

Best Practices and Supervision Programs for Youth and Young Adults

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Best Practices and Supervision Programs for Youth and Young Adults

With the challenge of identifying “what works” when supervising high risk populations of youth and young adults ages 16 to 24, our previous paper highlighted some of the programs and strategies utilized within the St. Louis area. Here the focus is on exploring the best practices and supervision programs found nationally for these populations. By implementing the effective aspects of these practices and programs, our future clients will be provided with better service and have the tools to ultimately find success.

Best Practices

The following demonstrates some of the best practices used in order to assist youth and young adults to find success. Problematic issues these individuals face and the strategies used to resolve these conflicts are highlighted.

• Restorative Justice

- A variety of programs and strategies reduce the risk of offending for youth and young adults using the three primary principles of restorative justice:
 1. Repair – crime causes harm that must be repaired
 2. Encounter – those involved decide together how to address the harm
 3. Transformation – this inclusive practice can change people, relationships, and communities¹
- Victim-offender discussions identify the impact of an incident in a therapeutic and relational way rather than sending the two away from one another without resolving the conflict.² Restorative justice is used as an intervention in juvenile justice in the following ways:
 - Talking circles between the victim and offender to allow for the impact to be known
 - Safe spaces for youth to process rather than being sent to cells or to isolating surroundings
 - Humane treatment of juveniles by offering diversion programs as an alternative to imprisonment³
- Additionally, restorative justice practices in school settings are believed to disrupt the school-to-prison pipeline in the following ways:
 - Enhancing positive relationships in school settings
 - Fostering healthy school/classroom environments

¹ “Lesson 1: What is Restorative?,” Centre for Justice & Reconciliation, last modified 2016, <http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice>.

² “Every young person served by DYS will become a productive citizen and lead a fulfilling life,” *Missouri DSS Division of Youth Services* (August 8, 2016) <http://static1.1.sqspcdn.com/static/f/658313/11467714/1301432422807/OverviewMissouriDYSforNewYorkCity3-28-11.pdf?token=3prFd8R1FbGzKir3mCQCm9D0CC0%3D>.

³ “Restorative Justice,” Regional Youth-Adult Social Action Partnership (RYASAP) (2014) <http://www.ryasap.org/restorative-justice/>.

- Promoting respectful and compassionate language to reduce bullying incidences
 - Offering youth social/emotional development and opportunities to be peer mediators⁴
- **Early Intervention and Diversion**
 - Child Abuse and Neglect – Victims of maltreatment increase the risks to 88% of being arrested or coming in contact with the juvenile justice system. Improved collaboration is needed between law enforcement, the child welfare system, mental health and education systems.
 - Law Enforcement Diversion – Focusing on youth with mental health and substance abuse disorders by training law enforcement to recognize, de-escalate, and effectively handle field crisis in lieu of arresting the youth.
 - Diverting Youth to Community Based Programs – Confining youth increases their danger of being harmed and deteriorates or exasperates their behavior-this includes youth with status offenses. Alternatives such as home detention, electronic monitoring, intensive supervision and day and evening reporting centers or local residential/treatment facilities should be utilized.⁵
 - **SB 36 (Jonathan’s Law)**
 - Youth convicted as adults can have their adult criminal sentence suspended to receive a juvenile disposition, increasing the accessibility of dual jurisdiction in Missouri for youth ages extended from 17 to 17.5 years old. This law removes the “once an adult, always an adult” sentencing for youth who are transferred to adult court but are not convicted.
 - This requires a DYS evaluation for those transferred to adult court, and judges to make a finding of imposing adult sentencing if different than DYS acceptance.⁶
 - **Cognitive Behavioral Therapy (CBT)**
 - As criminal thinking is often tied to a “victim stance,” offenders often see themselves as being unfairly blamed and cast out from society while failing to see how their antisocial behavior may have contributed to their problems.
 - Meta-analysis has consistently indicated that CBT, on average, has significant positive effects on recidivism. CBT is based on the assumption that the characteristics of offenders are learned cognitive deficits and distortions, most notably:
 - Self-justificatory thinking, misinterpretation of social cues, displacement of blame, deficient moral reasoning, schemas of dominance and entitlement and the like.
 - The effects of CBT have been found to be greater in participants with a higher risk of recidivism, making this a promising treatment for higher risk individuals who might otherwise be seen as less amenable to treatment. CBT Programs can include:⁷

⁴ “Restorative justice in everyday school practices: A panel discussion,” Zehr Institute, (presentation, video webinar, 2015). <http://zehr-institute.org/webinar/restorative-justice-in-everyday-school-practices>.

⁵ “Reform Trends,” Juvenile Justice Information Exchange (2016) <http://jjie.org/hub/community-based-alternatives/reform-trends/#77>.

⁶ 36. Missouri State Senate, *Senate Bill*, by Wallingford and Sater (2012) <http://www.njjn.org/uploads/digital-library/Jonathans-lawMissouri-2013-SB36-Introduced.pdf>.

⁷ Mark Lipsey, Nana Landenberger, Sandra J. Wilson, “Effects of Cognitive Behavioral Programs for Criminal Offenders,” *The Campbell Corporation* (August 9, 2007).

- Moral Recognition Therapy
 - Aggression Replacement Training
 - Thinking for a Change
 - Relapse prevention approaches to substance abuse
- Research on CBT for youth and young adults has revealed some promising results:
 - For serious juvenile offenders, cognitive-behavioral methods of treatment were the most effective in decreasing recidivism with the rehabilitation programs for serious offenders reducing recidivism by approximately 7%.⁸
 - Aftercare programs have shown to be most effective when well-implemented, aimed at older and high-risk youth, and consisting of individual versus group treatment.⁹
 - In a study on youth ages 11 to 17, the recidivism rate for committing a felony in the subsequent 18 months after completing Aggression Replacement Training was reduced to 19% as compared to 25% of youth who did not participate in the training.¹⁰
- **Addressing Youth Violence as a Part of Public Health**
 - The Center for Disease Control and many local public health agencies have identified youth violence as a public health issue. Below are examples of the impact of youth violence:
 - The exposure to and fear of violence have known emotional and mental health consequences that are often lifelong, require extensive treatment, and can in turn, have physical effects. Additionally, these effects bring stress and consequence to others.¹¹
 - Youth who witness a stabbing are more likely to report suicide attempts, and youth who witness a shooting are twice as likely to report alcohol abuse.¹²
 - Interpersonal violence, as either a victim or witness, creates a significantly higher risk for Post-Traumatic Stress Disorder (PTSD), major depressive episodes, and substance abuse/dependence.¹³ Women who experience intimate partner violence are three times more likely to display symptoms of depression, four times more likely to have PTSD, and six times more likely to have suicidal ideations.¹⁴
 - It is noted that 77% of children exposed to a school shooting and 35% of urban youth exposed to community violence develop PTSD as compared to 20% of soldiers deployed to combat areas in the last six years.¹⁵

⁸ “What Works for Serious Juvenile Offenders? A systematic Review,” *Campbell Collaboration Crime and Justice Group* (October 2005).

⁹ “Aftercare programs for reducing recidivism among juvenile and young adult offenders: A meta-analytic review,” *Clinical Psychology Review* (2013).

¹⁰ “Program Profile Aggression Replacement Therapy (ART),” *National Institute of Justice, Office of Justice Programs* (June 2012).

¹¹ “Urban Networks to increase Thriving Youth,” Unity.

¹² D. Pastore, M. Fisher, and S. Friedman, “Violence and mental health problems among urban high school students,” *Journal of Adolescent Health*, no.18(5) (May 1996): 320-324.

¹³ D. Houry, K. Kendall, K.V. Rhodes, and N.J. Kaslow, “Intimate partner violence and mental health symptoms in African American ED patients,” *Am J Emerg Med*, no.24(4) (July 2006): 444-450.

¹⁴ The National Center for Post-Traumatic Stress Disorder.

¹⁵ M. Egan, C. Tannahill, M. Petticrew, and S. Thomas, “Psychosocial risk factors in home and community settings and their associations with population health and health inequalities: A systematic meta-review BMC Public

- In St. Louis, over 90% of the residents killed by guns in 2015 have been African Americans with nearly two-thirds of them under 30.¹⁶
- As violent events bring contact with the police, court system, mental health consultants, schools, and social services, these institutions have the ability to assist the many individuals in our community dealing with the aftermath of violent incidents.

Programs and Strategies

The following are some programs and strategies found throughout the United States that demonstrate the goal of promoting success for youth and young adults.

St. Louis

- **Innovative Concept Academy (ICA)**
 - The St. Louis Public Schools, MERS Goodwill, and the St. Louis City Family Court – Juvenile Division work in collaboration to serve at-risk youth between the ages of 10 to 18 in a manner that recognizes and responds to risk factors in the community that may otherwise negatively impact youths’ lives.¹⁷
 - The ICA is the first community partnership school in the country to be overseen by a judge and is designed as a one-stop service center through three student tiers:
 - St. Louis Public School youth who have been suspended
 - MERS students attempting to get their GED and a job
 - Division of Youth Services youth expelled under the Safe Schools Act
 - The school attempts to educate the students on life skills and making better decisions. Days at ICA are deliberately long, from 9 a.m. until at least 6:30 p.m., as most offenses in St. Louis City occur between 3 p.m. and 9 p.m.
 - 75-80% of students enrolled in the program report better grades and behavior. Additionally, the ICA has been recognized as an award winning school and in total, over 45 community agencies have partnered with the ICA.¹⁸
- **Division of Youth Services (DYS) - Juvenile Court Diversion**
 - Intends to strengthen youth local support systems and reduce commitments into juvenile system by following a “Teach, Expect, Model, Motivate (TEMM)” approach.
 - Provides holistic residential environment and engages family in youth treatment. Circle processes are used for conflict resolution, problem solving, and check in.
 - Each year roughly 6,900 youths are diverted from state care. Three years after discharge, 93% of DYS youth evaded further incarceration and 67% evaded further involvement with juvenile or adult corrections.¹⁹

Health,” no.8 (2008): 239.

¹⁶ William J. Maxwell, “St. Louis Gun Violence and Real Ferguson Effect,” *Institute for Public Health* (October 13, 2015).

¹⁷ Innovative Concept Academy (June 14, 2016) <http://www.innovativeconceptacademy.com/mission>.

¹⁸ Jeannette Cooperman, “Tough Kids Turning,” *St. Louis Magazine* (August 3, 2010) <https://www.stlmag.com/Innovative-Concept-Video-Documentary/>.

¹⁹ Missouri DSS Division of Youth Services. “Every young person served by DYS will become a productive citizen and lead a fulfilling life,” (August 8, 2016)

<http://static1.1.sqspcdn.com/static/f/658313/11467714/1301432422807/OverviewMissouriDYSforNewYorkCity-3-28-11.pdf?token=3prFd8RIFbGzKir3mCQCm9D0CC0%3D>.

- **G.R.E.A.T (Gang Resistance Education and Training)**
 - This program underwent a massive revision in the 2000's after two evaluations found it to be promising, but in need of improvements.^{20,21} Informed by research, the revised program increased the amount of lessons, and is now taught by both federal and local law enforcement who undergo enhanced training and focus on analyzing students' skills during the educational components.
 - Another evaluation in 2012 refined the program's three primary goals:
 1. To teach youth to avoid gang membership
 2. To prevent violence
 3. To assist youth in developing positive relationships with law enforcement.
 - Youth in the program have shown positive results as highlighted below:²²

▪ 24 % less likely to belong to a gang	▪ Less positive attitudes toward gangs
▪ More positive attitudes toward police	▪ Less risk seeking
▪ Higher levels of altruism	▪ Less anger

Illinois

- **Peoria Models for Change**
 - In an effort to avoid police intervention and encourage peer resolution, school officials in Peoria, Illinois developed this program utilizing the principals of restorative justice to address delinquency issues directly at the school level.
 - For example, one technique holds students accountable for their decisions and gives them the opportunity to correct the harm he or she has caused using a peer jury. Cases of fighting, classroom insubordination, and potential violent misconduct are resolved using this program. Out of 119 cases at a high school using this program during the 2008-2009 and 2009-2010 school year, only 6 cases had to be handled by school administration.
 - Another technique used called "Peacemaking Circles" allows for all participants to express his or her feelings and come up with resolutions in a safe setting. Satisfaction is great among students as shown below when using this approach.²³

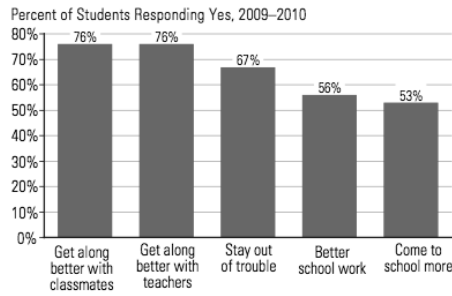
²⁰ F. Esbensen & D. Osgood, "Gang Resistance Education and Training (GREAT): results from the national evaluation," *Journal of Research in Crime and Delinquency*, no.26 (1999): 194-225.

²¹ F. Esbensen, D.Osgood, T.J. Taylor, D. Peterson, and A. Freng, "How great is G.R.E.A.T.?: Results from a quasi-experimental design," *Criminology & Public Policy*, no.1 (2001): 87-118.

²² F. Esbensen, D. Peterson, T. Taylor, A. Freng, D. Osgood, and D. Carson, "Evaluation and evolution of the Gang Resistance Education and Training program," *Journal of School Violence*, no. 10 (2011): 53-70.

²³ Patrick Griffin, "Models for Change: Innovations in Practice," *National Center for Juvenile Justice*, (November 2010): 5-6.

Student Responses to Peacemaking Circles Survey



Massachusetts

- **Staying Connected with your Teen**

- This family-centered workshop is designed to address family management problems in order to reduce substance abuse and youth violence. Focusing on parents of children ages 12 to 17, families meet with parent and adolescent groups for seven consecutive weeks covering one chapter per week.
- It has been identified as “effective” by the Office of Juvenile Justice and Delinquency Prevention’s Model Programs Guide,²⁴ with promising findings on youth from several studies:
 - 45% less violent behavior²⁵
 - Reduced attitudes toward substance abuse²⁶
 - Reduced drug frequency in a six-year longitudinal follow-up²⁷

Florida

- **Turning Point: Re-Thinking Violence (TPRV)**

- A unique, therapeutic diversion program specifically directed at violent, criminally-involved youth that aims to inform participants about the effects of their violent crimes in a real-world context.
- This hospital-based, court-ordered program gives 14 hours of face-to-face contact primarily in a group setting. Using community partners for mental health and substance abuse needs, the program focuses on violence and the impact it has on trauma and crime victims.²⁸
- In a study of 115 participants in the program, the recidivism rate was significantly lower than the rate for a similar control group not in the program:²⁹

TPRV Program	No TPRV Program
9%	38%

- **Project Payback**

²⁴ “Model Programs Guide,” Office of Juvenile Justice and Delinquency Prevention, <http://www.ojjdp.gov/mpg/>.

²⁵ K. Haggerty, M. Skinner, E. MacKenzie, and R. Catalano, “A randomized trial of parents who care: effects on key outcomes at 24-month follow-up,” *Prevention Science*, no. 8, (2007): 249-260.

²⁶ K. Haggerty, M. Skinner, R. Catalano, R. Abbott, and R. Crutchfield, “Long-Term effects of Staying Connected with Your Teen on drug use frequency at age 20,” *Prevention Science*, no.16 (2015): 538-549.

²⁷ Ibid.

²⁸ K. Kamela, K. Scott, et al., “Turning Point – Rethinking Violence: A Youth Violence Reduction Intervention” *HSOA Journal of Emergency Medicine Trauma and Surgical Care* 2, no.1 (2014): 2.

²⁹ Ibid, 4.

- A required program for youth who are placed on probation and owe restitution. The program monitors and enforces “restitution for victims of juvenile offenders, and to provide job skill training and meaningful work opportunities to juveniles ordered to pay back restitution.”³⁰
- Staff meet with youth to establish a payment plan and enroll them in employability trainings. Youth who are unable to work (those who are unemployable or who live in residential facilities) are given the opportunity to complete up to 16 hours of community service per month, which translates into monetary credit towards his or her restitution.
- Over 1,300 youths have been referred to this program since its implementation in 1997 and over \$545,000 in restitution has been paid back. Additionally, there have been no reported crimes or injuries on the job by youth while in the program.³¹

Louisiana

• Jefferson Parish Children and Youth Planning Board

- A school-based intervention instituted after the acknowledgment that a third of all juvenile arrests occurring in the area were originating in schools.
- Provides students with more consistent behavioral expectations. Also, to better understand what incidences were appropriate for in-house or law enforcement intervention, school staff underwent training in “Cognitive Behavioral Intervention for Trauma in Schools” and “School-Wide Positive Behavior Intervention and Support.” Additionally, all calls to police originating from schools are logged and monitored for appropriateness.³²
- From the 2008-2009 school year to the 2009-2010 school year, school arrests in Jefferson Parish declined by 16%.³³

Pennsylvania

• Pennsylvania Academic and Career/Technical Training (PACTT) Alliance

- As the median age in Pennsylvania is 17 for youth released from residential placement in delinquency institutions, this program was developed to address re-entry issues faced by those who completed an institutional sentence.
- The goal is to enhance the educational programs offered and ensure they are in line with academic standards instituted throughout the state. Additionally, the institutions facilitate advances in career/technical education (CTE), and have increased the number of educational programs from 13 to over 60 with a wide variety of trades and certifications.³⁴
- The institutional reforms have had major effects on increasing and improving programming, but also in tracking data on youth success rates as shown below:³⁵

³⁰ Gretchen Howard, “Project Payback: A Juvenile Restitution Program,” *The National Center for Victims of Crime* (2011): 97, https://victimsofcrime.org/docs/Report/2011_RestitutionReport_4-JuvenileRestitution.pdf?sfvrsn=0..

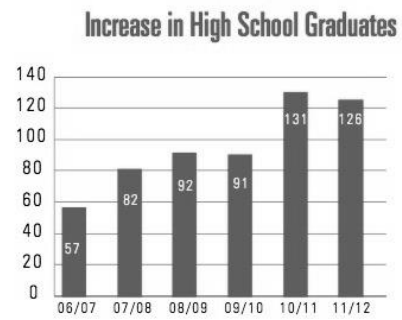
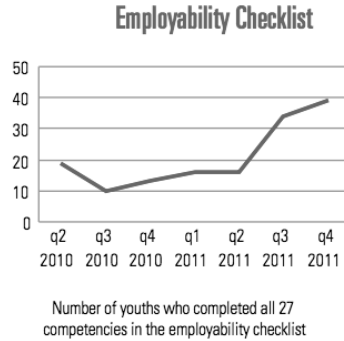
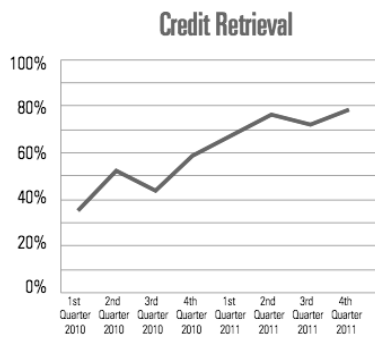
³¹ Ibid, 98-99.

³² Patrick Griffin, “Models for Change: Innovations in Practice,” *National Center for Juvenile Justice* (November 2010): 7-8.

³³ Ibid.

³⁴ Ibid, 2-4.

³⁵ Candace Putter, “Learn to Earn: PACTT Helps Delinquent Youths Gain Academic and Job Skills,” *Innovation Brief* (December 2012): 2-3.



- **Communities That Care (CTC)**

- This ongoing community process works to prevent problems before they occur in youth through five phases:
 1. Activating catalysts and identifying community leaders to assist with the process.
 2. Teaching the community about prevention science and organizing work groups.
 3. Developing a profile of the community’s risks and strengths, as well as resources.
 4. Creating a plan of prevention to reduce risk, strengthen protection, and define measurable outcomes with assessment data.
 5. Implementing selected programs, monitors them, and tracks results as well as looking for improvements.
- Several studies over the last decade that have found a number of beneficial effects:
 - Fewer students in CTC communities initiated delinquent behavior between 5th to 7th grade,³⁶ as communities enacted 90% of the core components of the CTC system.³⁷
 - Results of community action hold over time across at least 5 years.
 - CTC students and the community have a significantly lower risk. By 10th grade, these students have 38% lower odds of initiating alcohol; 54% lower chance of engaging in tobacco, marijuana, and other prescription drugs; and 25% lower chance of violent behavior in the future.³⁸

Conclusion

Identifying what the current, best practices and supervision programs are across the nation when working with criminally involved youth and young adults is key in order to provide these individuals with the tools for success. As noted in our previous paper, there is no single practice or program that will benefit all youth and young adults. Whether it involves schools, law

³⁶ J. Hawkins, E. Brown, S. Oesterle, M. Arthur, R. Abbott, and R. Catalano, “Early effects of Communities That Care on targeted risks and initiation of delinquent behavior and substance abuse,” *Journal of Adolescent Health*, no.43 (2007): 15-22.

³⁷ A. Fagan, K. Hanson, D. Hawkins, and M. Arthur, “Translational research in action: implementation of the Communities that Care prevention system in 12 communities,” *Journal of Community Psychology*, no.37 (2011): 809-829.

³⁸ J. Hawkins, S. Oesterle, E. Brown, K. Monahan, R. Abbott, M. Arthur, and R. Catalano, “Sustained decreases in risk exposure of youth problem behaviors after installation of Communities that Care prevention system in a randomized trial,” *Pediatric Adolescent Medicine*, no.166 (2012): 141-148.

enforcement, public health, or other points of engagement, the importance of collaborations between agencies working with youth and young adults cannot be minimized. In addition, as specialized programs and treatment are needed in order to successfully aid youth and young adults, a diverse range of diversion programs or supervision strategies is needed.

RESOURCES

Innovative Concept Academy (ICA), (314) 552-2000

St. Louis Circuit Court Judge Jimmie Edwards created this program in 2009 for youth he saw in his courtroom that were struggling on their own. This is the only school in the United States overseen by a court system focusing on youth education and rehabilitation. The curriculum includes math, science, English, and history, and additionally seeks to challenge these youths' minds so they can develop useful and efficient skills.

<http://www.innovativeconceptacademy.com/home>

Division of Youth Services (DYS) – Juvenile Court Diversion, (573) 751-3324

The goal early intervention for youth in the juvenile courts by in order to divert youth away from DYS. Programming includes intensive probation, detention alternatives, gang prevention and intervention, family therapy, restitution, and tutoring.

<http://dss.mo.gov/dys/>

Gang Resistance Education and Training Program (GREAT), (314) 444-5968

Established in 2006 by a partnership between the St. Louis Metropolitan Police Department and Area Resources for Community and Human Services (ARCHS), this program has worked to prevent violence and gang membership to over 2000 youth at the elementary and middle school levels. Currently nine police officers run the program through classroom visits and instruction.

<http://www.slmpd.org/great.shtml>

Models for Change, (800) 843-6154

This program began in 2006 in an effort to shift the burden of youthful offending away from law enforcement and the courts using school-based restorative conflict resolution techniques. This voluntary program is available in classrooms after teachers undergo the Circle training that provides many techniques to resolve conflicts internally. Improvements have been seen between students and teachers, and between peers. Positive changes in student conduct and academic performance have been documented as well as a decline in student absences.

<http://www.dhs.state.il.us/page.aspx?item=51924>

Staying Connected with your Teen, (800) 477-4776

This research-based program works with both parents and teenagers, ages 12 to 17, to better the relationships within the family in order to provide substance abuse and violence prevention, and positive character building. The program can be administered as a traditional workshop or at home in the self-study program. It has been proven to work as statistics show families see improvements in discipline practices, supervision skills, bonding, and less antisocial behavior.

<http://www.channing-bete.com/prevention-programs/staying-connected-w-your-teen/staying-connected-w-your-teen.html>

Turning Point-Rethinking Violence (TPRV): A Youth Violence Reduction Intervention

As compared to traditional sentencing, this program is a successful and efficient violence intervention program for juveniles. The participants attended group sessions exploring issues of trauma experience; victim impact panels; educational groups for anger management, conflict resolution, and communication skills; and community networking.

<http://www.heraldopenaccess.us/fulltext/Emergency-Medicine-Trauma-&-Surgical-Care/Turning-Point-Rethinking-Violence-A-Youth-Violence-Reduction-Intervention.pdf>

Project Payback: A Juvenile Restitution Program, (352) 374-3670

Operating since 1999 in north central Florida, this program for youthful offenders strives to supervise and promote restitution for victims, and offer job skill training and work opportunities for youthful offenders ages 16 and older. If a youth is unable to obtain a job, community service is offered as an alternative. Monthly status updates and compliance hearings report the youth's progress towards victim restitution.

https://victimsofcrime.org/docs/Report/2011_RestitutionReport_4-JuvenileRestitution.pdf?sfvrsn=0

Jefferson Parish Children and Youth Planning Board, (504) 368-1020

The Youth Planning Board forms and plans the programs and services that promote positive development in youth and children. One goal is to divert youth away from foster care and the juvenile justice system through the creation of services like prevention, early intervention, diversion, alternatives to home displacement and incarceration, and treatment services.

<http://www.jpda.us/community-relations/>

Pennsylvania Academic and Career & Technical Training (PACTT), (724) 965-8092

Formed in 2008 as a response to Pennsylvania's inadequate system of residential and non-residential service providers for males and females in the Juvenile Court System. To change this system and provide successful services, key resources were developed to teach youth basic employment skills, provide job certifications, offer academic curriculum and GED assistance, and aid with technical training and career access.

<http://www.pactt-alliance.org/Pages/default.aspx>

Communities That Care (CTC), (206) 685-7723

Program uses a proven, five phase process to prevent problems in the community. Youth surveys identify these problems to then chose a program that will best address the community's needs. The program also focuses on social development to encourage youth opportunities, skills, and recognition. Research is conducted to show what programs demonstrate the best results in reducing youth violence, crime, alcohol, and tobacco use.

<http://www.communitiesthatcare.net>