

Youth Crime Prevention Projects *What Works?*

RESOURCE





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The tool was developed under the direction of an advisory committee comprised of citizens, businesses and police working together in areas of crime prevention. The information contained in this tool is intended to help meet the needs of programs and the community in developing successful, sustainable programs for at-risk youth.

The research presented here contains information from 23 programs with over 90 participants. Additionally, another 25 people were involved in the pilot phase of the research.

Our sincere thanks to all of you!

This tool is a project of the BC Crime Prevention Association with assistance from our community partners.



National Crime Prevention Strategy



Ministry of Public Safety and Solicitor General



Simon Fraser University

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THINKING OF THE WORLD



BC Crime Prevention Association

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Introduction

The *“Youth Crime Prevention Projects — What Works?”* resource tool has been developed as a resource for both funding organizations and program decision makers for at-risk youth. The information is aimed at those administrators running the program as well as for those making funding and operational decisions.

The following resource tool is comprised of a collection of information that was gathered from 23 programs across the province of British Columbia. The programs reviewed in this tool range in their delivery focus to include: Mentoring, Youth Camps, Train the Trainer, Drop-in/After School, Aboriginal, Workshops and Outreach based programs.

This tool is designed to be used at program start up to gain insight into what other programs indicate as success factors, as well as potential challenges. The research involved conducting focus groups with both program administrators and youth participants to assess the program impact on youth. For the purposes of this research, impact is defined in terms of increasing protective factors and decreasing risk factors in the lives of the youth participants.

Not all information gathered is included in this tool. This is meant to be a resource for which program decision makers and funders can reference in order to spark ideas and gain information; it is not meant to be a tool which gives a step by step guide to guaranteed success.

Overview

The programs reviewed in this research are geared to a crime prevention through social development approach and do not directly measure the impacts on crime rates. They do however highlight the personal changes seen in the youth which serve to act as protective factors for at-risk youth with the intention of leading to a reduction in criminal and/or deviant behaviour.

The programs that were the most successful were able to recognize that there will always be limitations, but would accept these in order to succeed in other areas. For example, this may become evident when a program is operating within a school. The school may have its own limitations of time and policy, but also may offer a free place in which a program can operate, offering a greater benefit than limitation.

When considering each of the factors included within this resource, it is important to remember that the programs which had the most success were able to find a balance between these factors as well as having the ability to allow the successes to outweigh any potential challenges.

Main highlights of the research indicate the need for programs to be flexible in program structure while remaining clear in their goals and expected outcomes. For example, programs want to understand that working within other organizations may change certain aspects of how lessons and activities are delivered; however, this should not change the overall function of those activities.

Respondents recognize struggles with resources and funding as common among programs, indicating the need for early community involvement to assist with longer term sustainability and capacity building. This commitment at the program start-up phase is beneficial for gaining in-kind donations, extra funding support as well as infrastructure related resources. Additionally, each partner brings its own set of stakeholders, networks and skills, further contributing to program success.

Once the program is established many ingredients are noted as useful in increasing protective factors and decreasing risk factors for the youth participants. These factors include aspects of positive role models, the teaching of life skills and encouraging a sense of community among the youth.

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* = Youth Responses



Increasing Protective Factors/ Decreasing Risk Factors



Program Structure

SUCCESS FACTORS

i) Effective Teaching Styles

- Continual, Direct and Consistent
- Use of Role Play
- Take Advantage of Teaching Moments
- Act as Mediator/Mentor *

Analysis

Several respondents indicate that programs which maintain continual, direct and consistent approaches experience more success. Additionally, participants indicate that the use of role play is beneficial in portraying personal experiences and creates an effective tool for learning. The indication of taking advantage of 'teaching moments', in this case, refers to the flexibility offered as it occurs within informal conversations. These teaching styles were mentioned by the participants in terms of effective ways to educate youth regarding the reduction of risk factors that surround them in their daily lives, as well as leading to strong developmental assets and increasing protective factors.

ii) Desirable Way to Spend Time

- Providing Support and Safety
- Open Communication
- Praise
- Safe Place To Go *
- Free to Talk to Administrators *
- Value Structure that Programs Offer *
- Fun/Recreational/Different *
- Youth Driven *

Analysis

Many of the participants indicate that part of the program's success is based on the fact that the youth like being involved, mainly that the program is fun for those attending and is thus a "Desirable Way to Spend

Time". Providing support and safety for the youth is continually addressed by the respondents (youth and administrators) as critical both for the youth's peace of mind, as well as their parents. Offering praise and open lines of communication in the programs creates opportunities for growth in the youth leading to an increase in protective factors. Youth also identify that they like the challenge that the program often offered to them, indicating that the youth want to develop personal assets such as dedication and motivation. Allowing the youth to be faced with these challenges, increases empowerment. Some youth respondents additionally indicate that when the programs are youth driven they feel more connected and supportive of the program.

iii) Responding to Youth Needs

- Remain Flexible
- Create Comfortable Environment
- Affordable *
- Run During a Time Convenient to Youth *

Analysis

"Responding to Youth Needs" is represented through the need to remain flexible in the program as well as in creating an environment in which the youth feel free to express themselves. Allowing the youth to offer ideas and suggestions as well as remaining receptive to individual needs while still working within a structured program with clear goals will create an effective balance for those involved. For example, within a program, outings may be structured into its foundation; however, programs can remain flexible and allow the youth to become involved in the decision making process of these activities.



"The program belongs to them and they are protective of it, it is self monitoring for them." — Administrator

POTENTIAL CHALLENGES

i) Ineffective Teaching Style

- Rigid
- Talking Down to Youth
- Youth Dislike Facilitator *

Analysis

Respondents note that it is important to remain flexible in the forms of teaching. Having too rigid of a teaching style will result in a loss of interest from the youth. Additionally, programs that youth are most receptive to are programs where the youth indicate feeling encouraged and supported within the program. In this case, creating an open environment in which there is flexibility, as desired by youth, will allow the important aspects of information surrounding risk factors to be understood by participants.

ii) Limited Range

- Age Range too Narrow
- Not Enough Time Available
- Lack of Direction *

Analysis

Programs often described the importance of allowing enough time to create a bond with those youth involved. With additional time, the program can move beyond providing basic needs and into creating more developmental assets for those youth. Respondents additionally indicate the need to include younger aged participants to allow for targeting them while their interests are still high and at-risk behaviour has not yet begun. Youth participants indicated frustration within programs where there was limited structure and where there was no clear goal communicated. The impact of this disorganization may cause youth to feel as though they are in an unstructured environment and that there is little point in attending the program since there are no suggested outcomes or expectations.



“Before
I was involved
with it, I was dealing
with a lot of stress.”

— Youth Participant



Development of Self

SUCCESS FACTORS

i) Building Relationships¹

- Giving Voice to Youth
- Positive Role Models
- Make New Friends²
- Peer Support
- Sense of Belonging³
- Parental Involvement⁴
- Continual Support Allows Relationships to Grow *
- Teach on Aspects of Team Work and Helping *
- Gained Skills/Knowledge on Respect *

Analysis

Throughout the programs “Building Relationships” is identified as a contributing factor to asset building and increasing protective factors among youth. Among at-risk youth, the existence of positive role models and pro-social friendships may be minimal yet is such a key ingredient to a successful decrease in risk factors.

Creating a sense of belonging and a safe place for the expression of feelings allows the youth to move forward into developing new skills. It is evident, based on youth responses, that creating these relationships teaches respect, team work and helping⁵. This demonstrates the importance of taking the time to create and build on these relationships, serving to increase the effectiveness of activities within the program.

ii) Opportunity/Success

- Something to Look Forward to
- Goal Setting
- Accomplishment

Analysis

Providing a chance for youth participants to experience “Opportunity and Success” in these programs is identified as an important factor in self development. In this capacity, by encouraging goal setting among the youth the experience of forward thinking begins. Giving the youth something to look forward to as well as a sense of accomplishment increases the youth’s confidence contributing to their ability to avoid at-risk situations. One example is evident in programs such as youth

camp, in which the youth began to realize the importance in what they do day-to-day, without their contributions to cooking and camp set up, the trip would not be a success.

iii) Life Skills⁶

- Employable Skills⁷
- Resume Building
- Problem Solving Skills
- Communication Skills
- Knowledge of Personal Attributes
- Awareness of Opportunity
- Learn Value of Completion of Tasks *
- Where to Find Services and Support *
- Value Experience for Future Career Opportunities*
- Increased Knowledge on Many Topics like Drugs *
- Homework Skills and Ownership in its Completion⁸ *

Analysis

“Life Skills” is identified throughout the programs as an important aspect in the development of the youth participants. In the case of respondents, two types of life skills become evident. The first skill types are more practical and hard skills such as employable skills, problem solving, communication skills and resume building. As an example of these hard skills, youth see the value in completing homework and the importance of doing something that they might not enjoy at the time, in order to gain the benefits of the task. The youth made reference to being able to complete their homework on their own, creating more confidence and allowing them some independence. The second life skills category involves awareness and knowledge including aspects of personal awareness, knowledge of opportunity, knowledge of where to find services and support, as well as information on drugs and other topics which assist in increasing awareness of risk factors.

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iv) Sense of Community

- Show Pride in Community and Show Respect
- Ownership
- Cultural Awareness
- Provides Social Network *
- Sense of Involvement in Community *
- Encouraged to Become Leaders Within Community *

Analysis

Throughout the programs a “Sense of Community” is identified as a positive outcome for the youth participants from both administrator and youth respondents. Administrators indicate the difference in the respect that youth show others within the community after participation, as well as the personal ownership they develop for the program and their community. A related example of this is in situations where after being involved in the programs the youth come back to volunteer their time, giving back to their community. Within many of the programs cultural awareness is a prominent aspect which allows the youth an understanding of their locality and allows for an appreciation of their elders. Within some programs, an international level allowed an element in which cultural sharing could occur, which gave the youth the chance to learn about others backgrounds while also sharing in their own history. This allows youth a great connection to their culture and supports the development of protective factors by allowing them to choose further involvement.

POTENTIAL CHALLENGES

i) Labeling

- Community
- Peer

Analysis

One major concern within youth programs is the labeling that can occur when youth participate in a program which is designed or termed for at-risk youth. Labeling can have a variety of negative effects on the youth involved as it leads to a decrease in self esteem and related issues.⁹ Programs indicate this as a major concern within schools and identify that this labeling occurs both from individual peers as well as from the community. This negative connotation that is associated with the youth deters participation in programs which in turn affects the success of the program. One option would be to remain inclusive to all youth rather than targeting a specific population of at-risk participants.

ii) Setting Unattainable Goals for Youth

- Unrealistic
- Expectations too High

Analysis

If program goals are unrealistic or expectations are too high the youth become discouraged, effecting self esteem and their success in the program. As an example, programs that had smaller tasks, as simple as doing litter clean up on school grounds, showed noticeable results after completion and the youth involved saw value in their contributions.

“They really **look forward** to it
and they really got something from it.
Their **self esteem**
was really built up.”

— Administrator





Sustainability



Community Development

SUCCESS FACTORS

i) Available Resources

- Advertising
- Community Interest
- Commitment from all Levels
- Advisory Committee¹⁰
- Need to be Culturally Appropriate
- Parental Support

Analysis

The above are suggestions given to increase the likelihood of gaining resources from outside agencies. Creating public awareness and interest through advertising will develop relationships in the community and if the public understands the goals of the program this will increase the likelihood of gaining support. This commitment, of course, spans across all levels in the community, including local municipalities and RCMP. Respondents also identify using an advisory committee in order to delegate tasks as well as to help with increasing awareness of the program in other organizations, additionally using parents to create further contacts. Some program administrators also indicate the importance of ensuring culturally appropriate resources to assist with self help and healing.

POTENTIAL CHALLENGES

i) Inaccessibility of Community

- Programs Slow to Gain Access into Established Organizations
- Inaccessibility of Referral Organizations
- Lack of Understanding from Community
- Community Judgment *

Analysis

Respondents agreed that it is sometimes difficult to gain awareness in the community due to a lack of understanding about the program and what it aims to accomplish. Additionally, the community may not understand the scope of working with at-risk youth. Within this population, success may be measured on a different scale. For example, an accomplishment such as a youth beginning to practice personal hygiene may be identified as a success for the program. Programs note that it is often difficult to gain access to other local agencies which may have been able to offer support. Making these connections becomes essential to the program's success, yet is often a barrier. It is important to identify what agencies are needed at the outset of the program and to make connections with those in advance in an effort to minimize barriers. Respondents also identify that often referral services are not accessible due to hours of operation or availability of space.

ii) Language Barriers

- May Slow Process of Program
- Increased Time Required
- Changes Program Implementation

Analysis

When diverse populations are targeted for a program, "Language Barriers" can arise resulting in a potential lack of understanding from both participants and community members. When these barriers exist time and specialized materials required may change the focus of the program. If an awareness of this possibility can be anticipated and built into the program, it can instead serve to enrich the experience for all involved.



“All the adults care.”

— Youth Participant

“There are kids who
don't benefit
from the programs because they
can't get to it.”

— Administrator



Policy Implications

SUCCESS FACTORS

i) **Strategic Planning**

- Aware of Other Organizations Operations
- Understand how Partnership will Function

Analysis

“Strategic Planning” is defined as the need to be aware of the policies of all partner organizations. It is necessary for the program decision makers to align their mandates with those of the partner organizations and agencies. When this is achieved, program objectives, targets and focus also become aligned. Examples such as determining the kinds of activities, when and where the program runs, how funds will be managed and what youth will be reached, among a variety of other possibilities, can occur. The respondent’s identified that this often occurs within schools and on reserves. These limitations are identified as an area of caution, yet the benefits in most cases outweigh the costs when planning occurs.

POTENTIAL CHALLENGES

i) **Insurance Issues**

- May have Liability Issues
- May be Costly

Analysis

The need for program insurance for specific activities became an issue for some programs in this study. In these cases, insurance proved to be costly and added concerns of liability. While this is not something that can be avoided, being aware of this at the outset can assist with program sustainability.



“Conflict is a lot
easier now
than it was before because
I was more getting angry
and fighting.
Now I am more
able to resolve
the situation with talk
rather than fighting.”

— Youth Participant



Program Structure/Development¹¹



SUCCESS FACTORS

i) **Champion for Program**¹²

- Youth/Volunteers
- Elders
- Staff

Analysis

Respondents overwhelmingly state the existence of a champion is a great contributor to the program's success and sustainability. Most often, it appears that these people are the program staff who contribute extra time and effort to keep the programs operating. As well, it is often the volunteer staff, youth participants or elders in the community who campaign for the program and support it in this capacity.

ii) **Program Incentives**

- Certificates
- Rewards Through Activities

Volunteers and youth play an important role that can further be encouraged by offering incentive for their participation. This incentive could include certification of participation or could be in the form of rewards through activities in the program. By creating a value around the incentives their impact can lead to further community support. Creating these supports both internally to the program as well as externally increases the momentum and leads to its sustainability.

iii) **Structured & Planned at Start up**

- Where Does the Support Lie in the Community?
- Be Aware of Social Problems in Community

Analysis

Respondents agree that within any program the success will depend on its suitability to the youth as well as the community. It is important for the organization to look to the community to determine where the support and focus for change lie. An example in which support was limited, negative media coverage on the program became problematic for the program's success. So by looking to the community to achieve the programs goals the result will be more support from those within the community as well as with funding bodies.

iv) **Evaluation**¹³

- Beneficial in Gaining Funding
- Aware of Needs of Participants

Analysis

Throughout the programs, evaluation is seen as an essential element of success. Respondents indicate that having something tangible such as an evaluation is beneficial for gaining future funding and also serves to acknowledge areas of improvement for both the organization and the program itself. Evaluation is also seen as crucial to remaining up to date on youth needs and issues.

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“Just being here helped.” — Youth Participant

POTENTIAL CHALLENGES

i) Inadequate Resources

- Funding
- Facilities
- Staff Training
- Not Culturally Appropriate

Analysis

Respondents agree that the issue of dealing with inadequate funding is paramount. Funding problems lead to lack of appropriate infrastructure, lack of training for staff and lack of resources (computers, phones, art supplies and recreational supplies) to operate the program. Funding issues also occur when respondents are not able to gain funding for the same program twice, leading to new and additional pieces being added to the existing program, taking away from the original focus. Additionally, even though basic program resources may exist, the lack of culturally appropriate supplies can also impact the program. For example, within aboriginal communities, having specialized arts and crafts supplies would be ideal for activities such as carving or mask making.

ii) Lack of Vision

- Program Too Conceptual

Analysis

Respondents acknowledged “Lack of Vision” as a major problem. There was a recognized need for the program to become less conceptual and more concrete. This vision will help with the success of the program should staff or program administrator turn over occur. Creating this foundation for the program will aid in all areas, including gaining funding. A program that has a clear vision and goals will be a program that has clearer results, also a beneficial factor when evaluating the program.

iii) Lack of Dedication

- Youth Volunteers May Drop Out
- Staff Not Invested in Program’s Success

Analysis

Respondents indicated that the programs often require a large time commitment from their volunteers. Due to this factor, youth in high schools often cannot commit the time for the success of the program as much as might be required, possibly leading to some aspects of the program suffering or youth volunteers dropping out. Remaining aware of and determining clear expectations of volunteers may assist in reducing this effect. Additionally, respondents indicate program administrators can interfere with program success when they are not as dedicated to the time commitment and energy required to make the program truly youth driven.

iv) Program Relied on Too Heavily

- Program Used as Daycare

Analysis

Respondents acknowledged that parents often begin to rely on the services causing problems for the youth if the program has to be cancelled for an evening. This may result in the youth being at home alone or out with friends until their parents get back from work. While this seems somewhat unavoidable due to the nature of these programs, it may be appropriate to place a disclaimer in a take-home package at the outset to make parents aware that programming is not guaranteed each day, and must not be used as such a service.



“The journey really
**brings people
together**
the sharing circles,
the laughing.”

— Youth Participant





Other Findings



Other Findings

1. Awareness of Risk Factors

The following list is representative of what the youth identified as areas of which their awareness is increased as a result of participating in the programs. It should be noted that these are the factors that were reported most often by the youth.

- Drug/Substance Abuse
- Poverty/Lack of Social/Economic Supports
- Suicide/Self Harm
- Relationship Violence
- Aggression/Violence/Bullying
- Racism
- Teen Pregnancy
- Negative Parenting



2. Development of Protective Factors

The following list is representative of what the youth identified as factors they feel have been addressed as a result of participating in the program. It should be noted that these are the factors that were reported most often by the youth.

- Education
- Life Skills/Resiliency
- Sense of Belonging
- Opportunities to Experience Success
- Positive Relations to Pro-social Peers
- Healing/Spirituality
- Job Skills
- Personal Safety
- Positive Family Support
- Problem Solving/Life and Communication Skills
- Positive Relations with Peers
- Healthy Relationships
- Positive Family Support
- Access to other caring and supportive adults
- Discipline/Limit Setting

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“Well, I like being structured and all the little trips we had.”

— Youth Participant

3. Administrators would like to see growth in the following areas:

- Funding
- Involvement of First Nation groups
- Library services and reading material for youth while at program
- More training for administrators and volunteers
- Municipally supported programs
- More functional program space
- Program space easily accessible by youth (near bus route/near school)
- Technical support for online peer support group
- Increased funding for food, community space and facilitators
- Train the trainer programs in which the coordinator offers support, but are facilitated primarily by volunteer youth
- More volunteers

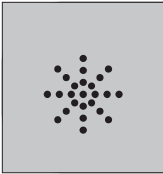
4. Youth Self Report Changes Due to Program

- Being calm and collected rather than angry
- Thinking about going to college
- Re-focused
- Being self more
- Make fun of people less
- Being able to turn down drugs
- Change in interests
- Doing homework
- Conflict easier to deal with now
- Can resolve situation with conversation instead of fighting
- Report feelings of being lost before the program and all the teachings from it
- Helped some to re-focus their lives and goals
- Provides a connection that lasts beyond the time spent together
- Feel more at peace with areas of life

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“I like having somewhere to go and being able to make friends.” — Youth Participant



“It was just neat because we learned a little bit about each of their cultures.” — Youth Participant

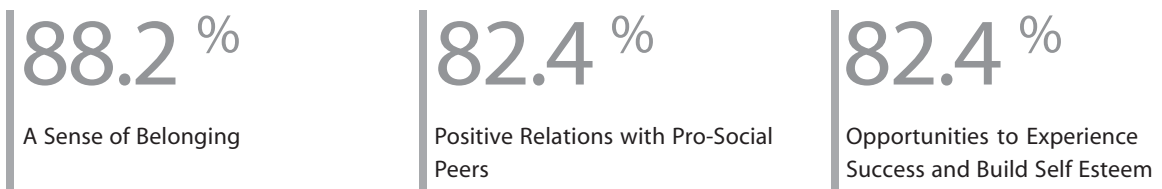
5. Statistics

The statistics provided below are included to provide further context to the information given in this tool and are based on respondent’s answers to an online survey.

The following is a list (represented by percentages) of the risk factors that program administrators indicate as factors their programs set out to address.

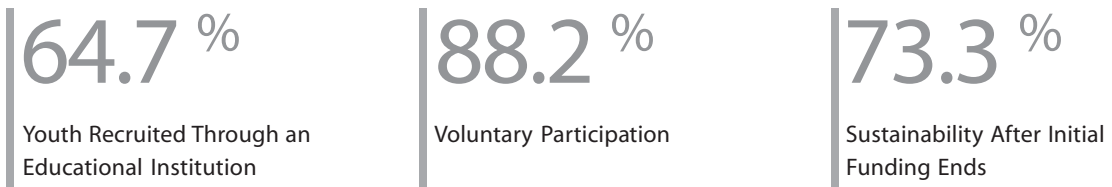


The following is a list (represented by percentages) of the protective factors that program administrators indicate as factors their programs set out to address.



Comparing these results to that of the youth responses on protective and risk factors seen above, it is very encouraging to see comparable answers. Areas in which program administrators indicated they planned to address are very similar to youth reports on the actual issues experienced as being addressed.

Program decision makers indicate that:



“They were some of
the best
coordinators
you could have.”

— Youth Participant





Endnotes



Endnotes

1. It may not be the sole objective of all programs in this area to reduce the risk of criminal behaviour for youth, but rather to develop social ties and relationships, as well as personal skills (Ford, Gurr, Ivry & Taylor-Lewis 1999, 5). The relationships these programs foster act as a preventative measure in crime and serve the purpose of creating ownership and pride in themselves and their community.
2. Protective factors in youth delinquency include bonding in the form of social belonging (Hüsler, Werlen & Blakeney, 2005, 707). If social belonging is missing in the life of a youth, it has been determined they are likely more vulnerable to psychological disturbances such as anxiety and depression (Hüsler, Werlen & Blakeney, 2005, 707). In order to achieve positive social development, an individual must successfully leave their family and find their own place “in a community of equals”; as a result, those programs that center around positive social integration may prevent underlying anxiety, depression and substance abuse (Hüsler, Werlen & Blakeney, 2005, 708) and criminality may be reduced.
3. In order to evaluate whether or not prevention in any form is working, integration must continually be maintained or improved, and “can only work if the internal (depression, anxiety) and external (delinquency, substance abuse) conditions of youth can be changed”; integration is only one step on the path of stabilization (Hüsler, Werlen & Blakeney, 2005, 709). Here the research may not support the lasting affects of these kinds of programs, however, this does not mean that they are not effective in providing a base point from which youth can grow as individuals. By providing the youth with the chance to use and test their own skills, it is possible they will continue to seek new activities in other areas of their lives.
4. Evidence suggests that youth who have developed a strong bond with their parents in a similar environment are less likely to engage in delinquent behaviour, as are youth who have a communicative, cohesive family environment (Clark & Shields, 1997, Cashwell & Vacc, 1996, Rosenbaum, 1989, as cited in Matherne & Thomas, 2001, 656). The likelihood of youth engaging in delinquent behavior increases with the lack of parental supervision after school hours, as well as a low level of adaptability, or ability to adjust to situational stressors, within the family (Flannery et al., 1999, Shields & Clark, 1995, as cited in Matherne & Thomas, 2001, 656).
5. Programs that have a community orientation and are focused on youth developing particular skills such as cognitive reasoning, problem solving, positive behavior, well being, personal growth, interpersonal relations, and values clarification, with high service intensity, such as mentoring programs, have been found to be most effective in reducing juvenile delinquency and juvenile crime (Gottshalk, Davidson, Mayer & Gensheimer, 1987, as cited in Jenkins & Welsh, 2003, 329; Jenkins & Welsh, 2003, 330; Sambrano et al., 2005, 511).
6. Previous findings of similar studies include a meta-analysis of at-risk children, which found a cognitive-behavioral approach was the most effective in social skills training programs for children 13 years and older (Welsh & Farrington, 2005, 344). It has been shown that programs which teach behavioral norms and social skills are more likely to be effective than those programs in place that focus on the prevention of specific crime related issues (Sherman, 10-9).
7. Mentoring programs have shown to have wide reaching affects on youth, including in the development of emotional, behavioral, academic and employment skills (DuBois, Holloway, Valentine & Cooper, 2002, 161). Evidence suggests that such programs provide general support and positive relationships with adults outside the family of an at-risk youth, determined by both individual and environmental factors, help to promote strength in their values and beliefs (Rhodes, 1994, as cited in DuBois et al., 2002, 158, 160).
8. School related precursors to delinquency have been identified as “poor school performance and attendance, low attachment to school, and low commitment to schooling,” (Sherman, Gottfredson, MacKenzie, Eck, Reuter & Bushway, 1999, 5-1). These programs highlight an area of homework and promote this attachment to school that once created will help with the development of well rounded youth.
9. Labeling can have a variety of different effects on the youth involved, among the most serious involve aspects of movement into organized deviant groups as a result of this labeling. “Deviant groups often provide social shelter from those who react negatively toward the deviant status. The labeled person is thus increasingly likely to become involved in social

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- groups that consist of social deviants and unconventional others (Schur 1971; Tannenbaum as cited in Bernburg, Krohn & Rivera, 2006, 68).” In programs where labeling occurs, the youth are more likely to begin to associate with that label and may begin to seek out peers who fall within that label.
10. Programs noted that having an advisory committee with members from the community whose main objective was to, for example, gain a youth center for the program, was effective in putting pressure internally and externally on the organizations and the community to provide such a necessary resource.
 11. Looking at the impact of the extent of sustainability, five important factors have been identified as indicators towards success: (a) the program can be modified over time, (b) a “champion” is present, (c) the program “fits” with its organization’s mission and procedures, (d) benefits to staff members and/or clients are readily perceived, and (e) stakeholders in other organizations provide support (Scheirer, 2005, 320). At the same time as one of these factors is likely to be present within a sustainable program, there must also be a link between individual level, organizational level and community level outcomes within the logic model of the program (Scheirer, 2005, 324). Even with each of these organizational measures in place, continuation of the program has not been proven guaranteed in securing necessary funding and additional resources, but is also based on the ability of the program to adapt to the evolving needs of the users (Scheirer, 2005, 340).
 12. Community supporters also maintain a key role in securing resources and mobilizing support for sustainability (Scheirer, 2005, 341). Participation and volunteers from the community help in providing a sense of ownership on behalf of the community, and a commitment to making the program successful and sustainable (Léonard et al., 2005, 243). Contacts within specific networks and organizations enable programs to connect with resources, agencies and infrastructures, and help to build lasting constructive relationships (Léonard et al., 2005, 243). These connections can assist the development of sustainability itself. For example, contacts can help to ensure items such as meeting space or other basic resources are provided, as well as further network communication and promotion of the program.
 13. Those programs that include a needs assessment during the planning stages have been found to have the greatest impact on participants (Léonard, Rosario, Scott, & Bressan, 2005, 243).

“It just brought
us really
close
together.”

— Youth Participant





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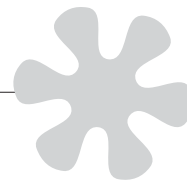
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BC Crime Prevention Association also invites you to utilize our Crime Prevention Pages (CP Pages) found on our website, www.bccpa.org. The CP Pages Online is your link to descriptions and contact information for crime prevention organizations and programs throughout the province.

We additionally invite you to take advantage of our Crime Prevention and Community Safety Library also available on our website. Available on this link are a number of resources including, videos, book, magazines as well as reports.



“It
changed
my life
and it will never be the same
because I went on the
journey.”
— Youth Participant

