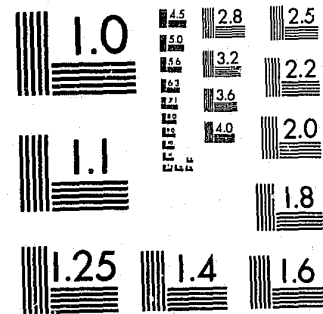


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~~FIVE~~ EVOLVING STRATEGIES
FOR
YOUTH SERVICES
A Resource Guide

prepared by:
cook county sheriff's youth services department

Howard Harrington
Linda Sherman

Karen Popowski, Project Administrator
Donald W. Gaugush, Director

RICHARD J. ELROD, SHERIFF

spring 1980

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ACQUISITIONS

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YOUTH SERVICES DEPARTMENT

The Youth Services Department (YSD) was established by Sheriff Richard J. Elrod in 1971 to plan, develop and operate projects to promote the well being of young people. The YSD is unique in that, while it functions within a law enforcement agency, it makes no arrests and is separate from the Sheriff's Police Department. Instead, the YSD offers police an alternative to referring youth to the traditional Juvenile Justice System.

The goal of the YSD is to assist in diverting youth from and/or minimizing their penetration into the Juvenile Justice System, through a variety of capacity building and prevention strategies.

To meet this goal the YSD provides a range of services to individuals and to the community. The Department also has access to a wide range of resources and information through contacts with both public and private agencies in suburban Cook County, as well as, regional and national projects.

The Youth Services Department provides assistance for the support, development, and networking of community based youth serving resources; it also encourages broad-based community support for local services and works to increase awareness and understanding of youth needs, problems and issues. In addition, the Department assists young people and families in developing skills, attitudes and behaviors which are appropriate and enriching.

Services include: Training
Technical Assistance
Needs Assessment
Resource Development
Service Coordination
Youth Groups
Parent Groups
Outdoor Adventure Education
Resource Directory*
Library
Speakers Service

For: Youth
Police
Parents
Community Groups
Schools
Human Service Agencies
Local units of government

*The Youth Services Department publishes and has made available annually without cost, upon request, a directory of youth serving agencies in suburban Cook County.

INTRODUCTION

The Community Education and Training Unit of the Cook County Sheriff's Youth Services Department is happy to share the following document with you. It contains information about five evolving styles of youth service delivery strategy together with bibliographies in six related program areas.

When originally conceived, this project was designed to produce an internal working document for the agency but as the project progressed the decision was made to also make this information available to other interested persons. For the Sheriff's Youth Services Department, this information will be utilized in the development of community education training programs and presentations in the area of youth programming. As such, the completion of this working document marks the end of the first phase of this project. Although it is written primarily from the perspective of youth service, hopefully, this information will be understood and applied by persons in local government, program planning, funding, and community groups. We encourage you to consider the general conceptual information and its implications from the perspective of your particular agency, group, or program, and to investigate more fully and make applications as you see fit.

The primary purpose of this Resource Guide is to make accessible the resources and information relating to the following five youth services delivery strategies: Youth Participation, Youth advocacy, Development of a Comprehensive Youth Policy, A Design For Youth Development Policy, and Delinquency Prevention Through Community Development.

While these are not entirely new concepts, in our research we found information about them to be fragmented and not fully accessible. This guide attempts to compile some of this information and these resources in order to better understand, develop, and operationalize the concepts. It should be noted that there is not total agreement as to the definition of these concepts which contributes to some lingering confusion. It is also important to remember that these are not concepts "etched in stone" but rather in the process of evolution and as such they depart somewhat from more traditional models of youth services delivery.

We have termed these strategies "evolving" because they have not been as fully developed as other youth service approaches such as crisis intervention, outreach, family therapy, etc. While many service providers feel a need for expanded services focused specifically on troubled individual young people and their families, there is a case to be made for equal allocation of resources directed toward changing conditions that do not affect young people positively. A balance is needed between providing remedial (corrective) services and preventive (developmental) services. As one of our critical readers pointed out - perhaps the distinction is an artificial one and what is needed are comprehensive services that assure or maximize opportunities and resources for young people. Yet we find it helpful to be able to articulate a distinction between services directed towards changing the individual's behavior and those directed toward change in conditions that affect people.

Perhaps these strategies have not been fully developed due to the absence of a commitment, lack of information or the necessary resources for the planning, coordination, research, and evaluation that they require. Certainly these strategies call for change, this may produce some tension or conflict which is uncomfortable for youth serving agencies in their struggle to survive.

It has been our intention to focus on these strategies in the evolutionary stages of their development. We have chosen, therefore, to treat each concept as a separate unit and have made no determination as to their inter-relationship or hierarchical importance in planning or implementation.

At the same time, while in many senses very different in their perspective, these strategies do represent certain common values or concepts. All focus on the planned change of conditions or systems that affect youth and employ a developmental approach to youth services as opposed to placing emphasis on individual behaviors. In these two senses they can be said to be preventive in nature. The strategies too place a high value on maximum community involvement including that of youth and on comprehensive resources for young people which are based on careful assessment, planning, and evaluation.

INTRODUCTION

To the best of our ability, given very limited resources, we have attempted to locate resources related to various aspects of each strategy. We realize that we may have inadvertently missed some. We, therefore, continue to consider this to be a working document and as such we welcome your input in the form of suggested additions, deletions, corrections, etc. We also welcome your assistance in highlighting those resources that you find particularly helpful.

ACKNOWLEDGEMENTS

We would like to express our appreciation to the many organizations both locally and across the Country that responded to our inquiries, that supplied us with information about their own programs, and that helped us to identify others.

We are especially indebted to the following persons who generously reviewed and commented on the first draft of the text:

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HOW TO USE THIS GUIDE

The Resource Guide is broadly divided into three sections:

I. STRATEGIES: DESCRIPTIONS AND BIBLIOGRAPHIES

The conceptual description of each strategy attempts to define the concept and provide an overview. The bibliography suggests resources related to that strategy.

II. INFORMATION RESOURCES

This section includes a listing of information resources, nationwide and for the state of Illinois, specifically related to aspects of these strategies. It also includes a list of clearinghouses which can serve to provide a great deal of information at low cost and of youth-oriented newsletters which provide up-to-date information.

III. SUPPLEMENTARY BIBLIOGRAPHIES

A separate bibliography for the areas of Planning, Assessment, Evaluation, Research, Training, and Funding have been included. These bibliographies attempt to provide assistance in locating information related to these strategies.

A note on the bibliographies: We have double-asterisked (**) those resources with which we have the most familiarity and which we found most valuable. Single-asterisked (*) entries are those which we also recommend. The asterisks indicate literature which we feel will be particularly helpful, good background, basic reading, and/or very practical. The asterisks do not indicate that the other materials are not also valuable; this system simply is our attempt to help those unfamiliar with the material decide where to begin further investigation. Admittedly, some of the materials are somewhat dated, but this can help to provide a better rounded and historical perspective.

TABLE OF CONTENTS

	Page Numbers
Youth Services Department	I
Introduction	III - IV
Acknowledgements	V
How To Use This Guide	VI
Table Of Contents	VII

STRATEGIES: DESCRIPTIONS AND BIBLIOGRAPHIES

Youth Participation	3-6
Youth Advocacy	7-10
Youth Development	11-14
Delinquency Prevention Through Community Development	15-18
Development Of A Youth Policy	19-21

INFORMATION RESOURCES:

National	25-30
Illinois	31-32
Clearinghouses	33-34
Newsletters/Journals	35-39

SUPPLEMENTAL BIBLIOGRAPHIES

Assessment	43-44
Planning	45-46
Research	47
Evaluation	49-50
Training	51
Funding	53

STRATEGIES:

Descriptions And Bibliographies

YOUTH PARTICIPATION

Youth participation is a process which attempts to actively incorporate youth into the fabric of the larger society by enabling them to participate in the decision-making and implementation of policies and programs which most immediately affect them and by providing opportunities for meaningful involvement in their environment.

This orientation comes at a time in history when youth feel increasingly alienated since it is rare for them to feel a sense of usefulness and worth while participating in an adult-dominated contemporary society. Youth feel this sense of alienation because: 1) there are few significant socially acceptable roles for them to fill, 2) viable employment opportunities are lacking, and 3) the notion that the continued pursuit of higher education guarantees substantive and lucrative employment appears to be increasingly more myth than reality.

The period of political and social unrest and turmoil of the 1960's and 1970's has had a significant impact most recently toward escalating the problems of youth alienation. A divisive war, the emergence of minorities and women as job competitors, and increased economic constraints, have all served to intensify this growing feeling of youth alienation.

Other sources of increased youth alienation have even deeper historical roots in the transition of the nation from an agrarian to an industrial/technological society. This change has had the effect of protracting, if not outright creating, that period of development called adolescence. Two to three hundred years ago there was a clear demarcation between childhood and adulthood (14-15 years) at which time the roles of provider, mate and parent were assumed. In an agrarian economy of family farms and small businesses, young adults supplied needed unskilled labor and so were seen as valuable resources which were absorbed into the economy as soon as possible.

Early in this Century, the United States began to move rapidly from an agrarian to a technological society. Such a shift created the demand for a more highly trained and diversified skilled labor force. This in turn created a demand for increased schooling which now lasts for many persons well into their 20's - even longer for persons entering certain specialized professions. The net effect has been that schools have isolated adolescents and have delayed the learning of adult roles, work habits, and skills. The emphasis on education in schools is on cognitive learning at the expense of affective education, decision-making, responsibility and cooperation. This condition becomes even more acute since young people today mature faster physically and socially and have a much better understanding of, and communication with the world than did their earlier counterparts.

As a result, the gap widens between the time when young persons are ready to accept adult roles and the time when these roles are available to them. In the interim, youth are consigned to adolescence - a period that Mary Conway Kohler, of the National Commission On Resources For Youth, calls the "purgatory of idleness."

Finally, this situation serves to confront youth with the following dilemma and sense of alienation: "Thus, modern man in an industrial economy finds that at the peak of his physical powers he is prevented from participating in the processes that directly affect the quality, and sometimes even the existence, of his own life. The resulting alienation not only does not blend, but on the contrary, sharpens youths' perceptions of the inconsistencies, hypocrisies, and myths of the ruling generation."¹

Youth participation again is an attempt to extricate youth from a growing sense of frustration, helplessness, and alienation by drawing upon the experiences and resources of both youth themselves and of society at large. At the same time, youth participation activities also afford young persons the experience of beginning to learn to realistically deal with often apparently inflexible adult systems, policies, and vested interests. "If we value youth, we must provide them with the knowledge and experience that allows them both to negotiate and change the system in which they live."²

The period of adolescence is marked by the continual attempts of young persons to fulfill personal needs; those of gaining a sense of usefulness, competence, responsibility, and the feeling of being needed by others. It is also a time when contact with a variety of adults for the purpose of the ex-

¹ Youth Involvement, U.S. Department of Health, Education & Welfare, 1970, Page 5

² The Children's Cause, Milius, Steiner, National Academy of Sciences, Washington, D.C. - 1976 - Page 24

YOUTH PARTICIPATION

ploration of adult roles and attitudes is important even to the extent of testing out values and behaviors that are unacceptable to adults. A sense of self-worth arises as youth begin to feel that their own needs are being met and that at the same time they are responding to the real needs of their community (such as the problems of the environment, mass transportation, seniors, young children, etc.). Young persons should be encouraged to produce tangible products, perform services, and create art that can be appreciated by other segments of society, i.e., in significant action that meets genuine needs.

In New York City members of the Teenage Tenants Council monitor housing code violations in their neighborhood. Home Economics students in Portland, Oregon operate a restaurant in their school serving students and teachers. Students in Philadelphia present a traveling show to younger children to educate them about alcohol, drugs and venereal disease. And in Chicago, young people, students from various city and suburban schools, publish New Expressions, a newspaper "for and by students." In addition, youth across the Nation serve on boards of directors of social service agencies, religious institutions, and provide formal input to boards of education.

No matter what the nature of the project, the National Commission On Resources For Youth has identified the following as key elements in a good youth participation program:

1. Maximize Decision-Making by youth participants.
2. Address a need that is perceived as real by young people.
3. Be respected by the community.
4. Include a learning or reflective component.
5. Offer challenge and accountability.
6. Promote maturity.
7. Offer a glimpse of options available to youth in an adult world.
8. Offer a communal experience of being inter-dependent with other young people and adults.
9. Provide opportunity for a working partnership between adults and youth.

Participation in such projects by youth not only diminishes feelings of insecurity and alienation but produces a sense of being valued by others and a commensurate sense of youth valuing themselves. This development brings young persons out of the mold of mere recipients or consumers of programs and services that affect them and into the stature of key figures in the development and dispensation of such programs and services. In short, it makes young people participants in society rather than mere recipients of its resources and designs.

Thoughtful planning to involve youth in a variety of roles within programs and/or systems that affect them will address several programmatic concerns. First, while young people can productively participate on all levels of operation they, like adults, need adequate preparation. Thus it is important that youth be oriented and trained to fill those roles which are open to them. Hopefully, a process can be established by which young people can then move progressively through varied responsible roles according to their skills, abilities, and desires. Consistent adult support and a positive climate will help to insure success and maximize results. Planners will view youth as a resource and determine how young people can help to meet genuine needs. Various factors, i.e. transportation, liability issues, inexperience, lack of adult support or expertise have been identified as barriers to expanded roles for youth. However, with careful consideration, these issues can be and have been resolved creatively by most organizations. The benefits to community and to youth are many.

"One of the hazards for the adolescent is growing up toward adulthood and finding that he is 'on the outside looking in' and that there is no niche for him to fill, no place for him." This situation will continue until the policy of youth participation and its implications are fully understood and implemented.

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YOUTH ADVOCACY

Youth advocacy is action which promotes the best interests of young people and protects their rights in a variety of settings including courts, schools, social agencies, and the family. It may be implemented by agencies, individuals, or institutions and directed toward a variety of conditions which affect youth in situations where the young person's power is either non-existent, reduced, or unrecognized and an advocate is needed to voice needs, express grievances, or help protect rights. An advocacy approach implies that some young people or groups of young people need help in redirecting community and/or personal resources and require increased social potency.

Two basic approaches to advocacy are case (individual) advocacy and class (system) advocacy. **Case advocacy** deals with the unique concerns or needs of a specific person. For example, a young person who is handicapped may need special services from a school system and an advocate is needed to assist the family by speaking for him/her to protect the student's rights or to negotiate with the school system. **Class advocacy** deals with the recurring and shared concerns of groups of people and attempts to bring about mutual problem resolution which will aid persons with whom the advocate may not be acquainted. In the previous example, if school policy does not provide adequate resources for handicapped students the advocate (perhaps parents) may be able to successfully challenge that policy on behalf of all handicapped students so that special services are instituted and continued.

In this country, youth advocacy has developed in two phases. During the last quarter of the nineteenth century a movement known as the "child savers" movement resulted in the development of child labor laws, compulsory education, and the establishment of the juvenile court. These early reforms, although protective and rehabilitative in nature, acted as social controls which reinforced middle-class norms and attitudes toward youth. They assumed the dependence of children and punished premature independence or inappropriate behavior. The underlying philosophy of this movement asserted that children had the right to comfort, safety, and growth but did not uphold the rights of children to choose for themselves, to be consulted, or to participate in and be informed about critical life decisions.

Youth advocacy of the seventies has its roots perhaps in Dr. Spock's child-as-person care of the fifties and in the social turbulence of the sixties. The development of youth advocacy as a strategy parallels concerns that led to the "child savers" movement. The concerns were with children's rights, ineffective social institutional programs, society's treatment of delinquents, and with opportunities available to all youth. Several government reports within the last decade have "legitimized" advocacy as a tactic for providing services to youth. The Joint Commission On Mental Health For Children and Youth (1970) concluded that children are vulnerable in relation to all institutions that provide services essential to their healthy mental and physical development. Since young people do not vote or wield economic power, children are politically powerless and must await adult intervention on their behalf. Our youth-related social service and legal systems have consistently assigned control of the young person's life to either the parents or to the State.

The most important government report to lend credibility to youth advocacy approaches was the report of the Joint Commission on Mental Health of Children in 1973. "We believe that every American Child has the right to a mentally healthy life of well-being and effectiveness. If we are to fulfill this right we must face squarely the social crisis of our times and commit ourselves to radical social change". Implementing such a mandate requires advocacy stances that imply changes in the institutions which govern youth, and a sharing to some extent of decision-making power with youth.

Human service agencies, particularly, find youth advocacy positions a dilemma. Human services have historically been viewed as instruments of social stability/conformity; advocacy stances are viewed as contributing to conflict and instability. Additionally, due to economic pressures, many service organizations find themselves more responsive to funding sources and governmental bodies than to community or clients. Advocacy activities by agencies often seem to be directed more towards advocating for survival or expansion of services than towards advocating for clients and towards conditions that affect them.

The advocacy paradox for community-based youth-serving agencies is to utilize resources and social power to further the best interests of young people while at the same time assessing the consequences to ensure that their ability to advocate over a long period of time is not threatened. If youth-

servicing agencies do not advocate for the best interests of clients and for the protection of their rights, are they serving youth? Yet, if advocates alienate their support base, advocacy will fail. Advocates need enough flexibility so that their responses to negative pressure will not damage their ability to achieve advocacy goals. A commitment to advocacy requires a long, hard look at issues, strategies, and capabilities. An agency can choose strategies and issues which are most appropriate, according to its position and influence. Youth service providers should not act only to enforce society's norms and traditions, but they must also challenge conditions which negatively influence the youth with whom they are asked to deal and promote conditions in which youth will flourish.

The potential advocate will need to determine which roles or techniques are most appropriate. Familiar advocacy roles range from the watchdog consumer advocacy of Ralph Nader to the formation of coalition pressure groups, from litigation to public education and awareness campaigns. Political techniques can include: lobbying, testimony, petitioning, and public protest. Other advocates may choose to use pilot projects or data compilation and analysis as the intervention technique. Advocacy roles will be shaped, also, according to the targeted issue, agency, or community. Youth advocates may choose to act on behalf of youth, with youth, or to train youth to act as their own advocates. Providing young people and their families with the tools to advocate for themselves can decrease alienation by promoting independence and self-determination in addition to strengthening the family unit. Advocates should consider not only what their role will be in relation to youth, but what their role is towards the community in general. Some advocates adopt an adversarial stance and accept a high degree of conflict as a result while others take a resource consultant's role by providing information which affects the outcome of on-going planning.

Advocacy as a legitimate intervention on behalf of youth may seek to: 1) secure services or rights to which young people are entitled; 2) propose alternative responses to problems, more humane or efficient responses; 3) heighten public awareness of problems, issues and alternatives; 4) change or terminate practices and policies which are adverse to young people's best interests. These kinds of interventions can be directed at the individual person who is in control of the situation or resources, towards the administrative level of the organization in control, and/or at the policy level with the appropriate political or social system.

Youth serving agencies in the past have tended to focus on the individual level. The development of local, state and national networks and coalitions provides an ideal vehicle for class advocacy at administrative and policy levels. If conflict or threat is perceived, the individual member of the coalition is once-removed from the conflict; advocacy positions are more credible because of the numbers and variety of people involved; and resources for assessment, planning and action are combined.

One way to develop advocacy strategies is to analyze every aspect of the situation, who has control over it and what forces are influencing it. By this structure, called a force field analysis, present conditions are assessed and desired resources or conditions determined. Advocates, then ascertain which persons or organizations are in control of the situation or could provide needed resources. The advocate then has a more complete understanding of the problem, the goal, and the groups who are affected or involved. When selecting advocacy strategies the advocate should consider how the targeted persons or organizations are open to impact, what forces will hinder problem resolution, and which forces can work towards problem resolution. Who will oppose the change? Who will support it? How can positive forces be strengthened and negative forces be diminished? Is the targeted person or group more responsive to negative strategies or positive approaches?

The consequences of any particular strategy must be carefully considered; the advocate group must be aware of its own strengths and weaknesses and ability to impact the situation. An advocacy strategy can, then, be developed which will best lead to the provision of necessary resources or to satisfactory responses to unmet needs. Efforts to impact targeted persons or organizations will include a range of approaches from attempts to gain the favor of key decision-makers, to neutral efforts which provide information about unmet needs, to direct adversarial action against persons or organizations who are in control. These efforts can interact on individual, administrative and policy levels.

Once a strategy is developed, plans for implementation and evaluation can be made. Careful planning and adequate evaluation are essential. If desired changes are to endure, advocates must develop, not only their values and a productive structure, but also a variety of appropriate techniques. "Only feedback from careful experimentation, complete with random control and comparison groups can provide conclusions that will have an impact on policy information", ("Child Advocacy In The Juvenile Justice System", Social Work, May, 1976).

Youth advocacy is a complex set of processes, strategies, and techniques directed towards change which promotes the best interests and healthy development of young people and/or protects their rights. Youth involvement is important as it is in the best interests of young people (and society) that youth learn to articulate their needs, protect their rights as citizens, and participate in constructive social change. Intervention at administrative and policy levels is necessary if changes are to become institutionalized. When planning, the essential balance for youth service providers seems to be to obtain the needed change or resources without losing potency in future advocacy efforts or decreasing service capacity.

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YOUTH DEVELOPMENT

In 1970, a group of specialists in the problems of youth and adolescence met to develop a policy statement that would offer communities assistance in the planning of youth services to enhance youth development and prevent delinquency. Six months of work resulted in the publication of the "National Strategy For Youth Development." Since that time, the Youth Development Bureau of the United States Department of Health, Education and Welfare has sponsored a program of policy research to test theories. A promising approach known as "capacity building for youth development" has emerged from this work.

The strategy begins by examining youth needs and problems from an untraditional viewpoint. Instead of asking, "Why do young people get into trouble", it asks: "How is it that the majority of young people become productive, contributing members of our communities?" The examination begins by identifying the characteristics of legitimate adult identity-recognizing that adolescence is the transition stage into adulthood. In order to understand why this transition is problematic (indicated in one measure by the fact that law violation peaks around sixteen to seventeen years of age and declines rapidly thereafter) it is important to identify those characteristics of adult roles which give adults a stake in society and provide them with a socially acceptable self-concept. Four components are identified by the strategy: A sense of **competence**, a sense of **usefulness**, a sense of **belongingness** and a sense of **power** or **potency**. These are generated through work roles, family interaction and by cultural, recreational, spiritual and political interactions.

These four characteristics do not come primarily from **within** the individual, but are derived mainly from the social world and its institutions. Social systems and institutions are essential in creating conditions which generate legitimate identity for young people as well as adults. When our society sees problems occurring for many young people, it is logical to ask whether these difficulties are because of the young person or due to the failure of social systems to provide access to roles or experiences necessary for a smooth transition from childhood to adulthood. In many ways, a youth development strategy asserts a much different framework that taken previously by the majority of youth programs. Youth programming has traditionally focused on the individual or family. However, might the majority of adolescent deviance originate not in the minds of these young people, but in the failures of our social institutions as adolescents move through educational roles and into adult work roles?

The strategy for youth development rests on the theory that young people's development into healthy, productive adults involves:

- Active participation in and access to acceptable, responsible social roles in each of the major socializing institutions: homes, school, and work.
- Positive labels from parents, friends, and favorable self images.
- Acceptance and integration into conventional institutional settings. (Page 22)

Young people need to feel that they are viewed positively and have an opportunity for substantial self-determination as members of the community. In contrast, negative labeling and limited access to conventional social roles are viewed as processes which are tied directly to alienation, delinquency and other forms of problem behavior. When young people feel that they have little control over their lives, diminished hope for fulfilling their goals or few chances to participate as part of a community that views them negatively, it is not surprising that they would reject the systems or institutions which have failed them.

"At the individual level, the objective of delinquency prevention and youth development programs is to intervene in this process and reverse it, providing increasing access to desirable social roles and decreasing negative labeling and feelings of alienation, thereby reinforcing conforming behavior patterns and involvement in conventional social roles. At the institutional level, the objective is to identify and change those aspects of institutional structure and processes which (1) limit access to desirable, conventional roles and (2) stigmatize youth through a negative labeling process." (page 22)

NOTE: All quotes and page numbers except as noted, refer to:
"A DESIGN FOR YOUTH DEVELOPMENT POLICY"
Center for Action Research, Inc.
Boulder, Colorado (1978)

YOUTH DEVELOPMENT

The institutional structures and processes which assign roles and labels to youth (school, work, etc.) are frequently beyond the control of young people themselves. Thus, those social institutions must be targeted for change in order to improve community conditions. Communities should generate new patterns of behavior which preserve desirable institutional policy and practices and eliminate undesirable ones. The strategy for youth development advocates collaborative, planned, experimentation and is based on examining youth needs in the planning, implementing and evaluating of youth programs.

Beginning in 1971, the Center for Action Research embarked on a course of policy research, programming and evaluation to determine the usefulness of these theories for communities. This research has continued and seeks to make application of youth development strategies practical. A set of community-oriented instruments is available for use in the assessment and evaluation of youth development programs.

"A Design For Youth Development Policy" (Center for Action Research) sets forth the basic concept of a youth development strategy. It discusses implications for education, work, delinquency prevention and diversion. For example, a summary of the application of youth development principles to educational systems states: "Values can be realigned and emphasized differently so that young people can discover importance in their school experience. The structures within the school can be rearranged so that more students can demonstrate skill and can learn that they are competent and can belong. Greater participation of the school in the community and of the community in the school can provide more attractive models to emulate. Rearrangement of processes such as grading increases the probability of social rewards for performance as well as increasing the probability of commitment and attachment to schooling, improved self-concept and internal controls, and reduced alienation." (Page 52)

A subsequent paper, "Delinquency Prevention", for the Office of Juvenile Justice and Delinquency Prevention, suggests four redirections for educational systems. Identifying these kinds of systemic opportunities can provide community members and institutions with options for creative reallocation of resources to facilitate the mastering of developmental tasks by youth and to promote opportunities for growth.

This "Design" also includes discussion of the nature of institutional, organizational and inter-organizational change and outlines processes for collaborative change. Change is needed, not only in program content and direction, but also in policy formation, if changes are to endure. Policy makers and program planners need to interact in the interest of comprehensive, consistent services. Values should be reflected and youth development concepts applied to the structure of services and institutions, as well as to the development of effective techniques for implementation. There are two forces to be aware of in the community: a tendency to deal with crisis situations first (which may deplete resources) and a tendency towards apathy (which perhaps springs from feelings of helplessness). Evaluation is essential for systematic learning and to revise assumptions, assessments, plans and programs.

It should be noted that the institutions which affect young people, i.e. educational, juvenile justice, family and work systems are not the only ones to be examined. Youth-serving agencies and systems must apply the strategy to their own developmental process as well. The application of a youth development strategy calls for the coordination of all youth services and for more effective allocation of resources. When all young people are provided, to the fullest possible extent, with the opportunities and resources they need, the remaining young people with individual problems can better receive the services they require.

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DELINQUENCY PREVENTION THROUGH COMMUNITY DEVELOPMENT

The development of any strategy for delinquency prevention is based on assumptions or beliefs about the causes of delinquency. Various theories of delinquency causation have attributed the problem to a breakdown of social controls; the development of delinquent sub-cultures which reinforce delinquent behavior; individual pathology; biological factors; negative labeling; and a lack of optimal developmental opportunities for youth. Successful strategies for delinquency prevention will probably take into consideration all of these theories.

There has been increased interest in delinquency prevention strategies within the past decade due to the success of preventive strategies in public health and medical services, and because rehabilitation and punishment have been viewed as inadequate. Prevention has been broadly defined as action to deter or correct delinquent behavior. Therefore, approaches identified as preventive have included legal deterrence, redefinition of behavior which classifies certain acts as no longer delinquent, diversion, and individual treatment. This broad definition of preventive activities encompasses programs which label some individuals as pre-delinquents and projects that provide treatment for those with already established problems. Thus these preventive programs are often corrective in nature, deal with individual, "symptomatic" behaviors and are more appropriately described as remedial efforts. Prevention is better defined as measures taken before delinquent acts occur which deal with conditions believed to contribute to those acts or actions which create conditions that contribute to the healthy development of young people. A balanced response to the needs of young people relies, not only on providing direct services to individual young people and their families, but also on a commitment to changing those community conditions which contribute to delinquent acts. A community development focus does not overlook remedial or corrective services but focuses on damaging experiences and conditions which affect numbers of young people. The emphasis on conditions refocuses preventive activities; delinquency prevention becomes an active community process of need and resource assessment, problem identification, collaborative problem-solving, and strategy development.

This emphasis on community conditions is based on the knowledge that failure by many young people to master the developmental tasks of adolescence and adults' failure to provide experiences which would foster their development are reflected in the incidents of delinquency our communities are experiencing. The educational and work systems, family, and peers are the major structures of socialization for youth. These systems ought to provide young people with opportunities to loosen their economic and social dependencies, acquire social skills for satisfying relationships, develop intellectual skills and career readiness, and learn productive work habits and a sense of competence.

When considering closely the nature or causes of delinquency, it is easy to recognize that these factors are often not under the direct control of young people themselves. As suggested by the Center for Action Research, perhaps successful prevention activities rely on focussing our efforts differently. "Instead of the question, 'Why do kids get into trouble?', the appropriate question is, 'How do most youth become useful, productive, and contributing adults in their communities?' " (A Design for Youth Development Policy, 1978, p. 1)

"Juvenile delinquency and its prevention are community problems, and both the contributing factors and the solutions are to be found in the community" (Associates for Youth Development) Although juvenile delinquency is a problem of (inter)national scope, it manifests itself differently from community to community. Specific needs, problems and resources therefore make a one-dimensional, across-the-board prevention model unrealistic. Local individuals and groups can best determine the contributing factors in their community, assess needs, and select appropriate interventions. People who live in the community can best determine the unique problems of their own locale. For example, the conditions which contribute to some young people's sense of alienation or isolation are often different in a suburban area than in the city. Community members involved with planning and problem resolution can also represent the influence that social attitudes and values will have on planning. Are present service systems acceptable? What degree of tolerance does the community have for "deviant behavior. How are young people viewed in the community? Community efforts should be planned and ongoing and include the collaboration of citizens and practitioners, including youth. There is a need for processes which will involve and motivate local residents (again including young people) to make a commitment to reduce delinquency and promote collaborative development of coordinated, comprehensive plans. One such approach is a community problem-solving strategy.

DELINQUENCY PREVENTION COMMUNITY DEVELOPMENT

This approach to problem-solving begins with a defined need or problem or with a systematic assessment of needs and/or resources; it determines the nature of the problem, identifies desirable conditions or results, and develops strategies for change. The process is participatory and the community owns responsibility for both the problem and the resolution. When communities identify their own problems, they are less likely to feel threatened by those problems or needs and less fearful of change. Community development strategies, therefore are aimed towards giving people the capacity and skills they need to initiate and implement change. This means generating awareness of problems and interest in problem resolution and that citizens should be brought together to solve problems; technical expertise regarding planning and problem-solving methods needs to be shared. At the same time a community development approach to delinquency prevention refocuses service delivery from individual behaviors to the contributing conditions in the community which that behavior may reflect. For example, if a school is experiencing a very high rate of truancy, merchants, parents, police and school officials may all have cause for concern. A remedial response might be to send a counselor to talk to each truant young person and his/her family. A community development response, however, might be the formation of a representative committee including young people to determine the reasons for the truancy. That committee may, for example, find that the majority of unexcused absences were caused by students missing the school bus and because students whose parents were away at work were staying home to care for younger siblings. More frequent bus service and the development of accessible, inexpensive day care could have a much greater, longer lasting impact than providing counseling for students and their families.

Frequently, mechanical solutions to problems, i.e. adding buses, replacing glass windows with plexiglass, etc. are not the answer. Young people's futures are affected by many other less tangible community conditions: services available (or unavailable) to them, the variety of resources available to families, employment expectations, the school climate, attitudes about adolescents and many other conditions that are controlled by adults, not young people.

"Delinquency prevention has not been established as a coherent practice with reliable results" (Delinquency Prevention, 1979, p.1) Integrating theory and practice, i.e. operationalizing delinquency prevention activities presents some major difficulties. First, although rhetoric is given to the importance of preventive strategies, they are often viewed as a luxury and assigned a low priority on policy, funding and programmatic levels. Secondly, delinquency prevention efforts are still at an evolutionary state. There is a great need for research and evaluation to determine whether social service activities can impact the causes of delinquency, particularly, when strategies are based on assumptions and beliefs. Yet frequently, prevention programs are expected to provide immediate measurable results based on a reduction of juvenile court and/or police statistics. Also, while most theories support a long-range need for societal reform, most communities demand crisis intervention now. While youth-serving agencies have been viewed, traditionally, as direct service providers, movement towards community development activities may conflict with present values, both internally and externally. Lastly, the still experimental nature of delinquency prevention strategies necessitates the development of information systems and analysis of research and evaluative data to improve credibility and efficiency.

While an emphasis on planned, comprehensive prevention programs for communities is essential, it is important that prevention programming does not excuse communities from dealing with the most unmanageable young people in the community or those who are already enmeshed in the system. Resources can be allocated to balance remedial services for young people in need with preventive services directed toward conditions that affect many young people.

Finally, it is essential that the utilization of community development approaches to delinquency prevention include the active participation of young people. Evidence supports the idea that alienation is a primary cause of delinquency. Active youth involvement in shaping the conditions/programs that affect them can go a long way towards reducing alienation and promoting young people's commitment to their community.

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DEVELOPMENT OF A YOUTH POLICY

Any attempt to define, conceptualize, or develop a youth policy is a difficult and complex problem. The concept appears to mean different things to different people and consists of certain elements for some that it does not for others. Youth policy can be discussed in relationship to different levels of government, i.e., local, state, federal, etc. Nonetheless, putting aside the variety of perceptions and the particular sphere of government, a unified and coherent youth policy should incorporate most, if not all, of the following principles.

The primary focus of a youth policy ought to be **preventive in nature**. Emphasis should be placed on those policies, programs and services that promote institutional/systems change, e.g., schools, family, employment, etc. This thrust makes a shift away from the treatment of problems and pathologies of individual young people toward efforts to improve those common conditions affecting all youth. In brief, it is a refocusing from servicing only "problem" youth toward improving those institutions and systems which impact the lives of all. In this context, attention and resources should also be directed toward the role that the more global issues of poverty, racism, and unemployment play as causative conditions of youth related problems.

When the delivery of remedial kinds of services is warranted, such services should be equally **accessible** to all youth regardless of level of income, education, ethnicity, or geographical location. Many services should be provided on an outreach basis when necessary in order to incorporate all. Setting up mobile units or outposts might well accomplish this purpose. A campaign to create public awareness should be part and parcel of such programming in order to inform all potential consumers of the availability of services.

Services for youth should be as **comprehensive** as possible and their delivery should be provided in a **coordinated** manner. Delivery systems should be equipped to provide a whole array of services: financial, housing, employment, health, (e.g., substance abuse, nutrition, sexuality information), special education, counseling, training, etc., and should not be organized and delivered piecemeal by individual or specific type of service. At the same time, such services should be in sufficient supply both qualitatively and quantitatively so as to respond to a wide range of specific needs.

The identification of these needs, also an integral part of a youth policy, should be done in a sustained and systematic manner and on an on-going basis. Once assessed, these needs should be prioritized and responses to them developed accordingly. Implicit in such a process is the identification of some minimum standards of needs which should receive first priority and without their attainment the delivery of youth services should be considered a failure.

Once identified and prioritized, the delivery of programs and services which respond to these needs should be the result of a collaborative effort between health, education, and social service agencies. Characteristically, their delivery should be planned, coordinated and supervised by a single agency such as a local family and child service agency, community coordinating council, or some other facilitating body which has overall responsibility. Many proponents have also called for the development of a national network of family resource centers to provide such coordination.

It makes sense for a number of reasons that the **family** become the focal point for the delivery of youth programs and services. A 1970 White House Conference on families asserted the following: "Present human service systems tend to fragment and undermine the family. All such delivery systems should be directed to provide services and supports through and to the family as a unit with recognition of the different needs, strengths, and weaknesses of varying family forms."

In All Our Children, Kenneth Keniston, together with the Carnegie Council On Children, calls for the empowerment of parents with more responsibility for the coordination of services to their children, and more specifically calls for an integrated network of family services. A positive youth policy housed within the framework of a national policy for families, would make the family the focal point for delivery of youth programs and services.

DEVELOPMENT OF A YOUTH POLICY

Youth should be empowered and encouraged to participate in the development of youth policy at all levels. They should not only be recipients or consumers of policy, programs, and services but more importantly be responsible too for their planning and delivery, as these bear most directly on their lives. Such positive participation would have the effect of engaging youth by making them responsible participants in solving their own problems.

Lastly, the development of a youth policy cannot be accomplished without enabling legislation at the appropriate level (if for no other reason than to define jurisdictional responsibility) and would be far from responsible if it did not implement some mechanism for accountability along the way.

While a youth policy incorporating the above principles can be implemented at many levels, it seems easiest to envision this being most easily accomplished at a community level. Once such a local network is in place, it seems logical to believe that more encompassing networks, e.g., state, regional, etc., then be set in place. And in this developmental scheme the prospect of the implementation of a national youth policy does not appear to be quite so overwhelming a notion. In fact, the United Nations International Year of the Child and 1980 White House Conference on Children and Youth seem to be appropriate forums for such a consideration, i.e., the development of a national and international youth policy.

Therefore, a youth policy, whether implemented at a local, state, federal, or even at an international level, seems to be an effort to provide a network of services which is at the same time accessible to all youth, regardless of race, poverty, ethnicity, or labeling as "delinquent"; comprehensive, and provides services which are delivered in a coordinated manner. At the same time, the network should supply programs and services in sufficient number and quality so as to respond to real, identified needs which have been prioritized together with some attention toward defining some minimum standards. Such a network should be primarily preventive as opposed to treatment oriented; should view the family as the focal point of the delivery of programs and services; and should empower youth to be active participants in their planning and delivery.

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INFORMATION SOURCES

National

Illinois

Clearinghouses

Newsletters/Journals

INFORMATION SOURCES - NATIONAL

ACLU Foundation
Juvenile Rights Project
22 East 40th
New York, New York 10016

Involved with youth advocacy and children's rights activities.

American Library Association -
Young Adult Services Division
50 East Huron
Chicago, Illinois 60611

Information on First Amendment Rights of youth, youth access to information, and censorship.

American Society For Training Development
P.O. Box 5307
Madison, Wisconsin 53705

A non-profit society comprised of individuals who design and administer training and management development programs; good publications and materials list.

Associates For Youth Development
5423 East Fairmont
Tucson, Arizona 85712

A national technical assistance resource for youth development, delinquency prevention, and juvenile justice. The organization will assist in planning, assessment, design, development, implementation, and management of programs and services which provide positive opportunities for youth. Materials and publications are available; a newsletter is forthcoming.

Behavioral Research and Evaluation Corporation
2305 Canyon Boulevard
Boulder, Colorado 80302

A non-profit research organization which conducts basic and evaluation research on contemporary social problems including crime, delinquency, and runaways; has a publication list.

California Youth Authority
4241 Williamsborough Drive
Sacramento, California 40213

Involved in youth development and delinquency prevention activities. The prevention and community corrections branch has resources and information available concerning a broad range of youth activities and services.

Carnegie Foundation
Council on Children
1619 Broadway
New York, NY 10019

Established to explore the position of children in American society, to examine the history of child-rearing, and to develop policy recommendations. A publications list is also available.

Center For Action Research
2019 10th Street
Boulder, Colorado 80302

Research center which developed the "Strategy For Youth Development"; publications list includes reports on evaluation, research, assessment, capacity-building for youth development and delinquency prevention.

INFORMATION SOURCES - NATIONAL

Center For Community Change
1000 Wisconsin Avenue, N.W.
Washington, DC 20006

A non-profit organization developed to provide resources and support to community organizations, provides technical assistance, focuses on policy issues and has a publications list.

The Center For Conflict Resolution
731 State
Madison, Wisconsin 53703

An educational organization which provides information and skills development in areas such as group process, conflict resolution, problem-solving, and planning change; publications list, a resource center and workshops and seminars are available.

Center For Law And Education
Gutman Library
Appia Library
Cambridge, Massachusetts

The national support center on educational issues for legal assistance programs; participates in litigation and develops training. A publications list is available.

Center For Youth Development And Research
University Of Minnesota
Room 325 - Haecker Hall
1364 Eckles Avenue
St. Paul, Minnesota 55108

The Center offers courses on youth work issues, provides research and research consultation in the field, develops community projects, has a resource center, and operates a National Youth Worker Education Project; an Adult/Youth Collaboration Project trains participants to identify youth service needs and develops community action plans; an on-going state-wide youth opinion poll is a resource for planners. Publication list is available.

Child Welfare League
1346 Connecticut, N.W.
Washington, DC 20036

A voluntary membership organization with accrediting, research, legislative, and information functions. Several newsletters and numerous other publications primarily concerned with residential care, foster care, and adoptions are published.

Childrens Defense Fund
1520 New Hampshire Avenue, N.W.
Washington, DC 20036

A child advocacy group which has developed "A Children's Public Policy Network" to provide information exchange on model policies and practices, how-to pamphlets for local advocates, technical assistance, and current information on policy developments; publications list is available - particularly dealing with removal of children from their homes for placement.

Coalition For Children And Youth
815 - 15th Street, N.W.
Washington, DC 20036

An organization of national, state, and local groups which strives to improve the quality of life for children and youth, acts as an information exchange center for the national child advocate voice. A newsletter is available.

Council on Foundations, Inc.
The Foundation Center
888 Seventh Avenue
New York, NY 10019

Council provides computerized information on foundations and has organized a national network of foundation reference collections; publications list and bibliographies available.

INFORMATION SOURCES - NATIONAL

Institute For Child Advocacy
4305 South Broadway
Los Angeles, California 90037

A community-based program which utilizes "a community development approach to child advocacy"; publications list is available.

Institute For Social Research
Fordham University
Bronx, New York 10458

Developed and reported on a series of conferences for a "National Program For The Development Of Strategies For Juvenile Delinquency Prevention".

League of Women Voters
Youth Project
1730 "M" Street, N.W.
Washington, DC 20036

The organization is concerned with citizen participation in the political process; publication list available.

Learning Concepts
2501 North Lamar
Austin, Texas 78705

Teaching and training materials are available from this publishing company.

Learning Resources Corp./University Associates
7594 Eads Avenue
La Jolla, California 92037

Excellent publications and nation-wide training programs concerning organizational development, training, assessment, human resource development; publication list and training events schedule available.

National Association of Prevention Professionals
P.O. Box 3969
Eugene, Oregon 97403

National Center For Voluntary Action
1785 Massachusetts, N.W.
Washington, DC 20036

Provides technical assistance and training to Voluntary Action Centers; involved in a community crime prevention project utilizing volunteers and jointly operates a publications distribution center.

National Center For Youth Law
3701 Lindell
St. Louis, Missouri 63108

National Commission On Resources For Youth
36 West 44th Street
New York, NY 10037

A non-profit organization that works to expand opportunities for young people in their schools and communities by identifying existing youth participation programs, assisting in the development of new programs, and bringing programs to others attention; serves as a national clearinghouse and information sharing network and develops films, guides, and manuals to assist in the establishment of programs.

National Council of Jewish Women
15 East 26th Street
New York, NY 10010

INFORMATION SOURCES - NATIONAL

National Council of Y.M.C.A.'s
291 Broadway
New York, NY 10009

Has planning, program model, evaluation, and funding resources available for Y.M.C.A.'s and other community agencies; publications list available.

National Council On Crime And Delinquency
Youth Development Center
411 Hackensack Avenue
Hackensack, NJ 17601

An organization which provides community consultation and training, publishes criminal justice journals, engages in research, and collects and disseminates information about crime and delinquency.

National Endowment For The Humanities-Youth Programs
Mail Stop 103
Washington, DC 20506

National Information Center on Volunteerism/National Center For Citizen Involvement
P.O. Box 4179 P.O. Box 1807
Boulder, Colorado 80306 Boulder, Colorado 80306

A resource organization which provides training, needs assessment, evaluation, and information to volunteer programs; good publications list. Center will do literature searches, and provides "Quick Reference Sheets" for beginners regarding program management.

National Juvenile Justice Program Collaboration
291 Broadway
New York, NY 10007

A collaboration of twenty-three national organizations (Y.M.C.A., Y.W.C.A., Big Brothers/Big Sisters, Boys/Girls Clubs/Scouts, etc.) which has a grant to capacity-build for local affiliates, services to status offenders, and youth at risk; reports, evaluations, and program models from six sites are avail.

National Manpower Institute
1211 Connecticut Avenue, N.W., #502
Washington, DC 20036

Concerned with critical issues affecting young: transition from school to work, collaborative positive change at the local level; publications list and reports available.

National Network
#801
1705 De Sales Street, N.W.
Washington, DC 20036

Formerly National Network of Runaways and Youth Services - A national coalition.

National Public Relations Council
815 Seasonal Avenue
New York, NY 10017

Publications on fund raising.

National Student Volunteer Program - ACTION
806 Connecticut, N.W.
Washington, DC 20525

Supports student volunteer programs through information, technical assistance and training materials; materials and services available without charge. A publications list is available.

National Youth Work Alliance (Formerly National Youth Alternatives Project)
1346 Connecticut, N.W.
Washington, DC 20036

A national coalition of community-based youth workers focused on state-wide coalitions which work to coordinate youth advocacy efforts on a national level; clearinghouse, newsletter, and publications list available. Alliance also has access to state youth work conditions.

INFORMATION SOURCES - NATIONAL

New York State Division For Youth
84 Holland Avenue
Albany, NY 12208

Office Of Juvenile Justice: U.S.Dept. of Justice
633 Indiana Avenue
Washington, DC 20001

Office is responsible for administering the Juvenile Justice And Delinquency Prevention Act; publications list.

Open Road
c/o The Citizens Policy Center
1323 Anacapa Street
Santa Barbara, CA 93101

Encourages policies and programs which help young people to become competent, independent, and socially responsible; operates apprenticeship programs, a for-profit corporation, a student involvement project which trains young people to deal with critical concerns affecting the school environment, and researches issues on public policy development.

Responsible Action
P.O. Box 924
Davis, California 95616

Features a publications program called Dialogue Books to educate public about social problems; publications list available - areas of youth policy and participation, school crime, moral education are covered.

Robert Kennedy Memorial Foundation
1035 30th Street, N.W.
Washington, DC 20036

Sponsors a Fellows Program, Youth Policy Institute, Journalism Awards Program, and local programs that challenge youth to affect the world in which they live.

Social Action Research Center
18 Professional Center Parkway
San Rafael, CA 94963

A research center involved in some youth participation projects, school climate, surveys and corrections; has a publications list and is developing a youth participation manual for youth action teams.

Social Advocates For Youth
975 North Point
San Francisco, CA 94109

A network of twelve (12) non-profit centers which provide individual services and work towards positive institutional change; the national center in San Francisco focuses on advocacy.

Social Research Group
George Washington University
A.A.U.W. Building
2401 Virginia Avenue
Washington, DC 20037

Student Community Involvement Center
1022 Sir Francis Deake Blvd.
San Anselmo, CA 94960

Has developed materials and publications for teachers and program administrators regarding student internship programs, student volunteers in community services, and student group leaders.

The Three O'Clock Lobby
P.O. Box 431
East Lansing, Michigan 48824

A youth-initiated and youth-operated advocacy group; publishes a newsletter.

INFORMATION SOURCES - NATIONAL

Pyramid Project
Suite 201
39 Quail Court
Walnut Creek, California 94596

Supported by the Prevention Branch of the National Institute on Drug Abuse, Pyramid is a resource sharing network for primary drug abuse prevention; information is transferrable to delinquency prevention and resources are available in areas of program models, training, evaluation, etc.; newsletters.

Youth Community Coordination Project
American Public Welfare Association
1155 16th Street, N.W.
Washington, DC 20036

A project encompasses five sites nation-wide which emphasize prevention, agency cooperation, and identification of needs based on research in order to develop a coordinated and integrated planning body which then will develop youth programs in response to identified needs; a report of the project is available.

Youth Development Bureau
Dept. H.E.W. - Room 3258
330 Independence Avenue, S.E.
Washington, DC 20201

Government agency which sponsored "A Design For Youth Development Strategy"; publications list available.

Youth Liberation
P.O. Box 524
Brooklyn, New York 11215

A youth-run project with a good publications list.

The Youth Policy And Law Center, Inc.
31 W. Mifflin Street - Room 904
Madison, Wisconsin 53703

The Youth Project
1555 Connecticut, N.W.
Washington, DC 20009

A foundation which provides technical assistance and some funding for local youth-initiated projects for social change; emphasizes community-based, grass-roots efforts; annual report available.

INFORMATION SOURCES - ILLINOIS

Alternative Schools Network
1105 West Lawrence - Room 210
Chicago, Illinois 60640
(312) 728-4030

CACE - Juvenile Justice Task Force
10 South LaSalle - Suite 800
Chicago, Illinois 60603
(312) 984-8128

Chicago Area Project
7601 Linden Avenue
Darien, Illinois 60559
(312) 963-4240

Chicago Law Enforcement Study Group
109 North Dearborn
Chicago, Illinois 60602
(312) 346-1179

Chicago Public Education Project
407 South Dearborn
Chicago, Illinois 60605
(312) 427-2533

Chicago Youth Alliance
19 South LaSalle - Suite 800
Chicago, Illinois 60603
(312) 984-8131

Citizen's Information Service
67 East Madison
Chicago, Illinois 60602
(312) 236-0315

Constitutional Rights Foundation
Chicago Project
25 East Jackson Blvd. - Room 1612
Chicago, Illinois 60604
(312) 663-9057

Cook County Legal Assistance Foundation
19 South LaSalle
Chicago, Illinois 60608
(312) 263-2267

Donor's Forum of Chicago
208 South LaSalle
Chicago, Illinois 60604
(312) 726-4877

Illinois Commission On Children
3 West Old State Capitol Plaza
Room 206
Springfield, Illinois 62701
(217) 782-7833

Illinois Commission On Delinquency Prevention
185 North Wabash
Chicago, Illinois 60610
(312) 793-2964

Illinois Council Of Youth
c/o Illinois Commission On Children
3 West Old State Capitol Plaza
Room 206
Springfield, Illinois 62701
(217) 782-7833

Illinois Law Enforcement Commission (I.L.E.C.)
120 South Riverside Plaza
Chicago, Illinois 60606
(312) 454-1560

Illinois Youth Service Bureau Association
6 East Monroe - Suite 1502
Chicago, Illinois 60603
(312) 782-8970

Institute For Juvenile Research
974 South Wolcott
Chicago, Illinois 60612
(312) 996-1000

Institute For Voluntary Organizations
4800 Prince
Downers Grove, Illinois 60515
(312) 852-8850

John Howard Association
5 South Wabash Avenue
Chicago, Illinois 60603
(312) 263-1901

National PTA
700 N. Rush
Chicago, Illinois 60611
(312) 787-0977

Planning Consortium For Children's
Services In Illinois
1 West Old State Capitol Plaza
Springfield, Illinois 62702
(217) 525-6698

United Way Of Metropolitan Chicago
72 West Adams Street
Chicago, Illinois 60613
(312) 263-1756

United Way Of Suburban Chicago
15 Spinning Wheel Road
Hinsdale, Illinois 60521
(312) 242-2540

INFORMATION SOURCES - ILLINOIS

Youth Communications
207 South Wabash - 8th Floor
Chicago, Illinois 60604
(312) 663-0543

Youth Network Council
1123 West Washington Boulevard
Chicago, Illinois 60607
(312) 226-1200

Youth Services Department Of
The Cook County Sheriff
1401 South Maybrook Drive
Maywood, Illinois 60153
(312) 865-2900

CLEARINGHOUSES

The Center for Conflict Resolution
731 State
Madison, WI 53703

A resource collection regarding social change and decision making.

Children's Public Policy Network
c/o Children's Defense Fund
1520 New Hampshire Avenue, N.W.
Washington, DC 20036

A toll free number for advocates who need current information on national policy developments affecting children (800-424-9602); information exchange on policies, practices, and programs; technical assistance related to educating the public about children's needs and make those needs known to policy makers.

Educational Resources Information Center (ERIC)
National Institute of Education
Washington, DC 20208

A network of clearinghouses for educational literature; provides a wide range of clearinghouse services.

Health Education and Welfare Clearinghouse - Room 309-D
200 Independence, S.W.
Washington, DC 20201

Will provide a list of Health, Education and Welfare publications and where to get them.

National Center for Voluntary Action - Clearinghouse
1785 Massachusetts Avenue, N.W.
Washington, DC 20036

Program information, technical assistance, and an annotated bibliography of materials on the development of volunteer programs.

National Clearinghouse for Alcohol Information
P.O. Box 2345
Rockville, Maryland 20852

Information, publications and bibliographies on prevention programming and alternatives for youth.

National Clearinghouse For Drug Abuse Information
11400 Rockville Pike - Room 108
Rockville, Maryland 20852

Information, publications and bibliographies on prevention programming and alternatives for youth.

National Clearinghouse for Mental Health Information
5600 Fishers Lane
Rockville, Maryland 20852

Will do computerized literature searches free of charge.

National Commission on Resources for Youth, Inc.
39 W. 44th Street
New York, NY 10036

Serves as a clearinghouse and arranges training related to youth participation; extensive publications, lists and materials.

National Council on Crime and Delinquency
411 Hackensack Avenue
Hackensack, New Jersey 07601

Will send catalog of materials.

CLEARINGHOUSES

National Criminal Justice Reference Service
Box 6000
Rockville, Maryland 20856

Free computerized information searches on specific topics; agencies can register for regular notification of new literature.

National Information Center on Volunteerism
P.O. Box 4179
Boulder, Colorado 80302

Provides references and literature searches re: planning, program development, evaluation, recruiting, training, public relations, etc. — also publications list.

National Youth Work Alliance Clearinghouse
1346 Connecticut Avenue, N.W.
Washington, DC 20036

Addresses information needs of community-based youth programs, particularly related to juvenile justice and delinquency prevention; information and community-based program types and youth work issues; publications list and newsletter.

Program Evaluations Resource Center
501 Park Avenue South
Minneapolis, MN 55415

A list of publications on implementing evaluation.

Project Share
P.O. Box 2309
Rockville, Maryland 20852

Makes available materials concerning the planning, management, and development of human services; free quarterly journal and bibliographies.

Public Service Materials Center
104 East 40th Street
New York, NY 10016

Series of materials on fund-raising and foundations.

United States Government Printing Office
Superintendent of Documents
Washington, DC 20402

Will send government publications and lists of topics relating to: children and youth, juvenile delinquency, etc.

Westinghouse National Issues Center
2341 Jefferson Davis Highway — Suite #1111
Arlington, VA 22202

Publications, training, technical assistance, re: prevention.

NEWSLETTERS/JOURNALS

The American Family — National Action Overview
Wakefield Washington, Association #511
1120 20th Street, N.W.
Washington, DC 20036

ASN News

The Alternative Schools Network — #210
1105 West Lawrence
Chicago, Illinois 60640

Behavior Today

Atcom Building
2315 Broadway
New York, NY 10024

A newsletter which provides information on current research in the behavioral sciences and related fields.

C/O: Journal of Alternative Human Services

1172 Morena Boulevard
San Diego, California 92110

Contains articles of interest to alternative human service workers and explores issues in alternative services movement.

The Catalyst

5600 Oakland Avenue
G-316

St. Louis, Missouri 63110

Information about educational programs for pre-delinquent and delinquent youth who have been unsuccessful in traditional school settings.

Change: A Juvenile Justice Quarterly

National Office for Social Responsibility
1901 North Moore Street
Arlington, Virginia 22209

Child Welfare — The CWLA Newsletter

Child Welfare League of America
67 Irving Place
New York, NY 10003

Published by the Child Welfare League of America, particularly concerned with child welfare guidelines, i.e., Title XX and traditional social agencies.

Children's Rights Report

American Civil Liberties Union Foundation
22 East 40th Street
New York, NY 10016

Citizen Action in Education

Institute for Responsive Education
704 Commonwealth Avenue
Boston, Massachusetts 02215

A free quarterly concerning current practices in citizen participation in community development and schools.

The COSSMHO Reporter

National Coalition of Spanish-Speaking Mental Health Organizations
5412 East Beverly Boulevard — 2nd Floor
Los Angeles, California 90222

NEWSLETTERS/JOURNALS

Delinquency Prevention

Illinois Commission on Delinquency Prevention
185 North Wabash Avenue
Chicago, Illinois 60601

Evaluation Quarterly

Sage Publications
275 South Beverly Drive
Beverly Hills, California 90212
"A Journal of Applied Social Research"

Exchange

Child Welfare Resource Information Exchange - #501
2011 Eye Street, N.W.
Washington, D.C. 20006
Lists information resources, re: Juvenile Justice, child abuse, management, etc.

Federal Programs Monitor

Center for Community Change
1000 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Focus

Coalition for Children & Youth - Suite 600
815 15th Street, N.W.
Washington, D.C. 20005

The Grantsmanship Center News

1015 West Olympic Boulevard
Los Angeles, California 90015
Information and guidance for those seeking government and/or private source grants; reprints available.

Growth Without Schooling

Holt Associates
308 Boylstrom Street
Boston, Massachusetts 02116

Group and Organization Studies: The International Journal for Group Facilitators

University Associates
7596 Eads Avenue
La Jolla, California 92037

Journal of Humanistic Psychology

416 Hoffman
San Francisco, California 94114

Innovations

American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

Institutions, etc., Investigative Newsletter on Institutions/Alternatives

National Center for Action on Institutionalization and Alternatives
Room 1024
1346 Connecticut, N.W.
Washington, D.C. 20036
Current strategies, research, problems concerning institutions, deinstitutionalization and community alternatives.

NEWSLETTERS/JOURNALS

Juvenile Justice Digest

Washington Crime News Services
7620 Little River Turnpike
Annandale, Virginia 22003
Summary of significant news events in the field of delinquency prevention.

Looking Glass

Youth Policy and Law Center
204 South Hamilton
Madison, Wisconsin 53703
Youth issues related to law, legal rights, and policy.

New: Expressions - C/O Youth Communications, Inc.

8th Floor
207 South Wabash Avenue
Chicago, Illinois 60604
Published by and for youth.

New Designs for Youth Development

Associates for Youth Development
5423 East Fairmount Place
Tucson, Arizona 85712

Newsline

Youth Network Council
1123 West Washington
Chicago, Illinois 60607

and

The Bulletin

Illinois Youth Service Bureau Association
6 East Monroe Suite 1502
Chicago, Illinois 60603
Coalition publications concerning national/local issues of concern to community-based youth service providers - includes job and resource listings.

Paper Rose

1810 S.E. 39th Avenue
Portland, Oregon 97214
Published by and for youth.

Prevention Profiles

Division of Youth Services
Department of Corrections
302 Turner Road
Richmond, Virginia 23225

Prevention Resources

Pyramid
39 Quail Court - #201
Walnut Creek, California 94596
A newsletter which specifically is oriented towards substance abuse prevention, however, many articles are transferrable and the newsletter provides a great deal of up-to-date information about youth/prevention information sources and resources.

Resources for Youth Newsletter

National Commission on Resources for Youth, Inc.
36 West 44th Street - Room 1314
New York, NY 10036
A full quarterly which devotes each issue to exemplary youth participation projects and provides resources for program development - will send back copies.

NEWSLETTERS/JOURNALS

Response

Illinois Law Enforcement Commission
120 South Riverside Plaza
Chicago, Illinois 60606

Social Advocates for Youth

National Office
975 N. Point Street
San Francisco, California

Stone Soup

P.O. Box 83
Santa Cruz, California 95063

Student Advocate

National Association of Secondary Principals
Office of Student Activities
1904 Association Drive
Reston, Virginia 22091

Voice of Youth Advocates

111 South Highland Avenue - #3
Ossining, NY 10562

Washington Report on Federal Legislation for Children

American Parents Committee
1346 Connecticut, N.W.
Washington, DC 20036

Y-Circulator

National YMCA Program Materials
291 Broadway
New York, NY 10007

Monthly newsletter of youth unemployment information which provides program development information.

Youth Action Newsline

c/o The Three O'Clock Lobby
P.O. Box 431
Lansing, Michigan 48824

A monthly newsletter published by a youth advocacy organization which was established and is run by young people.

Youth Alternatives

National Youth Work Alliance
Room 502
1346 Connecticut Avenue, N.W.
Washington, DC 20036

A monthly newsletter which reports on issues and events in Washington which affect youth and youth service providers, also news on funding sources, innovative programs, and - state/local youth issues - includes resources and jobs for youth workers.

Youth Alternatives

Teen Outreach
Y.W.C.A.
Tucson, Arizona 85705

Published by and for youth.

NEWSLETTERS/JOURNALS

You and Youth

850 Third Avenue
New York, N.Y. 10022

Monthly newsletter of youth unemployment information which provides program development information.

Youth Forum

National Council on Crime and Delinquency
Continental Plaza
411 Hackensack Avenue
Hackensack, New Jersey 07601

A free publication concerning youth and juvenile justice issues.

Youth Reporter

Department of Health, Education and Welfare
Youth Development Bureau
400 6th Street, S.W.
Washington, DC 20201

Highlights local and national activities in youth development and youth participation.

SUPPLEMENTAL BIBLIOGRAPHIES:

Assessment

Planning

Research

Evaluation

Training

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League of Women Voters, Know Your Schools, Know Your Community, The Politics of Change; League of Women Voters, 1730 M St., N.W., Washington, D.C. 20036
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