENT

DUAL-LOCATION PROGRAMS	ENROLLMENT CHARACTERISTICS					KEY COMPONENTS	PYD UNDERLYING PRINCIPLES								OPTIMAL DOSES
	Location			*Age*			*Physical and psychological safety*	*Appropriate structure*	*Supportive relationships*	*Opportunities to belong*	*Positive social norms*	*Support for efficacy and mattering*	*Opportunities for skill building*	*Integration of family, school, and community efforts*	
	School	Family	Community	6-12	12-18										
The Child Development Project	X	X		X		Intervention utilizes cooperative learning, reading, language arts, developmental discipline, school community building, and home activities.				X	X	X	X	X	Integrated curriculum over school year (Note: time/sessions not stated)
Social Competence Program for Young Adolescents	X	X		X	X	Highly structured intervention promoting social competence and preventing risky behavior.					X		X		16 45-minute sessions over 12 weeks
Teen Outreach Program (NRC & IOM Model Program)	X		X		X	Intervention focusing on developmental topics such as life-skills, communicating with parents, and future life planning with an intensive volunteer component.	X		X	X	X	X	X		Weekly classroom discussions; 45 hours of volunteer service for one year

TABLE 6: MULTI-LOCATION PROGRAMS PROMOTING YOUTH DEVELOPMENT

MULTI-LOCATION PROGRAMS	ENROLLMENT CHARACTERISTICS							KEY COMPONENTS	PYD UNDERLYING PRINCIPLES								OPTIMAL DOSES
	Location					Age			Physical and psychological safety	Appropriate structure	Supportive relationships	Opportunities to belong	Positive social norms	Support for efficacy and mattering	Opportunities for skill building	Integration of family, school, and community efforts	
	School	Family	Community	Church	Workplace	6-12	12-18										
Across Ages	X	X	X			X		Mentoring is provided by older adults with the goal to illustrate the effects of an intergenerational mentoring to drug prevention for high risk sixth grade students.			X	X	X	X	X	X	Mentoring provide 2hrs per week Community service 1 hr per week LST 26 one hour sessions during school year
Adolescent Transitions Project	X	X	X			X	X	Intervention utilizes a youth/parent skill building approach to reduce/prevent problem behavior and substance abuse.			X	X	X		X	X	12 sessions over 18 hours

MULTI-LOCATION PROGRAMS	ENROLLMENT CHARACTERISTICS							KEY COMPONENTS	PYD UNDERLYING PRINCIPLES								OPTIMAL DOSES
	Location					*Age*			*Physical and psychological safety*	*Appropriate structure*	*Supportive relationships*	*Opportunities to belong*	*Positive social norms*	*Support for efficacy and mattering*	*Opportunities for skill building*	*Integration of family, school, and community efforts*	
	School	Family	Community	Church	Workplace	6-12	12-18										
Creating Lasting Connections		X	X	X			X	Project designed to reduce/prevent substance abuse among at-risk youth by impacting the three domains			X	X	X		X	X	Youth participate in 15 hours & parents 55 hours; youth participate in 18 hours of volunteer service; follow up provided for 1 year.
Midwestern Prevention Project (Blueprint program)	X	X	X			X	X	Multi-faceted, multi-year program for substance abuse prevention. Utilizes media, school-based program with booster sessions, parent education, community training, and local policy change regarding alcohol, tobacco, and other drugs					X		X	X	20 hours of direct programming for youth & parents during 1st & 2nd year; community task forces created 3rd-5th year; 16 television, 10 radio and 30 print media events

MULTI-LOCATION PROGRAMS	ENROLLMENT CHARACTERISTICS							KEY COMPONENTS	PYD UNDERLYING PRINCIPLES								OPTIMAL DOSES
	Location					Age			Physical and psychological safety	Appropriate structure	Supportive relationships	Opportunities to belong	Positive social norms	Support for efficacy and mattering	Opportunities for skill building	Integration of family, school, and community efforts	
	School	Family	Community	Church	Workplace	6-12	12-18										
Woodrock Youth Development Project	X	X	X			X	X	Program emphasizes life-skills training and social competence training and promoting an anti-drug message. Components include human relations classes, peer mentoring, extracurricular school activities, and structured interactions between students and teachers, and children and parents.			X	X	X		X	X	Specific time-frame not stated
Quantum Opportunities (Blueprint program & NRC/IOM model program)	X		X		X		X	Serves youth from families receiving public assistance. Provides education, service, and development activities, & financial services for 4 years.	X		X	X	X	X	X	X	250 hours of yearly education; 250 hours of yearly development activities; 250 hours of service activities.

TABLE 7: RELATION OF EFFECTIVE PROGRAMS TO YSH/PM FEATURES

PROGRAM	YSH/PM FEATURES					
	LIFE & SOCIAL SKILLS[16]	*HEALTH & SAFETY*[17]	*FAMILY SUPPORT*[18]	*COMMUNITY SERVICE*	*EDUCATIONAL ACHIEVEMENT*[19]	*MENTORING*[20]
ONE PYD UNDERLYING PRINCIPLE						
Know Your Body	X	X				
TWO – FOUR PYD UNDERLYING PRINCIPLES						
Bicultural Competence	X					
Brainpower	X					
Growing Healthy		X				
Improving Social Awareness-Social Problems Solving		X				
Life Skills Training						
Penn Prevention Project	X	X				
Social Competence for Young Adolescents	X					
Midwestern Prevention Project	X	X	X			
FIVE OR MORE PYD UNDERLYING PRINCIPLES						
Bayview Safe Haven	X	X		X	X	X
Big Brothers/Big Sisters	X	X	X		X	X
The Child Development Project]	X		X		X	
Teen Outreach Program	X	X	X	X		
Across Ages	X	X	X			X
Adolescents Transitions Project	X	X	X			
Creating Lasting Connections	X	X	X	X		
Woodrock Youth Development Program	X	X	X			X
Quantum Opportunities	X	X	X	X	X	X

What Works, What Doesn't, and What's Promising

Sherman et al.[21] conducted a comprehensive review of the effectiveness of juvenile crime prevention programs in seven types of local settings utilizing a broad definition of crime prevention. The report outlines what works, what doesn't, and identifies promising programs. The authors developed a scale which they used to rank over 500 scientific evaluations on overall internal validity. Among the programs that were found to "work" (based on at least two acceptable scientific evaluations) and that have relevance to the Youth Safe Havens/Police Mini-stations were:

- Training or coaching in thinking skills using behavior modification techniques or rewards and punishments
- Social competency skills curriculums, such as Life Skills Training
- Clarifying and communicating norms about behavior
- Family therapy and parent training about delinquent and at-risk pre-adolescents
- Extra police patrols in high crime hot-spots

Relevant programs that were found to be "promising" (based on one acceptable scientific evaluation) included:

- Community–based mentoring by Big Brother/Big Sisters of America
- Community–based after-school recreation programs
- Community policing with meetings to set priorities
- Policing with greater respect to offenders
- Intensive supervision and aftercare of minor juvenile offenders

Finally, Sherman and his colleagues identified the following programs which, based on the available evidence, they were reasonably certain did not prevent crime or reduce risk factors for crime:

- Community mobilization of residents' efforts against crime
- Home visits by police to couples after domestic violence incidents to provide counseling and monitoring
- Drug Abuse Resistance Education (D.A.R.E)
- Instructional program focusing on information dissemination, fear arousal, moral appeal, self-esteem, and affective education
- Storefront police offices (without auxiliary programs or services)
- "Scared Straight" programs
- Individual counseling and peer counseling of students in schools

Conclusions and Application to Youth Safe Haven Police Mini-Stations

The preceding material presents a framework within which the Youth Safe Haven/Police Mini-station replications can begin thinking about the kinds of program components that are most compatible with their needs and resources. Most of the effective programs that we identified can be associated with one or more of the categories of services that the Youth Safe Havens/Police Mini-stations already provide as shown in Table 7. For example, The Adolescent Transition Project has a life and social skills component, a health and safety component, and a family support component.

In adapting the effective programs to each Youth Safe Havens/Police Mini-stations site a number of factors should be taken into consideration. One is the age of the target population. Several of the effective programs are more appropriate for older adolescents (i.e. 14 –17 years of age), while others are aimed at younger adolescents or to all youth. Another is the type of setting, for example some of the programs are designed to operate in a school, and the results obtained in a school setting might not carry over to a community setting. Sites may differ in terms of their access to settings or their preferences as to where they want to operate. For example, if a site prefers to provide only on-site programming, then mentoring and life skills might be the preferred approaches. If projection outside the program site is preferred, then family programming and community service components might be among the preferred components. Each site should also seek to develop a set of program activities that incorporates as many of the underlying principles of positive youth development settings as possible as outlined in Table 3.

The sites need, then, to balance the needs and strengths of the youths they are trying to reach, the kinds of program components that potentially influence those needs and strengths, and the manner in which the programs are to be delivered, for instance, on and/or off-site. When a site makes a decision about which one or more program component it wishes to adopt and adapt, we suggest that the site staff refer to the literatures relating to the specific programs identified here as guides for implementation. There is no need for sites to struggle when much of that work has been done elsewhere.

In developing a comprehensive youth development program, a major concern will be determining how much time and attention to devote to each type of activity. After reviewing the available literature, we have summarized the findings with respect to recommended "dosages" in Table 8. In this Table, we took the six major categories of activities that make up the Youth Safe Havens programs and presented the recommended frequencies and durations based on programs that have been rigorously evaluated and shown to be effective.

The first service category is mentoring, which involves managing a one-on-one supportive relationship between a caring adult and a youth. While some programs with mentoring components have reported requirements of only 1-2 hours per week, the most thoroughly evaluated mentoring program is the one operated by Big Brothers/Big Sisters of America, which recommends 3-5 hours per week of contact for a period of at least one year.

The second service category, which includes several Safe Haven strategies, is training in life and social skills. The most thoroughly evaluated program in this category is Botvin's Life Skills Training, which requires fifteen 45-minute sessions during the first year and a smaller number during years two and three. Other life and social skills training programs have similar requirements. Youth Safe Havens should schedule a minimum of 45 minutes to one hour per week and include several different curricula over the course of one year.

Effective health and safety programs require one to two hours per week over a period of two years or more. These programs include general health and safety awareness and substance abuse prevention. In order to accommodate more than one type of activity, Youth Safe Havens programs should allocate a minimum of three hours per week for these activities.

There is relatively little documentation of educational achievement programs that have been thoroughly and rigorously evaluated. Among the few programs that have successful educational components, between 1 and 2 hours per day were devoted to these activities.

We could not find any documentation of effective community service programs for youth ages 6-12. For older youth, programs with effective community service components devoted from 1.5 to 5 hours per week to this activity.

Family support programs include efforts to involve family members and improve family relationships and support. Information about dosages for these programs is scarce and lacks detail. Programs that contained effective family support components devoted on average less than one hour per week to these activities.

TABLE 8. RECOMMENDED DOSAGES BY SERVICE CATEGORY

SERVICE CATEGORY	YSH/PM STRATEGIES (EXAMPLES FROM CURRENT SITES)	RECOMMENDED FREQUENCY (BASED ON EVALUATED PROGRAMS)	RECOMMENDED DURATION (BASED ON EVALUATED PROGRAMS)
MENTORING	Individual mentoring	3-5 hours per week[1]	One year or longer
LIFE & SOCIAL SKILLS	Clubs Harmony Group Mini Society Groups Conflict Resolution	Fifteen 45 minute sessions the 1st year; 10 sessions the second year; 5 sessions 3rd year[2]	Three years
HEALTH & SAFETY	Healthy Kids Club Safety Awareness Substance Abuse Awareness	43-56 sessions[3] 2 hours per week[4]	1-2 years six years
EDUCATIONAL ACHIEVEMENT	Homework Lab Reading Program Computer Lab Writing Lab	20 minutes tutoring per day; 90 minute reading periods per day[5] 250 hours education activities per year[6]	Six years (K-5th) 4 years (9th –12th)
COMMUNITY SERVICE	Community Service Youth Employment Senior Meals on Wheels	Average of 45 hours[7] throughout program 250 hours of service activities per year[6]	Nine months 4 years (9th-12th)
FAMILY SUPPORT	Creating Family Connections Parents GED classes Personal Finance	12 sessions each 90 minutes[8]. 20 hours of direct contact with students and parents per year[9]	 Two years

[1] Big Brothers/Big Sisters of America (Blueprints Model Program)
[2] Botvin's Life Skills Training (Blueprints Model Program)
[3] Growing Healthy
[4] Know Your Body
[5] Success for All
[6] Quantum Opportunities Program
[7] Teen Outreach Program
[8] Adolescent Transitions Project
[9] The Midwestern Prevention Project

In summary, Youth Safe Haven Directors should consider the following in implementing the ideas presented in this paper:

1. Start by assessing the situation, needs and objectives in your particular community. This includes the age and demographics of the target population, the resources that you have available, and the positive youth development principles that you most want to address.

2. Identify the community institutions that you might partner with in implementing your program (e.g. schools, police, faith-based organizations, other service providers) and actively explore the partnership arrangements.

3. Select programs or program components that emphasize the desired positive youth development principles, which have been shown to be effective, and fit with your population and community characteristics, as well as your potential partnership relationships.

4. For those programs or interventions selected, obtain more information about the model and adhere to the program guidelines and requirements as much as possible.

5. Select dosages (number of hours per week per service category) based on the total number of hours available and the identified service priorities. Refer to Table 8 for the recommended dosages.

6. Build in ongoing mechanisms to monitor program performance so that the organization can learn and adapt based on its actual experience.

[1] www.nydic.org/devdef.html. obtained on 7.01.02.

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[3] Ibid.

[4] Philadelphia Inquirer, May 14, 2002.

[5] Benson, P.L. (1997). <u>All kids are our kids: What communities must do to raise caring and responsible children and adolescents</u>, San Francisco: Jossey-Bass Publishers.

[6] Ibid.

[7] Catalano, R.F.; Berglund, L.M.; Ryan, J.A.M.; Lonczak, H.S.; & Hawkins, J.D. (1998). Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs, obtained from http://aspe.hhs.gov/hsp/PositiveYouthDev99/index.htm on July 2, 2002.

[8] Ibid. Chapter 4.

[9] Ibid. Executive Summary.

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[14] Jekielek, S.M., Moore, K.A., Hair, E.C., and Scarupa, H.J. (2002). Mentoring: A Promising Strategy for Youth Development. Child Trends Research Brief, February 2002. Washington, DC.

[15] Ibid.

[16] Abt Associates Inc. (2001). The Eisenhower Foundation's Youth Safe Haven/Police Mini-Station Replication Initiative: An Assessment of Program Implementation. Cambridge, MA. Addresses principle no. 21 on page 9.

[17] Ibid. Addresses principle no. 21 and 22 on page 9.

[18] Ibid. Addresses principle no. 20 on page 9.

[19] Ibid.

[20] Ibid. Addresses principle no. 19 on page 8.

[21] Sherman, L.W., Gottfredson, D.C., Mackenzie, D.L., Eck, J., Reuter, P., & Bushway, S.D. (1998). Preventing Crime: What Works, What Doesn't, What's Promising. National Institute of Justice, Research Brief.